

PART I - ELIGIBILITY CERTIFICATION

11CA18

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

11CA18

All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 13 Elementary schools
 (per district designation) 1 Middle/Junior high schools
1 High schools
1 K-12 schools
16 Total schools in district
2. District per-pupil expenditure: 8941

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 1
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

| Grade | # of Males | # of Females | Grade Total | | | # of Males | # of Females | Grade Total |
|----------------------------------|------------|--------------|-------------|--|-----------|------------|--------------|-------------|
| PreK | 0 | 0 | 0 | | 6 | 34 | 29 | 63 |
| K | 36 | 37 | 73 | | 7 | 23 | 37 | 60 |
| 1 | 30 | 39 | 69 | | 8 | 32 | 23 | 55 |
| 2 | 28 | 39 | 67 | | 9 | 0 | 0 | 0 |
| 3 | 34 | 34 | 68 | | 10 | 0 | 0 | 0 |
| 4 | 32 | 31 | 63 | | 11 | 0 | 0 | 0 |
| 5 | 24 | 40 | 64 | | 12 | 0 | 0 | 0 |
| Total in Applying School: | | | | | | | | 582 |

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
4 % Asian
1 % Black or African American
82 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
13 % White
0 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 1%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

| | | |
|-----|---|------|
| (1) | Number of students who transferred <i>to</i> the school after October 1, 2009 until the end of the school year. | 0 |
| (2) | Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year. | 3 |
| (3) | Total of all transferred students [sum of rows (1) and (2)]. | 3 |
| (4) | Total number of students in the school as of October 1, 2009 | 583 |
| (5) | Total transferred students in row (3) divided by total students in row (4). | 0.01 |
| (6) | Amount in row (5) multiplied by 100. | 1 |

8. Percent limited English proficient students in the school: 21%

Total number of limited English proficient students in the school: 122

Number of languages represented, not including English: 1

Specify languages:

Spanish

9. Percent of students eligible for free/reduced-priced meals: 64%
 Total number of students who qualify: 373

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 4%
 Total number of students served: 22

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

| | |
|--------------------------------|---|
| <u>3</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>1</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>8</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>10</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

11. Indicate number of full-time and part-time staff members in each of the categories below:

| | Number of Staff | |
|---------------------------------------|------------------|------------------|
| | <u>Full-Time</u> | <u>Part-Time</u> |
| Administrator(s) | <u>1</u> | <u>0</u> |
| Classroom teachers | <u>26</u> | <u>0</u> |
| Special resource teachers/specialists | <u>1</u> | <u>0</u> |
| Paraprofessionals | <u>1</u> | <u>0</u> |
| Support staff | <u>1</u> | <u>1</u> |
| Total number | <u>30</u> | <u>1</u> |

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 22:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

| | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 97% | 97% | 96% | 97% | 95% |
| Daily teacher attendance | 96% | 95% | 94% | 95% | 96% |
| Teacher turnover rate | 7% | 11% | 7% | 4% | 4% |
| High school graduation rate | 0% | 0% | 0% | 0% | 0% |

If these data are not available, explain and provide reasonable estimates.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

| | |
|--|------------------|
| Graduating class size: | <u>0</u> |
| Enrolled in a 4-year college or university | <u>0%</u> |
| Enrolled in a community college | <u>0%</u> |
| Enrolled in vocational training | <u>0%</u> |
| Found employment | <u>0%</u> |
| Military service | <u>0%</u> |
| Other | <u>0%</u> |
| Total | <u>0%</u> |

Sanger Academy Charter School's (SAC) mission is designed to meet the academic and artistic needs of the students of Sanger Unified and surrounding areas. Sanger Academy Charter staff members are committed to providing a strong, standards-based, instructional program for all students to ensure excellence in education. SAC strives to equip all students with extensive knowledge and skills that will translate into a solid foundation for study in numerous fields at both secondary and post-secondary levels.

SAC is a part of the Sanger Unified School District, which serves over 10,600 students. The District is economically diverse, with both a strong agricultural core and outlying suburban areas, which combine as a close-knit educational community. SAC parents, students, and staff of Sanger Unified demonstrate a deep-seated pride in the accomplishments they have attained as a result of the community's ongoing desire to improve and grow.

The current enrollment at SAC is 583 students, with a population comprised of 80% Hispanic, 10% White, 4% Asian, 1% African American, and 5% other ethnicities. The percentage of students classified, as English Language Learners is 20%, while Socioeconomically Disadvantaged (SED) is 64%.

SAC's academic excellence continues to be a top priority, as evident by a 120-point Academic Performance Index (API) growth over the last seven years. SAC had a 14-point increase last year on API, with all subgroups meeting their targets. Among the many accomplishments: English Learners' (EL) API score has improved from 733 (2006) to 871 (2010); our Hispanic population score improved from 786 (2006) to 889 (2010) on API, and our SED population scored 789 (2006) and 888 (2010) on API.

