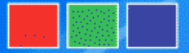


2009-10

SCHOOL ACCOUNTABILITY REPORT CARD



Rolling Hills Middle School
Campbell Union Elementary District



Published During

2010-11

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I. Data and Access

DataQuest

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 (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

School Description and Mission Statement (School Year 2009-10)

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

THIS ACCOUNTABILITY REPORT CARD IS A PRELIMINARY VERSION PUBLISHED TO MEET THE JANUARY 31, 2011 DEADLINE. AN UPDATED VERSION WILL BE RE-PUBLISHED IN APRIL 2011 TO INCLUDE ASSESSMENT DATA THAT HAS BEEN DELAYED BY THE STATE DEPARTMENT OF EDUCATION AND THE CalPADS SYSTEM.

Campbell Union School District serves more than 7,300 students throughout the communities of Campbell, San Jose, Saratoga, and Los Gatos. Rolling Hills Middle School, one of three Grade 5-8 middle schools in the District, is located in the District's South Learning Community.

Rolling Hills provides a nurturing school environment with a special emphasis on academic rigor and achievement. Mission: where a creative, dedicated staff in collaboration with parents and students, provides dynamic multifaceted learning experiences that inspire young adolescents to be independent, thoughtful, reflective and respectful members of their community. Together we strive to cultivate goal oriented, lifelong learners through engaging learning opportunities which allow students to SOAR.

Opportunities for Parental Involvement (School Year 2009-10)

This section provides information about opportunities for parents to become involved with school activities, including contact information pertaining to organized opportunities for parental involvement.

Parents have an important role at Rolling Hills Middle School through volunteering on campus, fund-raising efforts, chaperoning school events, and participation in various organizations, including the School Site Council, Booster Clubs, and Parent-Teacher Association. Parents who wish to participate in committees or school activities may contact the school office.

Rolling Hills Middle 2009-10
School Accountability Report Card

Student Enrollment by Grade Level (School Year 2009-10)

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

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 5 | 94 |
| Grade 6 | 246 |
| Grade 7 | 241 |
| Grade 8 | 290 |
| Total Enrollment | 871 |

Student Enrollment by Group (School Year 2009-10)

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

| Group | Percent of Total Enrollment | Group | Percent of Total Enrollment |
|---|-----------------------------|--|-----------------------------|
| Black or African American | 3 | White | 54 |
| American Indian or Alaska Native | 1 | Two or More Races | 4.00 |
| Asian | 16 | Socioeconomically Disadvantaged | 9 |
| Filipino | 3 | English Learners | 7 |
| Hispanic or Latino | 18 | Students with Disabilities | |
| Native Hawaiian/Pacific Islander | 0.23 | | |

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 | | | | 2009-10 | | | |
|-----------------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
| | 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 | 28 | 4 | 41 | 3 | 30 | | 28 | | 30 | | 28 | |
| Mathematics | 25 | 7 | 22 | | 30 | 2 | 20 | | 30 | 2 | 20 | |
| Science | 30 | | 28 | | 30 | | 28 | | 30 | | 28 | |
| Social Science | 30 | | 27 | 5 | 29 | | 28 | | 29 | | 28 | |

III. School Climate

School Safety Plan (School Year 2009-10)

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

Safety of students and staff is a primary concern at the school. Teachers, administrators, yard duty, and parent volunteers supervise students throughout the day. The school is gated and there is a designated area for student drop-off and pick-up. Visitors and volunteers must register at the school office prior to entering the campus grounds. School emergency procedures are aligned with district and county emergency response systems. Fire, earthquake, lock-down, shelter-in-place, and other emergency drills are conducted monthly. These drills are planned and conducted with and without advance notice to assure staff and students are prepared in the event of a real emergency. The school's Comprehensive Safety Plan is evaluated and amended annually by the Safety Planning Committee. This is to assure it is in alignment with California Education Code, Campbell Union School District Board Policy and procedures, and is properly implemented. Key elements of the plan include:

- Emergency Response Plan and Procedures
- Reporting Suspected Child Abuse
- School Dress Code
- Sexual Harassment Policies
- School Rules and Expectations including Suspension & Expulsion Policies
- Strategies for Providing a Safe and Positive School Climate
- Safe Entry & Release of Students from School
- Discrimination and Harassment Policies
- Hate Crime Procedures
- Procedures for Notifying Teachers of Troubled Students

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

| Rate | School | | | District | | |
|--------------------|---------|---------|---------|----------|---------|---------|
| | 2007-08 | 2008-09 | 2009-10 | 2007-08 | 2008-09 | 2009-10 |
| Suspensions | 4.3 | 12.2 | 7.1 | 3.7 | 6.5 | 5.1 |
| Expulsions | 0 | 0 | 0.3 | 0.1 | 0.1 | 0.2 |

IV. School Facilities

School Facility Conditions and Planned Improvement (School Year 2010-11)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

Rolling Hills Middle School, originally constructed in 1963, is currently comprised of 45 classrooms (including portables), a library, two computer labs, one staff lounge, a cafeteria, gymnasium, stage and a large recreation yard with baseball and track and field areas. The most recent improvements to the campus occurred in 2009-10 and included roof repairs and replacements to several buildings.

