



SCHOOL ACCOUNTABILITY REPORT CARD

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Correia Middle School

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School Description and Mission Statement

Correia Middle School serves students in grades 7 and 8 from the Point Loma, Ocean Beach, and Old Town areas. In addition, students from various areas of the city attend Correia through the Open Enrollment Program and Voluntary Enrollment Exchange Program. We educate approximately 1,000 students. Correia is a comprehensive middle school offering a variety of programs, including Gifted and Talented Education (GATE), special education, emotionally disabled, and counseling services. We have an active associated student body that coordinates many schoolwide activities. Eighth graders have the opportunity to participate on a trip to historical sites on the east coast.

Correia was one of a few schools in the district selected to pilot a “digital classroom” program, which provides funding and new equipment to integrate technology into classroom instruction and learning. Each digital classroom is equipped with the use of “doc-u-cams,” a laptop computer, and sound and projection systems. Correia Middle has three additional computer labs, one inside our library. In addition, Correia is equipped with 10 laptop carts for a total of over 200 laptop computers that are used by students to access curriculum in all math and science classrooms.

The mission of Correia Middle School is to educate all students to become responsible, literate, thinking, and contributing members of society in the twenty-first century.

Opportunities for Parent Involvement

We are committed to communicating with and engaging parents as partners in their children’s education. The district has adopted *Parent Communications and Involvement Standards*, which clearly describe expectations for parent communications and involvement at the district, school, classroom, and home levels. We are also committed to obtaining community resources for our school and invite all members of our community to assist us in the education of our students.

Parents have many opportunities to be involved at their children’s school site (for example, governance committees, special events, fundraising events, parent organizations, and in classrooms) and at the district level (for example, district councils/committees, Parent University, and special events). We encourage parents to support their children at home by making their expectations about school clear and creating a positive homework and learning environment.

Correia’s parent involvement programs promote the participation of the entire school community. The staff encourages parent participation in two main areas—serving on school committees and participating in parent educational activities. Correia Middle School is supported by an active organization of students’ parents, the Correia Association. The large membership of this organization reflects growing community support, and its monthly meetings are held during the evening to best meet the needs of working parents. The Correia Association recruits and coordinates volunteers for the Correia Corps, which helps to provide additional supervision during lunch and before and after school. In addition, the Correia Association raises thousands of dollars each year through several fundraisers.

If you want to get involved, please contact Beth Malachowski at bethmal@cox.net.

What Is a School Accountability Report Card?

Since November 1988, state law has required all public schools to prepare and distribute annually a School Accountability Report Card (SARC). The purpose of the report card is to provide parents and the community with important information about the performance and condition of each California public school. The SARC can also be an effective way for a school to report the progress it has made toward achieving its goals. In addition, the public may use the SARC to evaluate and compare schools throughout the state on a variety of indicators.

More information about SARC requirements is available on the SARC Web page:

www.cde.ca.gov/ta/ac/sa/

Additional copies of this SARC may be obtained from the school office or from the district’s SARC Web site:

studata.sandi.net/research/sarcs/

DATA AND ACCESS

Most of the data in this SARC are from the 2007–08 school year or the two preceding years (2005–06 and 2006–07). Graduation, dropout, and fiscal data are from 2006–07. When no year is specified, data are from the most recent year available.

Data included in this SARC are consistent with State Board of Education guidelines, available at the California Department of Education Web site: www.cde.ca.gov/ta/ac/sa/definitions08.asp.

DataQuest

DataQuest is an online data tool (<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. *DataQuest* is a dynamic system that provides reports for accountability, test results, 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.

ABOUT THIS SCHOOL

Student Enrollment by Grade Level

Grade Level	Enrollment on October 1, 2007
7	439
8	487
TOTAL	926

Student Enrollment by Group (2007–08)

Student Subgroup	Number of Students	Percentage of Enrollment
African American	97	10.5
Asian	14	1.5
Filipino	16	1.7
Hispanic	424	45.8
Indochinese	8	0.9
Native American	7	0.8
Pacific Islander	7	0.8
White (Not Hispanic)	353	38.1
Socioeconomically Disadvantaged	464	50.1
English Learners	147	15.9
Students with Disabilities	110	11.9

Average Class Size and Class Size Distribution (Secondary)

This table displays the average class size for each subject area and the number of classrooms that fall into each class size category.