Sanger Academy provides a comprehensive program designed to educate and develop the "whole student." Teachers spend additional time guiding students on activities, such as Science Fair, History Day, JASON Project, Peach Blossom, Young Authors' Faire, and Science Olympiad. Students also participate in art, music, cheer, chess, spelling bee, talent show, PTA Reflections, student council, athletics, and the elective Introduction to Spanish. A spirit of teamwork and collaboration is at the heart of our school. Together, we unite to ensure a safe, positive learning environment and success for all. Many of our proudest achievements have been the direct result of this collaborative effort. Our school has been the recipient of many prestigious awards, such as: California Distinguished School (2010), Bonner Center Character Education Award (2006, 2010), District National Walk to School Award (2007-2010), California Music Association Superior Award, and recognition awards for the Patients for Pennies Leukemia and Lymphoma Society (2007-2010), St. Jude Children's Research Hospital - Math-A-Thon (2006, 2007), Blue Cross Community Service Award (2004), Red Cross Chapters of Fresno and Madera Counties (2005).

SAC has established a system of mutual accountability for standards-based learning and common instructional practices. The system has three components: 1) Professional Learning Communities (PLC); 2) Response to Interventions (RtI); and 3) Explicit Direct Instruction (EDI), which work together to ensure student success. PLCs provide teachers the opportunity to collaborate, create common assessments, establish instructional goals, analyze results, and seek ways to meet the needs of each student. The RtI model provides those students with curricular deficiencies a means to accelerate their learning and access grade-level standards. It also establishes a process of monitoring and supporting core instruction with enrichment opportunities to meet the needs of all students. EDI provides lesson design and delivery strategies to increase effectiveness and efficiency of learning.

The community is proud of our school history and excited about our future. On a weekly average, 60 parent volunteers can be seen assisting throughout the campus. Information is shared with the SAC community via weekly bilingual newsletters and our website. Parents are actively involved and serve in

leadership capacities through the Charter Parent Advisory Committee (CPAC), English Language Advisory Committee (ELAC), Parent Teacher Association (PTA), and band boosters.

SAC is unique because parents, teachers, and business leaders work together to inspire and promote student academic excellence while honoring the hopes, abilities, and talents of our children. Our school is bound together through a common goal of providing opportunities for student success. The SAC staff and community consistently demonstrate a willingness to advocate and support each student, ensuring a bright future for each of them.

1. Assessment Results:

California measures student proficiency of state content standards through the Standardized Testing and Reporting (STAR) program. The program consists of the California Standards Test (CST), California Modified Assessment (CMA), and California Alternative Performance Assessment (CAPA). The CST is the primary assessment for general education students and the CMA and CAPA are reserved as a means for alternative measurement. These criterion reference exams classify students, grades two through eleven, into five performance levels: Advanced, Proficient, Basic, Below Basic, and Far Below Basic. More information regarding the STAR program can be found at <http://star.cde.ca.gov/>.

In addition to the federal Adequate Yearly Progress (AYP) under the No Child Left Behind (NCLB) Act, each school is assigned an Academic Performance Index (API) rating from 200 to 1000. In 2005, SAC had an API of 806; we are currently at 898. Additionally, in 2010, each of the statistically significant subgroups surpassed 800. The three significant subgroups are: Hispanic (873), Socioeconomically Disadvantaged (864), and English Learners (834). As a component of the AYP, the API is calculated using math CST, ELA CST, and science CST results. In California, schools are ranked among all state schools, and by similar schools on a scale of 1-10, lowest to highest. In the last five years, SAC made significant gains in student achievement as evidenced by the increase in state ranking from 8 (overall) and 7 (similar schools) to 9 (overall) and 10 (similar schools).

To meet AYP under NCLB, a specific number of students in each significant subgroup must be proficient each year. The proficiency percentage increases by approximately 11% each year until 2014, when 100% of students must be proficient or advanced. Each year, SAC has met AYP goals for all students and all subgroups. Currently, the school has met the ELA and mathematics proficiency goals for 2010, but has also surpassed the 2011 goal. The most recent results show an increase in both ELA and math from 53% in 2005 to 76% in 2010.

One of the more significant factors in obtaining recent growth at SAC is the implementation of Professional Learning Communities (PLC). Prior to implementing PLC at SAC, the number of students who performed below the proficient level in ELA was 45% (2006). This number decreased to 22% (2010) with the addition of PLC's. In the area of math, the number of students who performed below the proficient level was 41% (2006). This number decreased to 23% (2010) with the addition of PLC's. Furthermore, the implementation of PLC at SAC subsequently contributed to an 81-point increase in our school-wide API from 817 (2006) to 898 (2010).

Our statistically significant subgroups have also improved in ELA proficiency on the state assessment. For example, Hispanics improved from 69% (2007) to 75% (2010), and Socioeconomically Disadvantaged have improved from 69% (2007) to 76% (2010). In 2008, English Language Learners became a statistically significant subgroup for SAC. The initial score of this subgroup was 57% (2008) and grew to 69% (2010). These percentages show growth for all students, while narrowing the academic achievement gap between significant subgroups and the overall school population.

Our PLCs consistently use assessments to diagnose student deficiencies as they become apparent. SAC has created a culture that involves the use of student performance data in collaboration with California State Standards to drive instruction. The transition of teacher practices and culture has promoted more collaborative analysis of data from common assessments and frequent checking for understanding to drive the instruction in classrooms. SAC attributes PLC and EDI as two leading factors in achieving the gains within the overall student population and significant subgroups.

As SAC grew from the enrollment of 210 students in 2001 to the current enrollment of 583 students, we have continued to increase in each subgroup, yet close the achievement gap in each of those groups.

