

Executive Summary
2009-10 School Accountability Report Card (SARC)
Prepared in 2010-11

Mary Collins at Cherry Valley Charter School

Mary Collins at Cherry Valley
1001 Cherry Street
Petaluma, CA 94952
(707) 778-4740

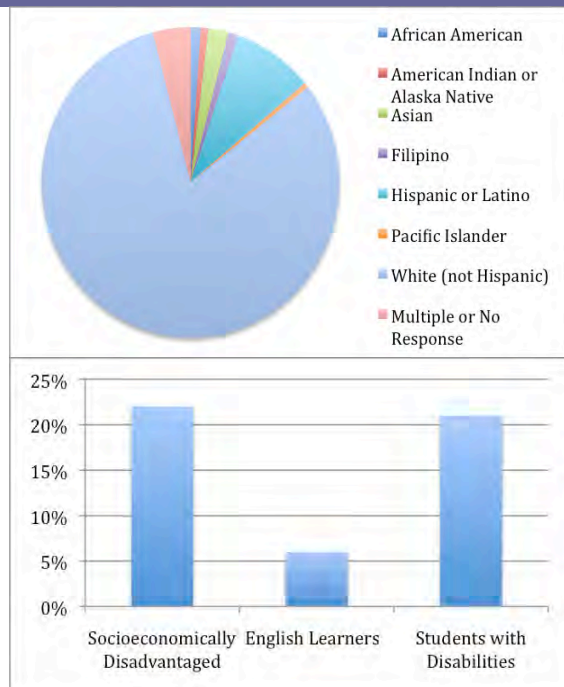
Grades K – 8 year-round

Karen McGahey, Principal
karenm@pet.k12.ca.us

The mission of Mary Collins Charter School at Cherry Valley is best expressed in the words of the school's former principal and namesake Mary Collins:

"The purpose of education is to help students develop the best that is in them. Part of that is an appreciation of who they are as well as a respect for differences and diversity. I hope that students will leave the process of education more curious than when they entered it. This curiosity about life would give students a sense of competence and confidence that comes from years of learning creative problem-solving and thinking skills. This confidence would impel students to continue to satisfy their curiosity and to be willing to be responsible for others within society to make it better for all."

Student Enrollment: 366



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 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 this school, please review the entire SARC or contact the school or district office.

This view of education continues to guide Mary Collins Charter School's learning community. Mary Collins Charter School prepares K-8 students from the Petaluma City Schools District to become fully participating citizens in a dynamic and ever-changing world. Mary Collins Charter School students:

- Challenge themselves to reach for high standards and persevere to achieve them.
- Resolve conflicts peacefully and live in harmony with others.
- Pose probing questions and know how to find answers and solutions.
- Read, write, speak, and use language with imagination and precision.
- Take pleasure in their learning and pride in their accomplishments.
- Honor imagination and creativity.

Student Performance

Students Proficient or Above

English/Language Arts	64 %
Mathematics	63 %
Science	73 %
History/ Social Science	35 %

Academic Progress

Indicator

2010 Growth API Score (from 2010 Growth API Report)	35
Statewide Rank (from 2009 Base API Report)	7
2010-11 Program Improvement Status	Not in PI

Curriculum & Instruction Materials

Percentage of Students Lacking Textbooks and Instructional Materials

Reading/Language Arts	0%
Mathematics	0%
Science	0%
History/Social Science	0%
Foreign Language	n/a
Health	n/a
Visual & Performing Arts	n/a
Science Laboratory Equipment (grades 9-12)	n/a

Teachers

With Full Credential	19
Without Full Credential	0
Teaching Outside Subject Area of Competence	0
Mis-assignment of Teachers of English Learners	0
Total Teacher Mis-assignments	0

School Finances

Level Expenditures per Pupil

School Site	Not available
District	\$9,312
State	\$5,681

School Facilities

Summary of Most Recent Site Inspection

Several areas were identified for repair.

Repairs Needed and Corrective Actions Taken or Planned

Repair work began in Spring 2010.

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Grades K – 8 year-round

Karen McGahey, Principal
karenm@pet.k12.ca.us

<http://www.cherryvalleyelementary.org/>

CDS Code: 49-70862-6051932

Petaluma Joint Union High School District

Greta Viguie, Superintendent
gviguie@pet.k12.ca.us
<http://www.petalumacityschools.org>

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the conditions 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.