Subject	2005–06				2006–07				2007–08			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1–22	23–32	33+		1–22	23–32	33+		1–22	23–32	33+
English	30	8	6	20	33	5	3	24	26	14	10	12
Mathematics	31	5	11	17	32	4	7	19	24	17	14	9
Science	32	3	10	18	32	5	3	24	26	13	13	10
History–Social Studies	31	6	5	21	34	4	3	23	27	12	11	12

SCHOOL CLIMATE

School Safety Plan (2007–08)

Last Review/Update: 8/21/07

Last Discussed with Staff: 10/03/06

Each school has a Crisis Response Box that includes its state-mandated comprehensive school safety plan. This plan meets the state requirements described in California Education Code Sections 35294–35297. The safety plan includes disaster procedures, procedures for safe entry and exit of students, procedures for serious disciplinary problems, a sexual harassment policy, child abuse reporting procedures, school dress codes, and school discipline policies.

Adult supervision is provided in the classrooms and outside areas before and after school, during recess and lunch, and during passing time between classes. Under the direction of the principal or site administrator, school staff members implement specific school-building security procedures. In addition, district offices support schools by reviewing and disseminating safety requirements and information, coordinating safety-related services, and providing safety training and assistance.

Correia offers many opportunities to our students before, during, and after school. All teachers provide before- and after-school tutoring on specific days of the week, which is available to all students. The Extended Day Reading and Mathematics Program, provided by Supplemental Educational Services, is offered for 22 weeks during the school year. In addition, the PrimeTime Extended Day Program, coordinated by the YMCA, offers tutoring, social activities, and sports. Teachers also lead after-school clubs for such activities as surfing, running, music, soccer, basketball, and flag football. Correia has also implemented the Safe School Ambassador Program with an active group of students and teachers.

Suspensions and Expulsions

The following table shows the numbers and rates of suspensions and expulsions. Rates per 100 students are the total number of incidents divided by the school's enrollment for the given year, multiplied by 100. The district comparison rates are the expected rates for the school's enrollment and grade-level composition, based on actual districtwide rates. Because suspension and expulsion rates vary greatly by grade level, and since any given two schools are not likely to have identical enrollment numbers per grade, schools will have different district comparison rates.

Type of Action		2005–06		2006–07		2007–08	
		School	District	School	District	School	District
Suspensions	Number	341	14,420	263	14,738	259	12,803
	Rate per 100 students	34.94	26.65	26.09	27.83	27.97	26.13
Expulsions	Number	11	610	8	394	5	376
	Rate per 100 students	1.13	1.30	0.79	0.77	0.54	0.85

SCHOOL FACILITIES

School Facility Conditions and Improvements (2008–09)

The Correia Middle School site covers 35 acres and consists of 7 permanent buildings constructed in 1958 and 12 bungalows. Correia has received technology upgrades through Proposition O and a lunch court cover purchased by parents. Other recent improvements have included repairs to ceiling tiles, interior and exterior painting, repaired or replaced door and window assemblies, replaced asphalt tiles, upgraded fire alarms, and several other repairs to various sections of the school. Further improvements include newly upgraded science lab classrooms, a new and expanded library, and upgraded sound and lighting systems in the auditorium.

School Facility Good-Repair Status (2008–09)

This table displays the results of the most recently completed school-site inspection to determine the facility’s good-repair status. The data are not comparable with some previous years’ summaries, which cited only “emergency needs.”

Inspection Date: 10/15/2008

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas leaks	✓			
Mechanical systems	✓			A/C not working - Library
Windows/doors/gates (interior and exterior)	✓			
Interior surfaces (walls, floors, and ceilings)		✓		Partition doors Girl's & Boy's 200 & 400 R/R
Hazardous materials (interior and exterior)	✓			
Structural damage	✓			
Fire safety		✓		No Fire extinguisher 202, 204, 607, 609
Electrical (interior and exterior)		✓		Ballast / Lights - Admin, 202, 400 Boy's R/R Diffuser, 607, & Kitchen
Pest/vermin infestation	✓			
Drinking fountains (inside and out)	✓			Low Pressure Boy's/Girl's P.E. north side
Restrooms	✓			
Sewer	✓			
Playground/school grounds	✓			Bungalows - poor condition, concrete trench - Lunch court
Roofs	✓			
Overall Cleanliness	✓			

	Exemplary	Good	Fair	Poor
Overall Summary		✓		

TEACHERS

Teacher Credentials

This table displays the number of teachers assigned to the school who are fully credentialed, who are working without a full credential, and who are credentialed but teaching outside of their subject area of competence. District totals do not include charter schools.