Through implementation of PLC and EDI, we have been able to develop a culture of high expectations and an overall success that promotes the belief that everyone can and will reach proficiency.

2. Using Assessment Results:

SAC is a school system driven by data and rigorous academic standards. PLCs establish mutual accountability for quality instruction and student learning. Teachers work collaboratively in both grade level and vertical teams to review student achievement data. Essential standards are assessed using summative, district-wide grade level assessments (administered three times per year), and formative grade-level assessments (administered weekly). Data from these assessments and Strategic, Measurable, Attainable, Realistic, and Time-bound (SMART) goals are recorded and analyzed during PLCs to identify non-proficient students. Student Growth and Curriculum Conferences are held twice a year with the principal, teachers, and support staff. The team reviews the student data for individual and school-wide subgroups. These scores are broken down into specific standards or learning skills and then used to guide instruction. Each grade level maintains a standards and assessment binder, which includes pacing guides, grade-level standards, and assessment results. This system helps to make the monitoring process evidence-based and gives ready information for reflection and planning.

The success of SAC is attributed to teachers using assessment results to guide instruction. Daily, the classroom teacher identifies students that need additional instruction on specific standards. Teachers then reteach the standard in a small group or in a flexible group setting. Students are then reassessed on that standard to determine proficiency. The process of small group instruction for reteaching or frontloading lessons in ELA and math occurs daily. Intervention is a part of the daily structure in every classroom and students are reassessed throughout the instructional process.

A three-tiered systematic Pyramid of Interventions occurs daily for students identified below grade level in academics. All students receive daily interventions (Tier 1) in the classroom. Student formative assessment data is discussed weekly during PLCs. Tier 2 students identified as below grade level receive additional research-based interventions determined by the instructional team. Students who do not respond to Tier 2 and are more than two years below grade level receive Tier 3 intensive support. Students in Tier 2 and 3 are monitored bi-weekly to assess progress and determine when students can move up or down the pyramid based on need.

3. Communicating Assessment Results:

Performance expectations and results are communicated throughout the year to staff, students, parents, families, and the community. The Principal's Summit is a presentation to district administration, support personnel, and educators in surrounding districts. The summit encompasses analysis of state and district assessment data, effectiveness in collaboration, instruction and intervention, and a plan for the school year. The summit is also presented to the community in Charter Parent Advisory Committee (CPAC) and PTA meetings.

The principal establishes yearly school-wide goals, with input from staff, parents and students. Through the principal's leadership, state frameworks, standards, and assessment data are carefully analyzed and reviewed. School-wide goals are shared with the entire school community through the School Site Council, English Language Advisory Committee, and PTA. The 2010-2011 school-wide goals are: 1) increase the API from 898 to 910; 2) use PLCs to improve instructional effectiveness; 3) increase EL scores by one proficiency level on the California English Language Development Test; 4) provide immediate intervention to all students who are lacking mastery on essential California state standards; and 5) move all basic students on the ELA CST to proficient.

SAC regularly informs parents and families about student progress toward meeting grade-level standards. SAC kicks-off the school year with an ice cream social, when students and families are invited to the school to greet teachers and celebrate accomplishments, including our most recent data. We also host a Back-to-School Night designed to give parents a more in-depth look into the academic year, and to learn

about the assessments that will be used at each grade level and review overall expectations. Progress reports and a standards-based report card, allow parents to monitor student progress towards individual and school goals. To support parent's knowledge of student progress, report cards are discussed and explained during a fall parent conference.

SAC also uses a Charter Compact in which all stakeholders are accountable for students' achievement of standards. The Charter Compact includes responsibilities and expectations for students, parents, and teachers. Additionally, SAC regularly communicates with parents, families, and the community through weekly and monthly newsletters, weekly teacher/parent contacts, and school and teacher maintained websites. Translation services are provided at parent conferences, school-wide meetings, and as needed to communicate with parents.

4. Sharing Lessons Learned:

SAC believes that sharing success is vital to continued improvement, motivation, reflection, and growth. SAC continually refines instructional practices, PLCs, and Pyramid of Interventions. This systematic approach has made SAC a center for sharing. All SAC teachers regularly welcome visitors from within and outside the district. Additionally, SAC works closely with nearby universities to mentor future educators. SAC staff volunteers as master teachers for university students entering the teaching profession. Through this placement, we are able to support future teachers in the field of Fine Arts, Multiple Subjects, and Single Subject career paths. Student teachers who leave our campus are equipped with strategies and experience in effective lesson design, explicit direct instruction, PLCs and interventions modeled to support student achievement.

There have been many opportunities for educators, districts, and universities to visit and observe best practices at SAC. Several educators throughout the area have visited SAC. The staff and principal explain and demonstrate current practices and strategies with superintendents, principals, and teachers. In addition to multiple outside visitors, district personnel conduct classroom walkthroughs with the principal and Instructional Support Provider. SAC also gives classroom teachers an opportunity to observe each other and discuss patterns in school-wide instruction.

The current practice of shared knowledge includes collaboration with four district schools, district conference, faculty meetings, and district elementary principals' PLC. SAC collaborates with four similar schools in the district where all teachers and administrators discuss best practices and strategies to meet the needs of students. At each staff meeting, teachers are given the opportunity to share effective instructional methods and pedagogy. All district principals assemble monthly to learn from one another and to discuss successes. The existing practice of collaboration and shared knowledge has become embedded in the SAC culture. The acceptance of the Blue Ribbon School award will further support this philosophy.