Cleaning Process: The school provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. Administrators work daily with the school's custodial staff to develop cleaning schedules that ensure a clean, safe, and functional learning

Maintenance & Repair: A scheduled maintenance program is administered by the school's custodial staff, with heavy maintenance functions occurring during vacation periods. Additionally, Campbell Union School District administers a scheduled maintenance program to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently.

Deferred Maintenance Budget: The State School Deferred Maintenance Budget Program 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 the following: • Roofing • Plumbing • Heating/Air Conditioning • Electrical Systems • Flooring • Interior/Exterior Painting

DEFERRED MAINTENANCE funds covered the cost of replacing the roof at Rolling Hills—a project that began late in the 2008-09 school year and was completed early in the 2009-10 school year. There are no other deferred maintenance projects planned for this school in the current school year (2010-11).

School Facility Good Repair Status. (School Year 2010-11)

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

| Inspected On: 7/13/2010 | Repair Status | | | | Repair Needed and Action Taken or Planned |
|---|---------------|------|------|------|---|
| | Exemplary | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | — | ✓ | — | — | |
| Interior: Interior Surfaces | — | ✓ | — | — | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | — | — | ✓ | — | gophers, rodents |
| Electrical: Electrical | — | ✓ | — | — | |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | — | — | — | ✓ | Drinking Fountains: Fair Restrooms: Poor (remodels needed) |
| Safety: Fire Safety, Hazardous Materials | — | ✓ | — | — | |
| Structural: Structural Damage, Roofs | — | — | ✓ | — | Structure: Good Roofs: Fair |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | — | — | — | ✓ | Windows/doors/gates: Good School grounds: Poor (play box repairs needed) |

Rolling Hills Middle 2009-10
School Accountability Report Card

| Inspected On: 7/13/2010 | Repair Status | | | | Repair Needed and Action Taken or Planned |
|-------------------------|---------------|------|------|------|---|
| System Inspected | Exemplary | Good | Fair | Poor | |
| Overall Rating | — | ✓ | — | — | |

V. Teachers

Teacher Credentials

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

| Teachers | School | | | District |
|--|---------|---------|---------|----------|
| | 2007-08 | 2008-09 | 2009-10 | 2009-10 |
| Teachers with Full Credential | 40 | 43 | 34 | 313 |
| Teachers without Full Credential | 5 | 1 | 0 | 7 |
| Teachers Teaching Outside Subject Area of Competence | 0 | 0 | 0 | N/A |

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 | 2008-09 | 2009-10 | 2010-11 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2009-10)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a 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 eligibility of approximately 40 percent or more in the free and reduced price meals program. Low poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under the ESEA can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

| Location of Classes | Percent of Classes In Core Academic Subjects | |
|----------------------------------|--|---|
| | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| This School | 100 | 0 |
| All Schools in District | 99.38 | 0.62 |
| High-Poverty Schools in District | 98.48 | 1.52 |
| Low-Poverty Schools in District | 100 | 0 |

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009-10)

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

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | 0.5 | 871 |
| Counselor (Social/Behavioral or Career Development) | 0.5 | N/A |
| Library Media Teacher (Librarian) | 0 | N/A |
| Library Media Services Staff (Paraprofessional) | 0.75 | N/A |
| Psychologist | 0.6 | N/A |
| Social Worker | 0 | N/A |
| Nurse | 0.2 | N/A |
| Speech/Language/Hearing Specialist | 0.5 | N/A |
| Resource Specialist (non - teaching) | 2 | N/A |
| Other | 0 | N/A |

VII. Curriculum and Instructional Materials

Description of school's program towards meeting William's Settlement Requirements

District Curriculum committees select the majority of textbooks and other instructional materials with representatives from every school and grade level. Purchase of textbooks follows the State adoption cycle. All textbooks series are recommended by the State and are purchased with State Instructional Materials money. Every student has a current textbook in the basic subject areas and every classroom has calculators, dictionaries, maps/globes, and math manipulatives.

Additional information about the curriculum materials used by the Campbell Union School District can be found at the publisher's websites.

