



**VISTA UNIFIED  
SCHOOL DISTRICT**  
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**Vista Magnet Middle School  
School Accountability Report Card**

Reported for School Year 2008-09

Published During 2009-10

www.vusd.k12.ca.us

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**Introduction**

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.

**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.

**District's Mission Statement**

The purpose of the Vista Unified School District is to educate all students to become responsible citizens who make positive, intelligent and productive contributions to their community, state and nation.

**Mission Statement**

Students will be literate, reflective and critical thinkers in all areas of interaction who transfer knowledge and embrace diversity within a global society. Multiple opportunities for success utilizing differentiated instruction, technology, assessment and analysis of data will support academic achievement in a safe learning environment.

**Vision**

We envision a school community where all Members are respected, valued and empowered to be socially responsible decision makers in the 21st Century.

**Principal's Message**

Vista Magnet Middle School (VMMS) opened in 2007 and currently serves 600 students from sixth to eighth grade. Our vision is that all members are respected, valued and empowered at VMMS to be socially responsible decision makers in the 21<sup>st</sup> Century. We continue this vision as an International Baccalaureate Middle Years Program (IBMYP) candidate school. Through our themes of math, science and technology, we infuse reading and writing across the curriculum. Teachers' and students' rigor is demonstrated through various hands-on learning activities and a well-rounded approach to academia. All classroom instruction is California Content Standards based. Students attend our campus from the Vista Unified School District (VUSD) community and the surrounding North County San Diego area. As a diverse learning community, we demonstrated success through the lens of an Academic Performance Index (API) of 892.

Our school led by three goals, are:

- **ENGAGE** - to provide distinct choices for students with different interests, talents, and aptitudes;
- **ACHIEVE** - to develop innovative instructional practices which aid student success; and
- **BELONG** - to develop a sense of community and promote diversity within schools.

**Major Achievements**

- The academic success of our students is reflected in our API score of 892. This state indicator of school quality rank VMMS first among VUSD and among the top in the county. Our similar school/state rank for 2008-2009 is 9/10.
- As an International Baccalaureate Middle Years Program (IBMYP) candidate school, we believe this approach to student learning has shaped our outlook on the world. Students have been involved in Shoes of Hope, Beach Cleanup and local charities.
- Our comprehensive support system includes academic learning labs before and after school, weekly academic reading, mentoring programs, home visits and programs that promote healthy student choices.
- Our parent support is critical for our success; Parent Teacher Association (PTA), English Learning Advisory Committee (ELAC), Parent Volunteers and School Site Council (SSC) are a critical component of our success with many hours logged in for various annual activities.

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

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

Subject	2007-08			2008-09				
	Avg. Class Size	Number of Classrooms		Avg. Class Size	Number of Classrooms			
		1-20	21-32		33+	1-20	21-32	33+
English	36.6	5		5	23.2	6	5	7
Mathematics	33.7		1	5	32.3		7	5
Science	32.0		3	3	31.7		13	5
Social Science	55.0			1	32.3		5	7

- Our community partnerships are keen to move forward with our vision. Northrop Grumman Corporation (NGC) joined us with establishing a twice a month Engineering club. They support our various engineering on hands activities on and off campus. Through this relation, our students earned a first place National medal at the Sally Ride Toy Challenge National Competition in Washington, D.C. in May 2009.
- VMMS, through a three-year grant, in collaboration with California State University, San Marcos supports teachers with staff development and materials for 6<sup>th</sup> and 8<sup>th</sup> grade science.
- Support from a local businesses and the City of Vista strengthens our future.
- Our student led clubs and programs range from Math Teams to Engineering Club.
- The Boys and Girls Club of Vista has provided two support staff in the early hours and after school hours to provide homework assistance and extracurricular activities for those enrolled in the program.

### Focus for Improvement

- As we reach capacity in 2009-2010, we will continue to support our underperforming students through the expansion of our intervention programs. We will continue analysis of student data that ranges from student work, local benchmarks, classroom formative and summative assessments, observations and parental feedback. Always, our goal in mind is to close the Achievement Gap.
- We will continue to expand technology available to all students through access to SMART boards, document cameras, LCD projectors and laptop carts.

### Parent Involvement

For information regarding parent involvement please contact our school office at (760) 726-5766.