1. Curriculum:

Clearly defined state content standards provide the basis for curriculum, instruction, academic support, and assessment. SAC provides a comprehensive curriculum while emphasizing reading, writing, and mathematics in all subject areas. Teachers use the current core curriculum and appropriate instructional strategies to meet the needs of students with disabilities, English Learners, at-risk students, and gifted and talented students. All teachers at SAC have been trained in EDI, which provides specific lesson design and delivery strategies to more effectively teach standards to all students. EDI lesson design components provide a comprehensive process for planning instruction, monitoring student learning, and improving academic achievement. These components include: the learning objective, activating prior knowledge, importance, guided practice, skill development, closure, and independent practice. Each element strategically scaffolds the lesson to ensure learning for all student ability levels. To support the lesson design, teachers employ delivery strategies, such as: think-pair-share, graphic organizers, and checking for understanding. Checking for understanding (CFU) provides immediate feedback of student learning to guide the teacher's instruction. Teachers use this information to either re-teach whole class or address students' needs in small group instruction while other students work on independent practice. EDI has provided SAC teachers a common language, which further enhances grade-level discussion of curriculum and discussion of instructional strategies.

The SAC core ELA (K-6) program is presented through the Houghton Mifflin Medallion (HM) series. SAC core ELA (7-8) program utilizes Holt Literature and Language Arts. Teachers have been trained to use the core curriculum's Universal Access Handbooks to meet the needs of EL, at-risk students, and gifted and talented students. Daily instruction encompasses practice in oral language and reading. Step Up to Writing is used to supplement the HM writing portion of the text. Additionally, teachers have been trained in Focused Approach for HM program. This is a structured process to frontload vocabulary and to learn the prerequisite skills to ensure access to HM for English learners.

EL students receive English Language Development through Avenues and High Point. This English Language Development support is provided daily according to their assessed language level. Further EL support is provided during ELA lessons through the HM English Language Development instructional strategies and Specifically Designed Academic Instruction in English (SDAIE) strategies.

SAC offers its 7th and 8th grade students an opportunity to participate in an Introduction to Spanish elective. This is a beginning course in Spanish, which emphasizes oral and written communication at a basic level. The Introduction to Spanish class is intended to serve as a preparation for a beginning foreign language course at the high school level.

SAC employs credentialed kinesiology teachers who integrate grade-level ELA and Math concepts into grade-level appropriate Physical Education standards. These sessions encourage lifelong health, while developing gross and fine motor coordination skills. The program goes beyond basic exercises, and includes activities that promote a long, healthy lifestyle. Students participate in a weekly fun fitness club called "Los Tennis-Shoes Fitness Club," which includes walking and singing/chanting to establish a great attitude about a healthy lifestyle.

Visual and performing arts are also integrated into the core curriculum to support specific concept development. Credentialed music and art teachers utilize the state music and visual and performing arts standards with students. Participating music students are enrolled in beginning, intermediate or advanced band - joining either the marching band, guitar ensemble, or elite band. Band and guitar members perform at the winter programs, concerts, parades, and numerous band festivals. Art class is offered to our 1st through 8th grade students. Students are exposed to a wide variety of media. They have the opportunity to use clay; oil and watercolor paints; pastels; and other tools to create two and three-dimensional artwork.

2. Reading/English:

The HM and Holt Reading programs, adopted by Sanger Unified School District, are standards - and research-based reading programs. HM and Holt provide resources for direct instruction in reading, linking reading with writing, listening, and speaking. Both reading programs offer a strong literature, language, and comprehensive literature experience. In addition to the HM and Holt ELA program, SAC provides skills-based instruction, literature through guided reading, shared and independent reading, literature circles, modeled writing, and shared and independent writing. The SAC reading programs integrate the structure of the curriculum reading programs with focused instruction in five reading skills: 1) alphabetic principles; 2) phonemic awareness; 3) fluency; 4) vocabulary; and 5) comprehension.

SAC uses a number of classroom reading indicators and/or assessments to identify a student's targeted learning needs: phonemic awareness; alphabetic principle; accuracy and fluency (Dynamic Indicators of Basic Early Literacy Skills - DIBELS); and comprehension/miscue analysis (Reading and Oral Language Assessment - ROLA). Once a student's needs are identified, teachers meet to discuss the results, and identify the student's placement within our Pyramid of Interventions. Based on individual literacy needs, students receive instruction in research-based programs, such as Read Naturally for fluency; Peer-Assisted Learning Strategies (PALS) or Building Levels of Comprehension (BLC) for comprehension; and Orton Gillingham for phonics. Furthermore, SAC emphasizes reading using Accelerated Reader (AR). AR is a school-wide systematic program used at all grade levels to help improve reading fluency and comprehension. AR Star test is administered three times each year to monitor the reading comprehension growth of students. Progress is monitored by both the librarian and the classroom teacher through a web-based site, which generates reports on student achievement and suggestions for individualized support practices. Supporting the learning of all students is the Library/Media Center, featuring approximately 6,000 books representing broad genres and reading levels and computers with Internet access. The Library/Media Center is an inviting hub of activity with classes and individual students listening to stories from our librarian and accessing resources.