Mission Statement

The Petaluma City Elementary and Joint Union High School Districts are committed to providing opportunities for all students to be challenged and motivated in school so that upon graduation, they will be successful in their future educational endeavors, careers, and community.

About This School

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- Honor imagination and creativity.

Opportunities for Parental Involvement

Contact

Deana Ford, PTA President
(707) 778-4740

Mary Collins School is a unique public school in that it is a partnership forged between a highly skilled professional community of teachers and support staff and an energetic and talented group of parents deeply committed to their children's education. Together they provide a diverse community of talents, skills, and opportunities to expand students' learning inside and outside of school. Their work creates a carefully designed tapestry of learning, weaving students into the fabric of the school. All students feel acknowledged, valued, and respected. Some of the many ways that parents can be involved include (but not limited to):

1. Member/Officer of the PTA
2. Membership on the Advisory Council
3. Membership in Friends of the Cherry Valley Library
4. Membership on the Mary Collins Charter School Education Foundation
6. Classroom volunteer
7. Garden volunteer
8. Nature Trail volunteer
9. Landscape volunteer
10. Regular weekend workdays
11. Salad bar volunteer
12. Participant in the Annual Open Forum
13. Celebrate Reading Day
14. Art in the Park
15. Annual Cherry Jubilee Fundraiser
16. Basketball Tournament
17. Art Docent program
18. Earth Day
19. Family Beach Day
20. Family Variety Show
21. Superintendent's Lay Advisory Council

Student Enrollment 2009-10

By Grade

Grade	# Students
Kindergarten	45
Grade 1	50
Grade 2	39
Grade 3	49
Grade 4	52
Grade 5	35
Grade 6	52
Grade 7	24
Grade 8	20

Total

366

By Group

African American	1%
American Indian or Alaska Native	1%
Asian	2%
Filipino	1%
Hispanic or Latino	9%
Pacific Islander	1%
White (not Hispanic)	81%
Multiple or No Response	4%
Socio-Economically Disadvantaged	22%
English Learners	11%
Students with Disabilities	13%

Average Class Size and Class Size Distribution Elementary

Grade Level	2007-08				2008-09				2009-10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19.3	3			19.0	2						
1												
2												
3	19.5	2			16.0	2						
4												
5												
6	19.5	2			19.5	1	1					
K-3	17.8	5			18.6	5						
3-4												
4-8	28.2		5		28.2		5					
Other												

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).

Data and Access

Data Quest

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 (eg: Academic Performance Index [PI], 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 (eg: the California State library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-serve 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.

School Climate

School Safety Plan 2009-10

The School's Comprehensive Safety Plan contains the following elements:

1. A description of the school
2. Assessment of current safety status
3. Provisions, strategies, and programs for promoting a safe school environment
4. Emergency procedures
5. Suspension and expulsion policies
6. Procedures to notify teachers of dangerous pupils
7. Sexual harassment policy
8. Schoolwide dress code
9. Procedures for safe ingress and egress of pupils
10. Rules and procedures for school discipline
11. Additional offerings for students and families
12. Progress for evaluation and assessment

The School Safety Plan was most recently reviewed, updated, and discussed with school faculty on March 2, 2010.

Suspensions and Expulsions

Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	0 %	0 %	1.37 %	10.5 %	11.3 %	not available
Expulsions	0.7 %	0 %	0 %	0.7 %	0.8 %	not available

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.

School Facilities

School Facility Conditions and Planned Improvements in 2010-11

Mary Collins School at Cherry Valley was built in 1947. It was originally designed as an “Open Classroom” cluster with four classrooms sharing an open space. There are five clusters: Manzanita, which houses two kindergarten classrooms; Madrone Cluster, which houses four multi-age first/second grade classrooms; Toyon Cluster, which houses four classrooms, grades 2-5; Laurel Cluster, which houses two fourth/fifth multi-age classrooms and two sixth grade classrooms; and Sequoia Cluster, which two houses multi-age seventh/eighth grade classrooms, two RSP classrooms, and a music room.

The office and library space were added about 10 years ago, and additional classrooms to house seventh/eighth grade classrooms were built in the summer of 2005. One portable classroom was added in 2006 for a re-source specialist program (RSP) classroom, and in the summer of 2007 two additional portables were added to the site for another RSP classroom and a music room. The Lodge (multi-use room) was built about 10 years ago as well. It has a fully equipped stage and green room and a kitchen that was designed specifically for children to use. Tables are available in the Lodge for lunch and breakfast. There is an art room in Laurel with a kiln and tables for students. There is a small room in Toyon used for our Speech and Language Specialist, a small room in Madrone used by our reading specialist, a small room in Laurel used by our School Psychologist and our Bilingual Instructional Assistant.