### School Enrollment by Grade Level (2008-09)

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

Grade Level	Number of Students
Grade 6	198
Grade 7	190
Total Enrollment	277

### School Enrollment by Group (2008-09)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	% of Total Enrollment
African American	2.58%
Asian	1.29%
Filipino	1.80%
Hispanic or Latino	48.20%
Pacific Islander	1.29%
White (Not Hispanic)	40.21%
Multiple or No Response	4.64%
Socioeconomically Disadvantaged	48.00%
English Learners	23.00%
Students with Disabilities	9.00%

### School Climate:

### School Safety

#### SB187 Safety Plan

Date last updated:

August 1, 2009

Date last reviewed with staff:

August 24, 2009

The Comprehensive Safe School Plan includes data regarding crime, safe school procedures and compliance with laws including: (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) schoolwide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, and (9) rules and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5. A copy of the plan is available for inspection by the public at each school.

We strictly enforce school rules, which we provide each student with a student planner that outlines our Character "BE" program and policies for negative behavior. VMMS is a member of the district and community wide safety committee that meets monthly. We have one full time campus assistant, administrator and staff volunteers that supervise our closed campus before, after school, and during lunch. Every classroom has a Public Announcement system, telephone, and email to communicate during an emergency.

## School Discipline Practices

VMMS strictly enforces the school dress code and code of conduct. Students discuss the rules and policies at the Registration Day in the fall and review the student planner. There is no tolerance for harassment, fighting, drugs or weapons. Parents are part of the solution after the incident is reported to prevent from there being a reoccurrence. Our school nurse and campus assistant have begun the Peace Keepers and Peace Patrol which student's interview and are trained in peer mediation.

We do find it necessary to suspend students who break school rules. We report only suspensions in which students are sent home for a day or longer. Expulsion is the most serious consequence we can impose. Expelled students are removed from VMMS permanently. During the 2008-2009, we had thirteen suspensions and no expulsions. Families sign a participation agreement form upon admission to VMMS. Families are often contacted to determine whether students are to return to their home middle school if negative behaviors continue to occur.

## Suspensions and Expulsions

The following 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 past two years:

Rate	School		District	
	07-08	08-09	07-08	08-09
Suspensions	6.4	3.4	10.3	11.2
Expulsions	0.0	0.0	0.4	0.4

## School Facilities:

### Deferred Maintenance Fund

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 has budgeted \$650,062 for the deferred maintenance program. This represents .335% of the district's general fund budget.

## 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. Regular and corrective maintenance is handled on a priority basis and emergencies are handled immediately.

## Adequacy of School Facilities

VMMS is located in the heart of the city across the street from Vista City Hall and the City Library. Our historic facility graduated the first Vista High School class in 1938. Our campus went through major renovation in 2007 in preparation to opening the campus. Our school includes 38 permanent classrooms used on the main campus. On the outer perimeter of the campus is one of seven remaining vacant trailers. Seven additional trailers are occupied by the City of Vista and fenced off away from the campus. Our facility capacity meets the needs of 600 students. Our school has a large gymnasium with a large theatre stage. We also have a large pool, football field, baseball field and track. Classrooms are cleaned daily, and the grounds and buildings are maintained regularly through a district wide schedule. Classrooms have adequate desks and lighting. We maintain a clean and responsible environment with student led recycling both inside and outside the classrooms.

## Cleaning Process and Schedule

The site administrators, custodian and district personnel conduct routine physical inspections for safety and maintenance. Classrooms and restrooms are cleaned daily. The principal works with the Operations Supervisor and the custodial staff to develop cleaning schedules to ensure a clean and safe school. Students are encouraged to have pride in their school and to do their part to keep the school clean.

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 or at the district office.

## School Facility Good Repair Status (School Year 2009-10)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status. The latest inspection was held on September 3, 2009. When deficiencies are found the district will take the appropriate action.

Item Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical /HVAC, Sewer	n/a	X			Four rooms HVAC needs repair.
Interior: Interior Surfaces	n/a	X			Five rooms flooring needs repair.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	n/a	X			
Electrical: Electrical	n/a	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	n/a	X			
Safety: Fire Safety Hazardous Materials	n/a	X			
Structural: Structural Damage, Roofs	n/a	X			
External: Playground/School Grounds/Windows/Doors/Gates/Fences	n/a	X			
Overall Rating		X			

## Library

Our middle school libraries are open five days per week. Students have access to books, computers, at least one online database, and reference materials. Students often come with their classes for work on specific projects. Students may check out books daily.