Through systematic initial assessment, accurate student placement, and effective progress monitoring, our data clearly shows that students are improving each year and the achievement gap is narrowing. Through the use of multiple assessments administered each trimester, we can chart student progress in the areas of reading fluency, decoding, and reading comprehension. Our assessment reports illustrate significant gains in reading fluency and decoding skills.

3. Mathematics:

The SAC math curriculum is directly aligned with the Sanger Unified School District math adoption. Sanger Unified adopted the Houghton Mifflin Math Series (K-5) as well as Glencoe/McGraw-Hill Math (6-8) which are both standards-aligned mathematics curriculum. Both adopted curricula build computational and procedural skills, problem solving, and conceptual understanding in the five strands of math. The math curriculum offers a strong focus on skill building, problem solving, and concepts mastery for every level of learning. There are a variety of components available to fit the EDI model of instructional practices on our campus. The math curriculum has built-in assessments to monitor student progress throughout the school year. The adopted curriculum is aligned to California State Standards. SAC utilizes the comprehensive district math facts program to further support standards proficiency. Through frequent math assessments, student growth is monitored and students requiring intervention are quickly identified.

SAC assesses achievement of California essential math standards through grade-level, District Progress Assessments three times per year for all students and an additional fourth time for those students who are at risk of retention. The data reports show the growth of each student and proficiency of individual essential standards.

Through the effective, continuous checking for understanding via EDI, District Progress Assessments, and common assessments from grade-level PLC teams, student achievement is closely monitored to

identify needs for intervention. Those students who require support are quickly identified as 1.) benchmark; 2.) strategic; or 3.) intensive students. Instructional team decisions are made to determine the needs of each individual student.

Once needs are determined, students are grouped and placed in an intervention group that will work with a targeted goal of closing achievement gaps by building on the foundation of student abilities. Deployment of students can be seen daily at SAC to pair student needs with teacher strengths. Students are not locked into the four walls of their homeroom. Instructional supplemental materials include Buckle Down Math, Measuring Up Math, HM Math Reteach, HM Math Steps, and Note Taking Guides to reteach and provide additional practice in areas of need. As students gain proficiency of standards they had previously not mastered, grouping of students is modified to provide proper scaffolding of concepts taught during instruction.

4. Additional Curriculum Area:

Sanger Unified adopted the Scott Foresman (K-5) and the Holt (6-8) curriculum to address the California social studies standards. Students are exposed to a variety of themes and access electronic textbooks for remediation/extension activities using computers in the classroom and at home. Additionally, the HM science program (K-5) and Glencoe (6-8) curriculum was adopted as the district program and focuses on the scientific method to test hypotheses through experimental learning. Science instruction comes in many forms, from research study to experiments to class discussions. Students study life, earth, and physical science in thematic units using observation, note taking, inquiry, hands-on experimentation, and critical thinking. In an attempt to connect classroom lessons to real world experiences, students participate in field trips to San Juan Batista Mission, Scout Island Outdoor Science Education Center, San Jose Tech Museum, etc. In addition, students participate in many hands-on activities such as “build a bridge” and Science Olympiad. Our G.A.T.E. students enjoy a curriculum from the JASON project that includes experiments in various scientific areas. Plate tectonics and rock formation are the focus of our 2011 program.

To supplement our core science and history curriculum, students participate each year in both Science Fair and History Day competitions. SAC faculty members hold parent meetings and student workshops to support students’ needs. The goals of these workshops are to encourage and broaden student understanding of the subject area and the methods needed to create projects. The successes students have experienced have led them to advance their learning and discoveries all the way to state competitions. In the competitions, students are required to present their projects and demonstrate their breadth of knowledge and understanding of science and history concepts.

The use of technology is incorporated into classrooms and many student projects. SAC offers students access to technology through portable computer lab, classroom computers and computers in our Library/Media Center. Wireless online access allows students to conduct research, access publications, and take online assessments. Numerous classrooms are equipped with SMART Boards to further expand student’s access to technology.

5. Instructional Methods:

The SAC staff believes that differentiation occurs through specific instructional methods and data analysis in PLCs. In the classroom, teachers intervene daily using best instructional practices such as EDI and Specifically Designed Academic Instruction in English. As stated before, effective, continuous checking for understanding from EDI lessons, District Progress Assessments, and common assessments from grade level PLC teams provide a medium to monitor student achievement closely. The team’s objective is to identify needs for intervention and provide a monitoring piece that can be used to measure growth and effectiveness of the intervention plan created for the child. Those students who require support are identified as: 1.) benchmark; 2.) strategic; or 3.) intensive students. Instructional team decisions are made to determine the needs of each individual student and match them with a teacher who is strong in the identified area of concern.

SAC daily schedules are customized to provide specific instruction for all three groups listed above during the regular school day. Students are placed in an intervention group that will work with a targeted goal of closing achievement gaps. As students demonstrate mastery on lower performing standards, grouping of students is modified.

Small group instruction, frontloading, pre-teaching, peer support, and cooperative learning strategies are used to provide access to core curriculum for EL and low-performing students. Students with disabilities and special needs are provided accommodations to improve their access to the content standards.

PLCs meet weekly to discuss individual student learning, instructional strategies, and student progress towards standards. SMART Goals provide teachers with a goal for student proficiency on standards based formative and summative assessments. Once students are identified as not meeting proficiency on a particular standard, a plan is put into place that includes reteaching and flexible grouping.