During the summer of 2009, Laurel cluster was re-carpeted and many areas of Madrone were freshly painted. Our playground restrooms were converted to storage space and new portable restrooms with handicap access were added. Our new play structure was installed in an improved bark area with handicap access.

During the summer and fall of 2010, all buildings underwent the final phase of modernization. The siding and roofs of all the buildings were replaced, and all buildings were freshly painted. Skylights were added to all classrooms to bring in more natural light. Two relocatables were brought on campus to house our 6-7 grade classrooms in proximity to the 7-8 grade classrooms. During the summer of 2011, the Lodge will get new siding and be painted to match the rest of the facility. The portable buildings will be painted to match the rest of the school during the summer of 2011. Two full-time custodians maintain the school: a daytime custodian who works 6:45 A.M. to 3:15 P.M. and an evening custodian who works 2:00 P.M. to 10:30 P.M.

Supervision for students begins at 8:05 A.M.—15 minutes before school starts. We discourage students from coming before 8:05 A.M. When students arrive at school they are asked to remain in the quad where there is supervision by a faculty member. During morning recess there are four staff members, both classified and certificated that are on yard duty. They are assigned places on the playground to insure that all areas are being supervised. Students in grades 1-5 have recess at 10:25 A.M. and students in grades 6- 8 have break at 9:50 A.M. At lunch students in grades 1-3 are supervised on the playground by paid noon duty supervisors who are assigned places on the playground on a rotating basis. Students in grades 4-8 have recess following their lunch, after the younger students have returned to class and are supervised by paid noon duty supervisors. Teachers provide supervision at the two dismissal times, 2:30 P.M. and 3:00 P.M. Parents are encouraged to pick their children up promptly after the end of school.

Mary Collins Charter School at Cherry Valley has completed its final stage of modernization. The buildings are asbestos free and all buildings have HVAC. The kitchen in the staff room was remodeled in 2005-06. A new building to house the seventh and eighth grade students was completed in 2005. A new portable building was added in 2005 to house the Resource Specialist Program. Two additional portables were added in 2007 to house another RSP classroom and a music room. Two additional portables were added during the fall of 2011 to house our growing middle grades enrollment. The school community is actively engaged in the upkeep of the landscaping. All restrooms are handicap-accessible with the exception of the office. The office building and Laurel cluster were re-roofed in the summer of 2008. In the final phase of modernization in the spring of 2010, the shingle siding on all buildings were replaced and all other buildings were re-roofed. It is hoped that we can add some additional overhangs to existing buildings to provide shelter in inclement weather during the summer of 2011.

These improvements were funded through a combination of funds from the Mary Collins School Block Grant, District Deferred Maintenance Program funds, and State funding for school facilities.

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 budgeted \$678,700 for the Deferred Maintenance Program. This represents 1% of the District's general fund budget.

School Facilities Good Repair Status 2010-11				
Item Inspected	Repair Status			Repair Needed and Action Taken / Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, sinks, fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows, Doors, Gates, Fences	X			
Overall Summary of Facility Good Repair Status				Fair

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

Teachers

Teacher Credentials

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
With Full Credential	20	19	20	284
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	n/a

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teacher Mis-assignments and Vacant Teacher Positions

Indicator	2008-09	2009-10	2010-11
Mis-assignments of Teachers of English Learners	1	0	0
Total Teacher Mis-assignments	1	0	0
Vacant Teacher Positions	1	0	0

This table displays the number of teacher mis-assignments (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 Mis-assignments includes the number of Mis-assignments of Teachers of English Learners.

Core Academic Classes Taught by No Child Left Behind Compliant Teachers in 2009-10

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	98 %	2 %
All Schools in District	98 %	2 %
High-Poverty Schools in District	n/a	n/a
Low-Poverty Schools in District	98 %	2 %

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Support Staff

Academic Counselors and Other Support Staff 2009-10

Title	FTE Assigned to School
Academic Counselor	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (paraprofessional)	1.0
Psychologist	0.20
Social Worker	0
Nurse	0.20
Speech/Language/ Hearing Specialist	0.50
Resource Specialist (non-teaching)	0
Other	1.0
Average Number of Students per Academic Counselor	n/a

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.