## Computers

We have 90 desktop computers available for student use including two computer labs with an average of 34 student desktop computers per lab. All classrooms have teacher computer desktops, printers and have internet connections. Each teacher also has a laptop to use with his or her LCD Projector, document camera and SMART board. VMMS has two student laptop carts that are utilized during online sessions. Teachers are able to use Qwizdom response pads to engage students in providing instant feedback on quizzes or engaging in learning through technology. Currently, we have 10 classroom sets.

Our teachers communicate with students and parents through [www.vipersblackboard.com](http://www.vipersblackboard.com) a yearly subscription is paid by the school to establish a safe communication environment which students are able to post their homework, chat on learning topics and email teachers. We are equipped with SuccessMaker for students to improve their Language Arts and Math outcomes. This allows teachers to have students submit their writings and analyzed on a rubric to provide instant feedback for both parties. Students math experience through ALEKS, an internet based program, provides them an extended learning experience. As a staff, we analyze our data with Edusoft and SurveyMonkey.

## 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 their subject area of competence. Detailed information about teacher qualifications can be found at the DataQuest Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School		District
	07-08	08-09	2008-09
<b>With Full Credential</b>	11	18	1,315
<b>Without Full Credential</b>	0	0	20
<b>Teaching Outside Subject Area of Competence</b>	0	0	

### 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	2007-08	2008-09	2009-10
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

## Core Academic Courses Taught by NCLB Compliant Teachers (2008-09)

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. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found 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
<b>This School</b>	100.0	0.0
<b>All Schools in District</b>	98.8	1.2
<b>High-Poverty Schools in District</b>	100.0	0.0
<b>Low-Poverty Schools in District</b>	98.7	1.3

## Student Services:

### Specialized Resource Staff

Currently, VMMS has a Principal, Assistant Principal, Counselor and one full time health technician, two full time resource specialists, and a part time library technician. We also have a traveling Speech and Language Therapist and School Psychologist.

### Other Support Staff

VMMS may employ social workers, speech and language therapists, school psychologists, nurses, and technology specialists. These specialists often work part time at our school and some may work at more than one school in our district. Their schedules change as our students' needs change. For these reasons, the staffing counts see here may differ from the staffing provided today in this school.

This table displays, in units of full-time equivalents (FTE), the number of other support staff who are assigned to the school. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
<b>Academic Counselor</b>	1.0	277
<b>Library Media Teacher (Librarian)</b>	0.4	
<b>Psychologist</b>	0.5	
<b>Nurse</b>	1.0	
<b>Speech/Language/Hearing Specialist</b>	0.5	
<b>Resource Specialist (non-teaching)</b>	2.3	

## Curriculum and Instruction:

### Specialized Programs and Staff

#### International Baccalaureate Middle Years Programme (IBMYP)

**– Candidate School Status:** The IB Middle Years Programme, for students aged 11 to 16, provides a framework of academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world, and become critical and reflective thinkers. The programme consists of eight subject groups integrated through five areas of interaction that provide a framework for learning within and across the subjects. Students are required to study their native language, a second language, humanities, sciences, mathematics, arts, physical education and technology. In the final year of the programme, students also engage in a personal project, which allows them to demonstrate the understandings and skills they have developed throughout the programme. VMMS is seeking an authorization of full IBMYP by Fall 2010.

**Gifted and Talented Education (GATE):** VMMS offers support for our GATE students through the leadership of our GATE coordinator. Through the new vision for GATE district wide, VMMS will provide GATE students with access to various activities that are accessible to all students on our campus. One of our staff members is GATE certified.

**Special Education Program:** We offer a full inclusion model, which students are, provided support in their academic and elective classes through resource aides. Throughout the school year, the special education teacher adjusts student's schedules and provides more targeted instruction through improving academic, social and organizational skills. A Speech and Language therapist, School Psychologists and special education teacher comprise of the Individualized Education Programs (IEPs) group to provide enriching and successful strategies for all special education students.