Number of Teachers	School			District
	2005–06	2006–07	2007–08	2007–08
Full credential and teaching in subject area	38	38	37	6392
Full credential but teaching outside subject area	9	5	4	177
Without full credential	4	5	3	756
Total	51	48	44	7325

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 (long-term vacancies for which there was no teacher assigned by the twentieth school day of each semester). Total teacher misassignments includes the number of misassignments of teachers of English learners. For 2008, the most current data are reported.

	2006–07		2007–08		2008–09	
	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
Misassignments of Teachers of English Learners	0	0	0	0	0	N/A
Total Teacher Misassignments	0	0	0	0	0	N/A
Vacant Teacher Positions	0	0	0	0	0	1

Core Academic Courses Taught by Teachers in Compliance with the No Child Left Behind Act (2007–08)

The No Child Left Behind (NCLB) Act required all teachers of core academic subjects to be “highly qualified” no later than the end of the 2007–08 school year. In general, NCLB requires that each teacher must have: (1) a bachelor’s degree, (2) a state credential (or an Intern Certificate/Credential for no more than three years), and (3) demonstrated subject-matter competence for each core subject he or she will teach.

This table displays the percentage of classes in core academic subjects taught by NCLB-compliant and non-NCLB-compliant teachers at the school, at all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percentage of Classes in Core Academic Subjects	
	Taught by NCLB-Compliant Teachers	Taught by Non-NCLB-Compliant Teachers
This School	92.4	7.6
All Schools in District	97.6	2.4
High-Poverty Schools in District	96.8	3.2
Low-Poverty Schools in District	99.6	0.4

SUPPORT STAFF

Academic Counselors and Other Support Staff (2007–08)

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

Title	Number of FTE Assigned to the School	Average Number of Students per Academic Counselor
Academic Counselor	2.0	463.00
Library Media Teacher (Librarian)	1.0	
Library Media Services Staff (paraprofessional)	0.2	
Psychologist	0.8	
Social Worker	0.0	
Nurse	1.0	
Speech/Language/Hearing Specialist	0.5	
Resource Specialist (Non-Teaching)	3.0	
Math Resource Teacher	1.0	

CURRICULUM AND INSTRUCTIONAL MATERIALS

Quality, Currency, and Availability of Textbooks and Instructional Materials (2008–09)

The district adopts textbooks and instructional materials based on the implementation cycle established by the state. It provides a sufficient number of standards-aligned textbooks and other instructional materials for all students in the subject areas of English language arts, health, history–social studies, mathematics, science, and world languages. Science laboratory equipment is available to students enrolled in laboratory science courses in Grades 9–12. The following table displays information about the availability of the standards-aligned textbooks and other instructional materials used at the school.

Core Curriculum Area	Percentage of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
English Language Arts	0
Health	0
History–Social Studies	0
Mathematics	0
Science	0
Science Laboratory Equipment (Grades 9–12)	0
Visual and Performing Arts	0
World Language	0

List of Textbooks and Instructional Materials Used in Core Subject Areas (2008–09)

All textbooks and instructional materials come from state or district lists. A list of all textbooks and instructional materials used in the school in the core subjects (English-language arts, mathematics, science, and history-social science), may be found at the end of this document in the appendix entitled Adopted Texts and Instructional Materials.

SCHOOL FINANCES

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2006–07)

This table displays a comparison of the school’s per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at www.cde.ca.gov/ds/fd/ec/ and 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	\$5,256	\$1,022	\$4,234	\$54,832
District	—	—	\$6,772	\$55,123
Percentage Difference: School Site and District	—	—	-37.5	-12.5
State	—	—	\$5,300	\$65,008
Percentage Difference: School Site and State	—	—	-20.1	-15.7

Types of Services Funded (2007–08)

The district’s general fund includes monies for:

- General operations—salaries, benefits, services, materials, and support to the general education
- Special Education—programs offering appropriate, individualized instruction to students with special needs
- Targeted Instructional Improvement Program—staff salaries, staff benefits, services, materials, and support for low-achieving students
- School-Based Coordinated Program—staff salaries, staff benefits, services, materials, and support for our lowest performing schools
- Gifted and Talented Education Program—specialized learning assistance for identified students of high ability, achievement, or potential
- Special projects—monies from agencies (federal or state) earmarked for specific programs/projects or services
- Transportation
- Maintenance and operations
- District administration

Each school in the district receives an instructional budget based on enrollment, programs, and formulas set by Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding sources.