We ensure that effective instruction is provided to meet the needs of our EL students by assessing regularly. Teachers are using the Focused Approach to frontload key vocabulary and sub-skills. Building background knowledge and explicit teaching of academic vocabulary have proven successful in preparing students for understanding concepts across the content areas. Daily use of Avenues (K-5) and High Point (6-8) provide English learners with opportunities to access the core curriculum. Specifically Designed Academic Instruction in English strategies are integrated in EDI practices. Graphic organizers, realia, and scaffolding strategies are used as needed.

6. Professional Development:

SAC believes student performance increases as the teachers and administration grow and learn together. As the instructional leader of the school, the principal is an active participant in all teacher-training sessions. All professional development is based on data results from the CST, district summative assessments, and common grade-level assessments. To effectively meet the needs of all students, a wealth of professional development opportunities are available district-wide, school-wide, and individually. For example, after analyzing the district performance assessment, data indicated EL students were performing below grade-level. Teachers were then trained in the Focused Approach and SDAIE strategies, which included scaffolding and frontloading vocabulary and prerequisite skills for EL students. The instructional strategies gleaned from these trainings ensured EL students were sufficiently prepared and able to access the core standards. Subsequent assessments showed an increase in EL proficiency and understanding.

SAC recognizes the need for systematic, quality, and targeted professional development. Professional Development surveys are used to determine what training sessions are needed to meet school goals and focus on all students achieving grade-level standards. The 2010-2011 SAC professional development goals focus on: 1) improving instructional effectiveness through PLC and EDI strategies; 2) increasing EL proficiency levels by one band and; 3) to move basic students to proficient as measured on the CST.

The principal and Instructional Support Provider (ISP) provide daily assistance to teachers in PLCs, EDI, English Language Development, and interventions. Effective instructional practices are critical to student learning and are taught, discussed, and modeled during PLC time. Peer observations and coaching is offered to our staff members. In addition, strong collaboration with other school sites within our district allow for shared knowledge and professional development. New teachers are supported through the Beginning Teacher Support and Assessment (BTSA) program, which matches them with highly trained mentors. This teacher induction program provides time for coaching, observation, and formative assessments aligned to content standards and it also ensures teachers use best teaching practice standards. Professional development is the catalyst for student achievement at SAC.

7. School Leadership:

The leadership structure at SAC is a multi-layered system. The system includes the School Leadership Team, PLCs, Charter Parent Advisory Committee (CPAC), and the English Language Advisory

Committee (ELAC). Leadership structures are in place to allow for the systematic development of a school vision and school goals. This process involves representatives from all segments of the school community: parents, district staff, school staff, students, and community members.

A shared responsibility for student learning has created a sense of urgency and accountability among all stakeholders that all students learn and perform at high levels. The CPAC consists of parents, staff, and community members who serve as an advisory committee in regards to policy and procedures regarding our charter. Our ELAC members consist of parents of English Learners, administration, and school staff. Members identify areas where students are struggling so that instructional practices and focus can support the areas identified. This committee allows another medium for advocacy of our English Language Learner subgroup with support from SAC administration and supporting staff.

Discussion in PLCs, CPAC, ELAC, and the school Leadership Team meetings led to the creation of a school wide deployment to allow regrouping of students for specific instructional interventions. Currently, the achievement gap between English Language Learners and all students is less than 1% in the areas of Math and English Language Arts according to 2009-2010 AYP performance.

The school's leadership team has a strong role in implementing rigorous academic standards, motivation, providing academic support, and developing school goals. The Leadership Team represents stakeholders from administration, different grade-levels, and support staff to provide insight and feedback about academic achievement. The Leadership Team meets to analyze the implementation and effectiveness of school programs.

Administration has developed shared leadership by restructuring the school environment. Faculty meetings focus on instructional strategies, successes, and allow weekly grade-level collaboration. PLC teams meet to discuss individual students, instructional strategies, and SMART goals. Leadership members take part in training staff while ensuring clear communication between all teachers and all programs. The principal at SAC is highly visible and is active in classrooms every day. Her leadership has created a culture at SAC in which everyone has a complete focus on student success. The culture promotes a focus and a willingness to implement new ideas that support individual student and school success.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 2 Test: California Standards Test

Edition/Publication Year: 2005-2010 Publisher: Educational Testing Services

| | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| % Proficient plus % Advanced | 94 | 88 | 74 | 82 | 70 |
| % Advanced | 69 | 49 | 37 | 50 | 41 |
| Number of students tested | 59 | 59 | 60 | 60 | 59 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 98 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| % Proficient plus % Advanced | 98 | 87 | 71 | 74 | 64 |
| % Advanced | 73 | 51 | 34 | 40 | 30 |
| Number of students tested | 41 | 39 | 41 | 35 | 33 |
| 2. African American Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | 94 | 90 | 73 | 80 | 69 |
| % Advanced | 67 | 48 | 35 | 50 | 42 |
| Number of students tested | 49 | 48 | 51 | 40 | 48 |
| 4. Special Education Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 5. English Language Learner Students | | | | | |
| % Proficient plus % Advanced | 93 | 86 | 63 | 80 | 0 |
| % Advanced | 70 | 64 | 32 | 40 | 0 |
| Number of students tested | 27 | 14 | 19 | 10 | 0 |
| 6. White | | | | | |
| % Proficient plus % Advanced | | | | 92 | |
| % Advanced | | | | 54 | |
| Number of students tested | | | | 13 | |
| NOTES: | | | | | |