Instructional Planning and Scheduling

Professional Development

The primary areas for staff development are the development of Power Standards and Common Assessments to align with those standards. Another major component of our staff development is the use of the Inquiry Process to analyze data for student academic success. We are also developing small learning communities in our high schools.

We have contracted with Springboard to provide coaches to guide administrators and staff through large and small group training. These are primarily offered during the school day, providing release time for a team of teachers from each school. The District also provides an early release day every Wednesday for collaborative time among teachers in either department or interdisciplinary settings.

During the 2009-10 school year, our usual three professional development days were eliminated, so we primarily rely on our shortened Wednesday to provide opportunity for teacher collaboration and inquiry. We also have an annual Symposium that includes a parent education event in the evening, an all-day workshop with a presenter, and one day open to the public. Subs are provided for teachers for the all-day workshop. During the 2009-10 school year, our presenter was Mitzi Lewison.

Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

2010-11

All students have current textbooks in good condition. In grades K-8, students have texts from the most recent State-adopted lists. In grades 9-12, students have Board-approved texts that support instruction based on California Content Standards. Every student has access to his or her own textbooks.

In grades K-8, District committees are responsible for recommending new textbooks for adoption once the State-approved list has been published. In grades 9-12, departments identify needs and recommend new titles for consideration as courses are developed and new frameworks are published.

Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Lack **
Reading/ Language Arts	Grades 9-12: Literature, Prentice Hall, Adopted 2002 Grades 7-8: Glencoe Readers' Choice or Holt Series, Adopted 2003 Grades 7-12 English Intervention: Language!, Adopted 2005 We do not use a basal textbook for English/Language Arts. All students have access to a rich variety of literature at all grade levels.	0%
Mathematics	Grade 7: Prentice Hall, Adopted 2008 Grade 8 Algebra: Prentice Hall or CPM, Adopted 2008 Grade 8 Geometry: McDougall Littell or CPM, Adopted 2008 Currently all students in grades 6-8 have access to Standards-based mathematics textbooks. All students in grades K-5 have access to standards-based mathematics books.	0%
Science	Grade 7-8: Science and Technology, Adopted 2001	0%
History- Social Science	Grade 6-8: Holt or History Alive Series, Adopted 2005 Science and History/Social Science:	0%
Foreign Language	Grades 9-12: Literature, Prentice Hall, Adopted 2002 Grades 7-8: Glencoe Readers' Choice or Holt Series, Adopted 2003 Grades 7-12 English Intervention: Language!, Adopted 2005 We do not use a basal textbook for English/Language Arts. All students have access to a rich variety of literature at all grade levels.	0%
Health	Grade 7: Prentice Hall, Adopted 2008 Grade 8 Algebra: Prentice Hall or CPM, Adopted 2008 Grade 8 Geometry: McDougall Littell or CPM, Adopted 2008 Currently all students in grades 6-8 have access to Standards-based mathematics textbooks. All students in grades K-5 have access to standards-based mathematics books.	0%

**** Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials**

School Finances

Expenditures Per Pupil and School Site Teacher Salaries Fiscal Year 2008-2009

Level	Basic	Average Teacher Salary
School Site	Not available	Not available
District	\$9,312	\$62,029
Percent Difference – School Site and District		
State	\$5,681	\$57,352
Percent Difference – School Site and State		

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/>.

Teacher and Administrative Salaries Fiscal Year 2008-2009

Category	District Amount	State Average For Districts In Same Category
Teacher Salaries		
Beginning Teacher Salary	\$35,200	\$38,905
Mid-Range Teacher Salary	\$53,107	\$56,504
Highest Teacher Salary	\$63,791	\$71,750
Administrator Salaries		
Average Elementary Principal	\$77,655	\$92,053
Average Middle School Principal	\$81,888	\$95,666
Average High School Principal	\$85,042	\$94,401
Superintendent Salary	\$122,308	\$111,055
Percent of Budget for		
Teacher Salaries	39.73 %	0.30%
Administrative Salaries	5.50 %	

Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

Types of Services Funded -- Fiscal Year 2009-10

These programs and services are provided at the school either through categorical funds or other sources that support and assist students:

- Class Size Reduction in ninth grade
- Gifted and Talented Education (GATE)
- English Learner support
- Immigrant student support
- School and Library Improvement Block Grant program funds
- Migrant Education support, for identified migrant students
- Identified students receive support through the resource specialist program, speech and language program, full inclusion program, or the bilingual assistant

California Physical Fitness Test Results 2009-10 Percent of Students Meeting Fitness Standards

Grade	Four of Six Standards	Five of Six Standards	All Six Standards
5	10.9%	34.8%	39.1%
7	15.4%	23.1%	23.1%

The CA Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays the percent of students meeting four, five, or six out of six standards for the most recent testing period. Detailed information about this test is at <http://www.cde.ca.gov/ta/tg/pfll>. Scores are not shown when fewer than ten students were tested.