Teacher and Administrative Salaries (Fiscal Year 2006–07)

This table displays district-level salary information for teachers, principals, and the superintendent, and compares these figures to the state averages for districts of the same type and size. The table also displays teachers and administrative salaries as a percentage of a district’s budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at www.cde.ca.gov/ds/fd/cs/.

	District Amount	Statewide Average for Districts in Same Category
Beginning Teacher Salary	\$37,790	\$40,721
Mid-Range Teacher Salary	\$57,422	\$65,190
Highest Teacher Salary	\$76,834	\$84,151
Average Principal Salary (Elementary School Level)	\$104,884	\$104,476
Average Principal Salary (Middle School Level)	\$106,912	\$108,527
Average Principal Salary (High School Level)	\$112,437	\$119,210
Superintendent Salary	\$273,706	\$210,769
Percentage of Budget for Teachers’ Salaries	37.2%	39.9%
Percentage of Budget for Administrative Salaries	5.0%	5.5%

STUDENT PERFORMANCE

Standardized Testing and Reporting

Through the California Standardized Testing and Reporting (STAR) Program, students in Grades 2–11 are tested annually in various subject areas. In the 2007–08 school year, the STAR program included the California Standards Tests (CST) and a norm-referenced test. School districts are not required to report results of the norm-referenced test in this year’s SARC.

To protect student privacy, “—” is used in the following tables instead of the percentage when the number of students tested is 10 or less in that category. Data for migrant education services are not available.

California Standards Tests

The CST shows how well students are doing in relation to state content standards. The CST tests English language arts and mathematics (Grades 2–11), grade-level science (Grades 5, 8, and 10), end-of-course science (Grades 9, 10, and 11), and history–social science (Grades 8, 10, and 11). Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient and Advanced levels have met state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Statewide data are rounded to the nearest percentage point. Detailed information regarding CST and CAPA results can be found at the CDE Web site at star.cde.ca.gov.

The following tables show the percentage of students achieving the Proficient or Advanced levels (meeting or exceeding state standards):

CST – English Language Arts

Grade Level	School			District			State		
	2005–06	2006–07	2007–08	2005–06	2006–07	2007–08	2005–06	2006–07	2007–08
7	51.2	51.2	58.4	45.6	48.7	49.1	43	46	49
8	45.2	46.4	51.7	41.4	42.9	47.5	41	41	45

CST – Mathematics

Grade Level	School			District			State		
	2005–06	2006–07	2007–08	2005–06	2006–07	2007–08	2005–06	2006–07	2007–08
7	44.8	40.2	49.2	43.1	40.9	44.6	41	40	41
8	14.3	17.6	19.0	28.2	28.2	32.2	35	33	35

CST – Grade-Level Science

Grade Level	School			District			State		
	2005–06	2006–07	2007–08	2005–06	2006–07	2007–08	2005–06	2006–07	2007–08
8			50.6	28.2	35.7	47.7	38	42	52

CST – History–Social Science

Grade Level	School			District			State		
	2005–06	2006–07	2007–08	2005–06	2006–07	2007–08	2005–06	2006–07	2007–08
8			37.6	32.1	33.7	36.0	34	35	36

2007–08 CST Subgroups – English Language Arts

Grade Level	Gender		English Learner?		Economically Disadvantaged?		Students with Disabilities?	
	Male	Female	Yes	No	Yes	No	Yes	No
7	51.5	64.7	3.9	70.3	40.2	76.2	18.2	64.4
8	48.5	55.1	8.1	59.9	36.1	66.9	20.4	55.4

2007–08 CST Subgroups – Mathematics

Grade Level	Gender		English Learner?		Economically Disadvantaged?		Students with Disabilities?	
	Male	Female	Yes	No	Yes	No	Yes	No
7	45.5	52.5	8.0	58.1	31.6	66.7	7.3	55.5
8	19.3	18.7	5.2	21.7	14.6	23.4	4.0	20.8

2007–08 CST Subgroups – Grade-Level Science

Grade Level	Gender		English Learner?		Economically Disadvantaged?		Students with Disabilities?	
	Male	Female	Yes	No	Yes	No	Yes	No
8	53.6	47.6	10.5	58.4	33.8	67.1	26.0	53.6