11CA18

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 2 Test: California Standards Test

Edition/Publication Year: 2005-2010 Publisher: Educational Testing Services

| | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| % Proficient plus % Advanced | 81 | 81 | 58 | 68 | 59 |
| % Advanced | 56 | 42 | 23 | 25 | 27 |
| Number of students tested | 59 | 59 | 60 | 60 | 59 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 98 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| % Proficient plus % Advanced | 80 | 79 | 56 | 60 | 61 |
| % Advanced | 23 | 46 | 20 | 17 | 24 |
| Number of students tested | 41 | 39 | 41 | 35 | 33 |
| 2. African American Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | 80 | 81 | 55 | 70 | 60 |
| % Advanced | 51 | 40 | 20 | 18 | 29 |
| Number of students tested | 49 | 48 | 51 | 40 | 48 |
| 4. Special Education Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 5. English Language Learner Students | | | | | |
| % Proficient plus % Advanced | 74 | 93 | 63 | 60 | 0 |
| % Advanced | 52 | 64 | 16 | 0 | 0 |
| Number of students tested | 27 | 14 | 19 | 10 | 0 |
| 6. white | | | | | |
| % Proficient plus % Advanced | | | | 62 | |
| % Advanced | | | | 46 | |
| Number of students tested | | | | 13 | |
| NOTES: | | | | | |

11CA18

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: California Standards Test

Edition/Publication Year: 2005-2010 Publisher: Educational Testing Services

| | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| % Proficient plus % Advanced | 83 | 80 | 71 | 76 | 61 |
| % Advanced | 55 | 44 | 51 | 48 | 24 |
| Number of students tested | 60 | 55 | 59 | 58 | 38 |
| Percent of total students tested | 100 | 93 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 3 | 1 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 5 | 2 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| % Proficient plus % Advanced | 84 | 76 | 62 | 70 | 52 |
| % Advanced | 56 | 39 | 41 | 37 | 18 |
| Number of students tested | 45 | 38 | 37 | 30 | 23 |
| 2. African American Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | 82 | 79 | 71 | 79 | 48 |
| % Advanced | 53 | 36 | 45 | 47 | 17 |
| Number of students tested | 51 | 47 | 42 | 47 | 29 |
| 4. Special Education Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 5. English Language Learner Students | | | | | |
| % Proficient plus % Advanced | | 71 | | | |
| % Advanced | | 36 | | | |
| Number of students tested | | 14 | | | |
| 6. White | | | | | |
| % Proficient plus % Advanced | | | 75 | | |
| % Advanced | | | 67 | | |
| Number of students tested | | | 12 | | |
| NOTES: | | | | | |

11CA18

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: California Standards Test

Edition/Publication Year: 2005-2010 Publisher: Educational Testing Services

| | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| % Proficient plus % Advanced | 64 | 54 | 64 | 59 | 32 |
| % Advanced | 25 | 21 | 21 | 19 | 11 |
| Number of students tested | 59 | 52 | 56 | 58 | 38 |
| Percent of total students tested | 98 | 88 | 95 | 100 | 100 |
| Number of students alternatively assessed | 1 | 6 | 3 | 0 | 0 |
| Percent of students alternatively assessed | 1 | 10 | 5 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| % Proficient plus % Advanced | 61 | 49 | 56 | 50 | 26 |
| % Advanced | 25 | 17 | 18 | 13 | 9 |
| Number of students tested | 44 | 35 | 34 | 30 | 23 |
| 2. African American Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | 64 | 49 | 58 | 57 | 17 |
| % Advanced | 24 | 18 | 18 | 19 | 7 |
| Number of students tested | 50 | 45 | 40 | 47 | 29 |
| 4. Special Education Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 5. English Language Learner Students | | | | | |
| % Proficient plus % Advanced | | 17 | | | |
| % Advanced | | 0 | | | |
| Number of students tested | | 12 | | | |
| 6. White | | | | | |
| % Proficient plus % Advanced | | | 82 | | |
| % Advanced | | | 36 | | |
| Number of students tested | | | 11 | | |
| NOTES: | | | | | |

11CA18

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: California Standards Test

Edition/Publication Year: 2005-2010 Publisher: Educational Testing Services

| | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| % Proficient plus % Advanced | 98 | 92 | 99 | 89 | 81 |
| % Advanced | 83 | 80 | 79 | 62 | 59 |
| Number of students tested | 60 | 60 | 56 | 55 | 54 |
| Percent of total students tested | 94 | 98 | 93 | 100 | 100 |
| Number of students alternatively assessed | 4 | 1 | 4 | 0 | 0 |
| Percent of students alternatively assessed | 6 | 2 | 7 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| % Proficient plus % Advanced | 98 | 88 | 97 | 86 | 75 |
| % Advanced | 79 | 82 | 66 | 56 | 56 |
| Number of students tested | 43 | 34 | 32 | 36 | 32 |
| 2. African American Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | 98 | 93 | 98 | 89 | 79 |
| % Advanced | 61 | 77 | 79 | 57 | 53 |
| Number of students tested | 53 | 44 | 47 | 44 | 38 |
| 4. Special Education Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 5. English Language Learner Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 6. White | | | | | |
| % Proficient plus % Advanced | | 92 | | | 91 |
| % Advanced | | 92 | | | 82 |
| Number of students tested | | 12 | | | 11 |
| NOTES: | | | | | |