**English Learner Program:** We offer 100% English Language Mainstream Program with Integrated English Learner Support. We cluster English Learners in all subjects which Teachers receive specialized training in Sheltered Instruction Observation Protocol (SIOP) and through the use of Understanding by Design (UbD). All teachers teach Advancement via Individual Determination (AVID) strategies.

### Adopted Textbooks

For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them, as well. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation. The most direct way to understand what your children should be learning is to review the standards themselves.

The District textbooks are reviewed and approved by the Superintendent and the Board of Trustees. Each pupil in the district, kindergarten through grade twelve, is provided with standards-aligned textbooks or basic instructional materials that are consistent with the content and cycles of the curriculum framework adopted by the State Board. The chart below outlines the most recent adopted textbooks used at Vista Magnet Middle School.

Course/Content Area	Title	Edition
Language Arts	Holt Literature and Language Arts	2003
Math	Holt California Mathematics (Holt)	2008
Science	CPO Science (CPO)	2007
Social Studies	History Alive! (TCI)	2006
Health	Health Book 1 and Book 2 (Glencoe)	2005

## READING AND WRITING

Our district-adopted language arts curriculum for middle school is Holt Literature and Language Arts. The skills and strategies taught in this comprehensive program represent a rigorous plan of instruction with a specific focus on the California Content Standards. Reading comprehension and writing standards are taught and assessed at all levels. Systematic instruction and a variety of resources ensure success for all Vista students.

## MATH

Our math curriculum is based on the California Content Standards for each grade level. According to these standards, students in grades six through eight should know the different number systems (fractions, decimals, percents, and integers) and the relationships among them. Students learn to compute fluently, make reasonable assumptions, and understand the meaning of operations. Additionally, students learn to use algebraic symbols, comprehend quantitative relationships, and graph and manipulate equations.

## SCIENCE

Our science curriculum is based on the California Content Standards for each grade level. According to these standards, students in grades six through eight develop a thorough working knowledge of the scientific method and its application to scientific experimentation. In earth science (grade six), students learn the characteristics of plate tectonics, erosion, and meteorology. In life science (grade seven), students learn the structure of cells, the rules that govern heredity, and the major organ systems of the body. In physical science (grade eight), students develop basic knowledge of chemistry, physics, and astronomy.

## SOCIAL STUDIES

Our social studies curriculum is based on the California Content Standards for each grade level. According to these standards, students in grades six through eight learn the geography of the various parts of the world and the effect of a region's geography upon its population. Sixth grade students study ancient civilizations such as Egypt and Greece; seventh grade students study the Middle Ages through The Enlightenment in various parts of the world, including the Americas, Asia, and Europe; and eighth grade students study American history and the development of our nation.

### Quality, Currency, Availability of Textbooks and Instructional Materials (2009-10)

On September 10, 2009 the Board unanimously approved the adoption of the Resolution regarding Sufficiency of Instructional Materials for fiscal year 2009-2010 pursuant to Education Code 60119. This table displays the results of that resolution.

Core Curriculum Areas	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts	Meets Requirements	0%
Mathematics	Meets Requirements	0%
Science	Meets Requirements	0%
History-Social Science	Meets Requirements	0%
Foreign Language	Meets Requirements	0%
Health	Meets Requirements	0%
Visual and Performing Arts	Meets Requirements	0%

**School Finances:**

**Other Funding**

**California Career Technology Education (CTE):** this funding allowed for an expansion of services to target student's future career field of vision with career shadowing, research and exposure to a potential interest. Students focus on the future when they can see themselves in the big picture. VMMS purchased **Choices@ Explorer**, which is an engaging online education, and career exploration system that sparks awareness of career opportunities, helping students prepare for the transition to high school. With hundreds of articles based on student requests, Choices Explorer connects students to more non-traditional and hard to find careers like no other exploration product available. Thousands of activities that tie academics to occupational pursuits, motivating students to pursue more rigorous courses in high school. All work is saved in their online portfolio.

**California State University, San Marcos (CSUSM) – IQUEST – 8<sup>th</sup> grade Science (Year 1):** The IQUEST project provides professional development to enhance classroom learning experiences with Information and Communication Technology (ICT) resources including visualization tools, interactive games, online collaboration, videoconferencing, and open source applications. The project supports middle school science teachers as they engage students in investigations that lead to deeper understanding of scientific concepts. ICT-enhanced lessons, developed by project teachers, will promote student readiness, interest, and participation in STEM fields.