2007–08 CST Subgroups – History–Social Science

Grade Level	Gender		English Learner?		Economically Disadvantaged?		Students with Disabilities?	
	Male	Female	Yes	No	Yes	No	Yes	No
8	38.7	36.5	0.0	45.0	22.3	52.8	15.7	40.3

2007–08 CST Racial/Ethnic Groups – English Language Arts

Grade Level	African American	Asian	Filipino	Hispanic	Indochinese	Native American	Pacific Islander	White (Not Hispanic)
7	53.7	—	—	39.2	—	—	—	80.4
8	42.9	—	—	36.2	—	—	—	71.3

2007–08 CST Racial/Ethnic Groups – Mathematics

Grade Level	African American	Asian	Filipino	Hispanic	Indochinese	Native American	Pacific Islander	White (Not Hispanic)
7	31.7	—	—	31.2	—	—	—	71.9
8	12.2	—	—	13.1	—	—	—	26.7

2007–08 CST Racial/Ethnic Groups – Grade-Level Science

Grade Level	African American	Asian	Filipino	Hispanic	Indochinese	Native American	Pacific Islander	White (Not Hispanic)
8	40.8	—	—	36.4	—	—	—	71.3

2007–08 CST Racial/Ethnic Groups – History–Social Science

Grade Level	African American	Asian	Filipino	Hispanic	Indochinese	Native American	Pacific Islander	White (Not Hispanic)
8	36.7	—	—	22.1	—	—	—	56.4

California Physical Fitness Test Results (2007–08)

The California Physical Fitness Test is administered to students in Grades 5, 7, and 9 only. This table displays by grade level the percentage of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school’s test results to the district and state levels, may be found at the CDE Web site at www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percentage of Students Meeting Fitness Standards
7	36.9

ACCOUNTABILITY

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the API Web page at www.cde.ca.gov/ta/ac/ap/.

API Ranks—Three-Year Comparison

This table displays the school’s statewide and similar-schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar-schools API rank reflects how a school compares to 100 statistically matched “similar schools.” A similar-schools rank of 1 means that the school’s academic performance is in the lowest 10 percent of the 100 similar schools, while a similar-schools rank of 10 means that the school’s academic performance is in the highest 10 percent of the 100 similar schools.

API Rank	2005–06	2006–07	2007–08
Statewide	6	6	5
Similar Schools	4	2	2

API Changes by Student Group—Three-Year Comparison

This table displays by student group the actual API changes (growth) in points added or lost for the past three years, and the most recent API score (growth). Note: a blank means that the student group is not numerically significant, “B” means the school did not have a valid 2008 API Base and will not have any growth or target information, and “C” means the school had significant demographic changes and will not have any growth or target information.

Group	Actual API Change			API Score
	2005–06	2006–07	2007–08	2007–08
All Students at the School	8	-2	33	760
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic	15	4	28	689
Indochinese				
Pacific Islander				
White	14	-17	39	853
Socioeconomically Disadvantaged	9	-3	32	681
English Learners	—	—	23	619
Students with Disabilities	—	—		592

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state’s standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state’s standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the AYP Web page www.cde.ca.gov/ta/ac/ay/.

AYP Overall and by Criteria (2007–08)

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

AYP Criteria	School	District
Overall	No	Yes
Participation Rate—English Language Arts	Yes	Yes
Participation Rate—Mathematics	No	Yes
Percentage Proficient—English Language Arts	No	Yes
Percentage Proficient—Mathematics	No	Yes
API	Yes	Yes
Graduation Rate	N/A	Yes

Federal Intervention Program (2008–09)

Schools that receive Title I funding must enter federal Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at www.cde.ca.gov/ta/ac/ay/.

Indicator	School	District
Program Improvement Status	In PI	Not in PI
First Year of Program Improvement	2004-2005	—
Year in Program Improvement	Year 5	—
Number of Schools Currently in Program Improvement	—	55
Percentage of Schools Currently in Program Improvement	—	25.8

SCHOOL COMPLETION AND POSTSECONDARY PREPARATION (SECONDARY SCHOOLS)

This section does not apply to this school

INSTRUCTIONAL PLANNING AND SCHEDULING

Professional Development

Through the district’s educational strategies, the Curriculum and Instruction Division has engaged teachers and administrators in ongoing professional development to improve teaching and learning in the areas of literacy, mathematics, science, history–social studies, visual and performing arts, physical education, health, educational technology, and gifted and talented education. Each year, principals identify a schoolwide professional development focus, as well as determine areas of individual need. Throughout the year, principals conduct large- and small-group staff conferences and coach teachers at the school site to improve instructional practice. Teachers in the district participated in a total of three mandatory staff development days in each of the last four school years. These days focused primarily on school-based professional learning in relation to the school’s needs.