Student Performance

Standardized Testing and Reporting (STAR) Program

Details on STAR results, including results by grade and performance levels, including the percentage of students not tested, are available on the CDE web site <http://star.cde.ca.gov>. Program information on the STAR Program is available at <http://www.cde.ca.gov/ta/sr/documents/starpkt5intrpts.pdf>. SARC uses an average of selected test scores.

CST Results for All Students – Three-Year Comparison									
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	59	65	64	54	59	62	46	50	52
Mathematics	53	59	63	38	39	44	43	46	48
Science	61	70	73	61	64	65	46	50	54
History-Social Science	47	40	35	45	52	51	36	41	44

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

CST Results by Student Group – Most Recent Year				
Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*		
American Indian or Alaska Native	*	*		
Asian	*	*	*	*
Filipino	*	*		
Hispanic or Latino	30	35	*	*
Pacific Islander				
White (not Hispanic)	67	65	78	47
Male	60	63	88	*
Female	69	63	50	36
Economically Disadvantaged	48	42	*	*
English Learners	41	29	*	*
Students with Disabilities	55	42	*	*
Students Receiving Migrant Education Services	*	*	*	*

* Scores are not shown when fewer than ten students were tested, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Accountability

Academic Performance Index

Academic Performance Index Ranks – Three-Year Comparison

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

API Rank	2007	2008	2009
Statewide	6	6	7
Similar Schools	1	2	3

The **Statewide API ranks** range from 1 to 10, with 1 being in the lowest 10 percent of all schools in the state, and 10 being the API score is in the highest 10 percent of all schools in the state.

The **Similar Schools Rank** reflects how it compares to 100 statistically similar schools, with a rank of 1 meaning that the school performance was comparable to the lowest-performing 10 out of 100 similar schools; A rank of 10 means that the school's academic performance is better than at least 90 of 100 similar schools.

Academic Performance Index Growth by Student Group Three Year Comparison

Group	Actual API Change			Growth API Score
	2007-08	2008-09	2009-10	2010
All Students at School	4	37	-5	820
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (Not Hispanic)	5	38	7	833
Socio-economically Disadvantaged				
English Learners				
Students w/Disabilities				

Actual API changes in points added or lost for the past three years, and the most recent API score.

NA means that the group was not statistically significant

* means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

Adequate Yearly Progress

Adequate Yearly Progress Overall and by Criteria (2009-10 School Year)

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 ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an indicator
- Graduation rate (for secondary schools only)

Detailed information on AYP is available at <http://www.cde.ca.gov/ta/ac/ay/>

AYP Criteria		School	District
Overall		Yes	No
Participation Rate	ELA	Yes	Yes
	Mathematics	Yes	Yes
Percent Proficient	ELA	Yes	No
	Mathematics	Yes	No
API		Yes	Yes
Graduation Rate		n/a	Yes

Federal Intervention Program – 2010-11

Schools and districts receiving Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or Math) or 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 <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in Program Improvement	n/a	2010-11
Year in PI	n/a	Year 1
Number of Schools in this District Currently in PI		4
Percent of Schools in this District Currently in PI		22.2%

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

National Assessment of Educational Progress (NAEP) Reading and Mathematics Results – All Students

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress (NAEP) Results for Reading in 2007 and Mathematics in 2009 for grades four and eight.

Subject and Grade Level	Average Scale Score		Percent Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

National Assessment of Educational Progress (NAEP) Reading and Mathematics Results for Students with Disabilities and/or English Language Learners

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students with Disabilities	English Learners	Students with Disabilities	English Learners
Reading 2007, Grade 4	74	93	65	80
Reading 207, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92

Notes about NAEP and CST:

Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight.

The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom.

The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar.

Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks.

Information on the differences between NAEP and CST is at <http://www.cde.ca.gov/ta/tg/nr>.