**California State University, San Marcos (CSUSM) – IQUEST – 6<sup>th</sup> grade Science (Year 2):** The CyberTEAM project develops and implements professional development and classroom cyberinfrastructure (CI) learning experiences that incorporate access to visualization tools, collaboration tools, and open source applications and resources to enhance the learning of Earth systems in 6th grade science classrooms. TechQuest modules leverage existing CI resources to provide learning objects (e.g., visualization tools, interactive games) suitable for 6th grade students. Moodle shells have been created to support collaboration within and across classrooms.



**Teacher & Administrative Salaries (Fiscal Year 2007-08)**

This table displays district-level salary information 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 can be found at the Certificated Salaries and Benefits Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$34,043	\$42,065
Mid-Range Teacher Salary	\$61,958	\$67,109
Highest Teacher Salary	\$81,703	\$86,293
Average Principal Salary (Elem)	\$100,614	\$107,115
Average Principal Salary (MS)	\$105,414	\$112,279
Average Principal Salary (HS)	\$114,867	\$122,532
Superintendent Salary	\$233,000	\$216,356
% of Budget for Teacher Salaries	40.3%	39.4%
% of Budget for Administrative Salaries	3.7%	5.5%

**Student Performance:**

**Standardized Testing and Reporting Program**

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The 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 two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving

**Pupil Expenditures and School Site Teacher Salaries (Fiscal Year 2007-08)**

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 the <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	\$7,948	\$1,584	\$6,364	\$55,479
District			\$5,174	\$63,443
Percent Difference-School Site and District			23%	(13%)
State			\$5,512	\$67,049
Percent Difference-School Site and State			15%	(17%)

grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf>.

### Standardized Testing and Reporting Results for All Students—Two-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	
	08	09	08	09	08	09
ELA	70	75	48	53	46	50
Math	69	76	45	48	43	46
Science	0	0	46	46	46	50
History/Social Science	0	0	37	42	36	41

*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.*

### Standardized Testing and Reporting Results by Student Group (2008-09)

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 Level	
	ELA	Math
African American	77	62
Hispanic or Latino	61	68
White (not Hispanic)	88	85
Male	74	77
Female	77	75
Socioeconomically Disadvantaged	61	66
English Learners	34	45
Students with Disabilities	62	56

*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.*



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

#### Academic Performance Index Ranks

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	2008
Statewide	9
Similar Schools	10

#### API Changes by Student Group

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.

Group	Actual API Change		API Score
	2007-08	2008-09	2009
All Students	B	17	892
Hispanic or Latino		14	851
White (not Hispanic)		10	936
Socioeconomically Disadvantaged		3	838
English Learners		-8	809

#### Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) 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 site at <http://www.cde.ca.gov/ta/ac/ay/>.

### **AYP Overall and by Criteria**

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
<b>Overall</b>	Yes	No
<b>Participation Rate—ELA</b>	Yes	Yes
<b>Participation Rate—Mathematics</b>	Yes	Yes
<b>Percent Proficient—ELA</b>	Yes	No
<b>Percent Proficient—Mathematics</b>	Yes	No
<b>API</b>	Yes	Yes

### **National Assessment of Educational Progress (NAEP)**

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/>.

Note: 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 can be found on the CDE National Assessment of Educational Progress (NAEP) Web page at <http://www.cde.ca.gov/ta/tg/nr/>.

### **NAEP Reading and Mathematics Results by Grade Level – All Students**

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grade eight.

Subject and Grade Level	Average Scale Score		State Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
<b>Reading 2007, Grade 8</b>	251	261	41	20	2
<b>Math 2009, Grade 8</b>	270	282	36	18	5

### **NAEP Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level-Aggregated**

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grade eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students with Disabilities	English Language Learners	Students with Disabilities	English Language Learners
<b>Reading 2007, Grade 8</b>	78	92	66	77
<b>Math 2009, Grade 8</b>	85	96	78	92

### **Instructional Planning and Scheduling:**

#### **Professional Development**

All teachers and staff participate in three days of staff development each year. The district provides one day of training, when all teachers come together for a common purpose. The other two days are provided at our school; the content of that training is determined by the needs of the staff. Teachers meet regularly in grade level and department groups to review student data and student work, plan instruction, and review teaching strategies.



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