APPENDIX: ADOPTED TEXTS AND INSTRUCTIONAL MATERIALS

Subject Area	Grade Level	District Course (for secondary courses)	Instructional Material or Textbook	Adoption Year
Middle Level School				
English Language Arts	6–8	English 6th–8th	<i>Prentice Hall Literature: Timeless Voices, Timeless Themes</i> , Prentice Hall School Division	2002–03
English Lang Dev	6–8	ESL 1-2	<i>High Point Level A & The Basics</i> , Hampton	2003–04
English Lang Dev	6–8	ESL 3-4	<i>High Point Level B</i> , Hampton	2003–04
English Lang Dev	6–8	ESL 5-6	<i>High Point Level C</i> , Hampton	2003–04
Health	6–8	Health Education 6th–8th	<i>California Health and Wellness</i> , Macmillan/McGraw Hill	2006–07
History–Social Studies	6	Social Studies 6th	<i>Holt CA Social Studies: World History Ancient Civilizations</i> , Holt Rinehart	2007–08
History–Social Studies	7	Social Studies 7th	<i>Holt CA Social Studies: World History: Medieval to Modern Times</i> , Holt Rinehart	2007–08
History–Social Studies	8	U.S. History 8th	<i>Holt CA Social Studies: U.S. History: Independence to 1914</i> , Holt Rinehart	2007–08
Mathematics	7	Pre-Algebra 7th	<i>Pre-Algebra, California Edition</i> , Prentice Hall	2002–03
Mathematics	7	Pre-Algebra 1-2 Adv.	<i>Pre-Algebra, California Edition</i> , Prentice Hall	2005–06
Mathematics	8	Algebra Readiness MS	<i>Prentice Hall California Algebra Readiness</i> , Pearson	2008–09
Mathematics	7–8	Algebra 1-2	<i>Algebra 1: Concept and Skills</i> , McDougal Littell	2005–06
Mathematics	7–8	Algebra 1-2 Advanced	<i>Algebra 1, California Edition</i> , Prentice Hall	2005–06
Science	6	Science 6th	<i>California Focus on Earth Science</i> , Pearson Prentice Hall	2008–09
Science	7	Science 7th	<i>Focus on Life Sciences</i> , McDougal Littell	2008–09
Science	8	Science 8th	<i>Interactions in Physical Science</i> , It’s About Time	2008–09
VAPA	5–6	Music 5th–6th	<i>Music!</i> , Glencoe/McGraw-Hill	2006–07
VAPA	5–6	Music 7th–8th	<i>Music!</i> , Glencoe/McGraw-Hill	2006–07
World Language	9–12	Filipino 1-2	<i>Learn Filipino: Book 1</i> , Magsimba	2008–09
World Language	9–12	Filipino 1-2	<i>Sining ng Wika at Pagbasa 1</i> , Phoenix House	2008–09
World Language	9–12	Filipino 3-4	<i>Learn Filipino: Book 1</i> , Magsimba	2008–09
World Language	9–12	Filipino 3-4	<i>Ugnayan 3: Aklat sa Wika at Pagbasa</i> , Vibal	2008–09
World Language	7–8	French 1-2 & French 3-4	<i>Bon Voyage 1</i> , Glencoe/McGraw-Hill	2001–02
World Language	7–8	German 1-2	<i>Deutsch Aktuell 1</i> , EMC	2001–02
World Language	8	German 3-4	<i>Deutsch Aktuell 2</i> , EMC	2001–02
World Language	7–8	Japanese 1-2	<i>Adventures in Japanese, Level 1</i> , Cheng & Tsui Co.	2004–05
World Language	8	Japanese 3-4	<i>Adventures in Japanese, Level 2</i> , Cheng & Tsui Co.	2005–06
World Language	7–8	Spanish 1-2	<i>¡En Español 1!</i> , McDougal Littell	2001–02
World Language	8	Spanish 3-4	<i>¡En Español 2!</i> , McDougal Littell	2002–03