**Note: Assembly Bill X4 2 (Chapter 2, Statutes of 2009-10 Fourth Extraordinary Session) signed on July 28, 2009, suspended the process and procedures for adopting instructional materials, including framework revisions, until the 2013-14 school year. For more information go to the California Department of Education website at <http://www.cde.ca.gov/ci/cr/cf/index.asp>

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Rolling Hills Middle 2009-10
School Accountability Report Card

| Core Curriculum Area | Quality, Currency, and Availability of Textbooks and Instructional Materials | Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials | Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials |
|---|--|--|---|
| Reading/Language Arts | All students have a copy, in good condition, of the most current edition of the adopted text(s). | 0 | Adopted: 2003-2014** Gr. 5: Houghton Mifflin - Reading Anthology Level 5 Expeditions Gr. 6-8: Holt McDougal - Literature & Language Arts |
| Mathematics | All students have a copy, in good condition, of the most current edition of the adopted text(s). | 0 | Adopted: 2009-2016 Gr. 5: Houghton Mifflin - California Math Level 5 Gr. 6-7: Holt McDougal - California Mathematics Gr. 8: Holt McDougal - California Mathematics: Algebra 1 and McDougal Littell: Geometry |
| Science | All students have a copy, in good condition, of the most current edition of the adopted text(s). | 0 | Adopted: 2008-2014** Gr. 5: Houghton Mifflin - California Science Level 5 Gr. 6-8: Holt McDougal |
| History-Social Science | All students have a copy, in good condition, of the most current edition of the adopted text(s). | 0 | Adopted: 2006-2014** Gr 5: Houghton Mifflin U.S. History: The Early Years Gr. 6-8: Glencoe McGraw-Hill |
| Foreign Language | All students have a copy, in good condition, of the most current edition of the adopted text(s). | 0 | Spanish I Title: En Espanol! Grades: 6-8 Publisher: McDougal, Littell &Co. Adoption ends 6/30/2012 Spanish II Title: Nuevas Vistas Grades: 8 Publisher: Holt Adoption ends 6/30/2012 |
| Health | n/a | 0 | |
| Science Laboratory Equipment (grades 9-12) | n/a | 0 | |
| Visual and Performing Arts | n/a | 0 | |

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)

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 on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental / Restricted) | Expenditures Per Pupil (Basic/ Unrestricted) | Average Teacher Salary |
|---|------------------------------|--|--|------------------------|
| School Site | \$4,474.43 | \$235.02 | \$4,239.41 | \$80,067.38 |
| District | N/A | N/A | \$4,453.24 | \$77,413.62 |
| Percent Difference – School Site and District | N/A | N/A | -0.05 | 0.03 |
| State | N/A | N/A | \$5,681.00 | \$68,212.00 |
| Percent Difference – School Site and State | N/A | N/A | -0.25 | 0.17 |

Types of Services Funded (Fiscal Year 2009-10)

This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school's federal Program Improvement status) that are provided at the school through either categorical funds or other sources.

In addition to general state funding, Campbell Union School District received state and federal funding for the following categorical, special education and support programs in 2009-10.

- o Title I, Part A: Basic Grant
- o Title II, Part A: Improving Teacher Quality
- o Title III, Part A: Limited English Proficiency (LEP)
- o Title IV, Part A: Safe & Drug Free Schools and Communities
- o Economic Impact Aid (EIA)

Teacher and Administrative Salaries (Fiscal Year 2008-09)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category | District Amount | State Average For Districts In Same Category |
|--|-----------------|--|
| Beginning Teacher Salary | \$47,851 | \$41,988 |
| Mid-Range Teacher Salary | \$71,635 | \$68,649 |
| Highest Teacher Salary | \$86,422 | \$87,156 |
| Average Principal Salary (Elementary) | \$105,173 | \$109,026 |
| Average Principal Salary (Middle) | \$105,895 | \$112,489 |
| Average Principal Salary (High) | | \$113,872 |
| Superintendent Salary | \$224,141 | \$181,890 |
| Percent of Budget for Teacher Salaries | | |

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Percent of Budget for Administrative Salaries | | |

IX. 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 assessments under the STAR program 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 nine through eleven. The CAPA includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. On each of these assessments, 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 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. 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 for All Students – Three-Year Comparison

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

| Subject | School | | | District | | | State | | |
|-------------------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2007-08 | 2008-09 | 2009-10 | 2007-08 | 2008-09 | 2009-10 | 2007-08 | 2008-09 | 2009-10 |
| English-Language Arts | 74 | 79 | 80 | 55 | 57 | 60 | 46 | 50 | 52 |
| Mathematics | 66 | 70 | 75 | 56 | 59 | 63 | 43 | 46 | 48 |
| Science | 86 | 83 | 91 | 59 | 61 | 71 | 46 | 50 | 54 |
| History-Social Science | 68 | 67 | 71 | 41 | 44 | 46 | 36 | 41 | 44 |

Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

| Group | Percent of Students Scoring at Proficient or Advanced | | | |
|---|---|-------------|---------|---------------------------|
| | English- Language Arts | Mathematics | Science | History-Social Science |
| All Students in the LEA | | | | |
| All Students at the School | | | | |
| Male | 78 | 74 | 91 | 77 |
| Female | 83 | 75 | 90 | 65 |
| Black or African American | 69 | 50 | * | * |
| American Indian or Alaska Native | * | * | * | * |
| Asian | 90 | 91 | 97 | 79 |
| Filipino | 72 | 64 | * | * |
| Hispanic or Latino | 62 | 62 | 82 | 59 |
| Native Hawaiian or Pacific Islander | * | * | * | * |
| White | 85 | 77 | 93 | 75 |
| Two or More Races | | | | |
| Socioeconomically Disadvantaged | 53 | 55 | 85 | 50 |
| English Learners | 37 | 57 | | * |
| Students with Disabilities | 56 | 60 | 82 | 33 |
| Students Receiving Migrant Education | | | | |

California Physical Fitness Test Results (School Year 2009-10)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|--------------------------|-------------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | DATA | AVAILABLE | SPRING 2011 |
| 7 | | | |
| 9 | | | |

X. Accountability

Academic Performance Index

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

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

| API Rank | 2007 | 2008 | 2009 |
|------------------------|------|------|------|
| Statewide | 9 | 10 | 10 |
| Similar Schools | 4 | 8 | 9 |

Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years. Note: N/A means that the student group is not numerically significant or data were not available.

| Group | Actual API Change | | |
|--|-------------------|---------|---------|
| | 2007-08 | 2008-09 | 2009-10 |
| All Students at the School | 29 | 16 | 15 |
| Black or African American | | | |
| American Indian or Alaska Native | | | |
| Asian | 12 | 28 | 12 |
| Filipino | | | |
| Hispanic or Latino | 26 | 15 | 5 |
| Native Hawaiian or Pacific Islander | | | |
| White | 37 | 16 | 23 |
| Two or More Races | | | 0 |
| Socioeconomically Disadvantaged | -12 | 20 | 11 |
| English Learners | | | 39 |
| Students with Disabilities | | | |

Academic Performance Index Growth by Student Group - 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, LEA, and state level.

| Group | 2010 Growth API | | |
|-------------------------------------|-----------------|-----|-------|
| | School | LEA | State |
| All Students at the School | 917 | 831 | 767 |
| Black or African American | | 805 | 685 |
| American Indian or Alaska Native | | | 728 |
| Asian | 971 | 944 | 889 |
| Filipino | | 901 | 851 |
| Hispanic or Latino | 843 | 741 | 715 |
| Native Hawaiian or Pacific Islander | | | 754 |
| White | 935 | 907 | 838 |
| Two or More Races | | | 807 |
| Socioeconomically Disadvantaged | 814 | 741 | 712 |
| English Learners | 875 | 764 | 691 |
| Students with Disabilities | | 634 | 580 |

Adequate Yearly Progress

The federal Elementary and Secondary Education 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 additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

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

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 six AYP criteria described above.

| AYP Criteria | School | District |
|--|--------|----------|
| Overall | Yes | No |
| Participation Rate - English-Language Arts | Yes | Yes |
| Participation Rate - Mathematics | Yes | Yes |
| Percent Proficient - English-Language Arts | Yes | No |
| Percent Proficient - Mathematics | Yes | Yes |
| API | Yes | Yes |
| Graduation Rate | N/A | N/A5 |

Federal Intervention Program (School Year 2010-11)

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

| Indicator | School | District |
|--|--------|-----------|
| Program Improvement Status | | In PI |
| First Year of Program Improvement | | 2009-2010 |
| Year in Program Improvement | | Year 2 |
| Number of Schools Currently in Program Improvement | N/A | 2 |
| Percent of Schools Currently in Program Improvement | N/A | 15 |

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Campbell Union School District's work year calendar allocated 3 full-day Professional Development days in 2008-09, 2007-08, and 2006-07. There were 2 full-day Professional Development days in the 2009-10 work year, two in the 2010-2011 work year, and two planned for 2011-2012.

There is a strong ELD focus for professional development in Campbell Union School District. Teachers are all offered the opportunity to attend GLAD training and Systematic ELD training to meet the needs of their English Language Learners. Teachers also receive training in the following areas and programs: ROLA, BoardMath, Guided Reading, Facilitated planning sessions around benchmark standards, GATE, differentiation, Schools Attuned and classroom management.