11CA18

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: California Standards Test

Edition/Publication Year: 2005-2010 Publisher: Educational Testing Services

| | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| % Proficient plus % Advanced | 91 | 80 | 82 | 66 | 69 |
| % Advanced | 62 | 63 | 52 | 33 | 26 |
| Number of students tested | 58 | 60 | 56 | 55 | 43 |
| Percent of total students tested | 90 | 98 | 93 | 100 | 100 |
| Number of students alternatively assessed | 6 | 1 | 4 | 0 | 0 |
| Percent of students alternatively assessed | 5 | 2 | 7 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| % Proficient plus % Advanced | 90 | 74 | 72 | 61 | 59 |
| % Advanced | 61 | 56 | 41 | 25 | 25 |
| Number of students tested | 41 | 34 | 32 | 36 | 32 |
| 2. African American Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | 90 | 77 | 81 | 61 | 66 |
| % Advanced | 61 | 57 | 47 | 23 | 21 |
| Number of students tested | 51 | 44 | 47 | 44 | 38 |
| 4. Special Education Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 5. English Language Learner Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 6. white | | | | | |
| % Proficient plus % Advanced | | 92 | | | 82 |
| % Advanced | | 83 | | | 45 |
| Number of students tested | | 12 | | | 11 |
| NOTES: | | | | | |

11CA18

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: California Standards Test

Edition/Publication Year: 2005-2010 Publisher: Educational Testing Services

| | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| % Proficient plus % Advanced | 84 | 66 | 63 | 70 | 46 |
| % Advanced | 50 | 34 | 28 | 45 | 14 |
| Number of students tested | 62 | 59 | 54 | 56 | 63 |
| Percent of total students tested | 100 | 100 | 98 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 1 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 2 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| % Proficient plus % Advanced | 81 | 61 | 49 | 68 | 44 |
| % Advanced | 43 | 21 | 23 | 19 | 13 |
| Number of students tested | 37 | 33 | 35 | 31 | 32 |
| 2. African American Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | 80 | 63 | 58 | 68 | 40 |
| % Advanced | 43 | 29 | 18 | 18 | 10 |
| Number of students tested | 46 | 48 | 45 | 40 | 48 |
| 4. Special Education Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 5. English Language Learner Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 6. White | | | | | |
| % Proficient plus % Advanced | 92 | 0 | 0 | 83 | 60 |
| % Advanced | 75 | 0 | 0 | 58 | 20 |
| Number of students tested | 12 | 0 | 0 | 12 | 10 |
| NOTES: | | | | | |

11CA18

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: California Standards Test

Edition/Publication Year: 2005-2010 Publisher: Educational Testing Services

| | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| % Proficient plus % Advanced | 76 | 65 | 54 | 63 | 43 |
| % Advanced | 41 | 29 | 28 | 25 | 8 |
| Number of students tested | 61 | 58 | 53 | 56 | 63 |
| Percent of total students tested | 98 | 98 | 96 | 100 | 100 |
| Number of students alternatively assessed | 1 | 1 | 2 | 0 | 0 |
| Percent of students alternatively assessed | 2 | 2 | 4 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| % Proficient plus % Advanced | 75 | 63 | 44 | 55 | 34 |
| % Advanced | 33 | 31 | 18 | 19 | 10 |
| Number of students tested | 36 | 32 | 34 | 31 | 32 |
| 2. African American Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | 73 | 66 | 50 | 60 | 31 |
| % Advanced | 40 | 34 | 20 | 20 | 6 |
| Number of students tested | 45 | 47 | 44 | 40 | 48 |
| 4. Special Education Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 5. English Language Learner Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 6. White | | | | | |
| % Proficient plus % Advanced | 92 | | | 75 | 80 |
| % Advanced | 50 | | | 50 | 10 |
| Number of students tested | 12 | | | 12 | 10 |
| NOTES: | | | | | |

11CA18

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: California Standards Test

Edition/Publication Year: 2005-2010 Publisher: Educational Testing Services

| | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| % Proficient plus % Advanced | 64 | 68 | 77 | 73 | 61 |
| % Advanced | 26 | 33 | 26 | 19 | 34 |
| Number of students tested | 58 | 54 | 57 | 59 | 56 |
| Percent of total students tested | 95 | 98 | 100 | 100 | 98 |
| Number of students alternatively assessed | 1 | 1 | 0 | 0 | 1 |
| Percent of students alternatively assessed | 2 | 2 | 0 | 0 | 2 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| % Proficient plus % Advanced | 56 | 69 | 74 | 84 | 55 |
| % Advanced | 25 | 31 | 18 | 16 | 29 |
| Number of students tested | 36 | 32 | 34 | 31 | 42 |
| 2. African American Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | 58 | 67 | 75 | 72 | 55 |
| % Advanced | 21 | 26 | 20 | 13 | 31 |
| Number of students tested | 48 | 43 | 44 | 46 | 49 |
| 4. Special Education Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 5. English Language Learner Students | | | | | |
| % Proficient plus % Advanced | | | | | 23 |
| % Advanced | | | | | 0 |
| Number of students tested | | | | | 13 |
| 6. White | | | | | |
| % Proficient plus % Advanced | | 70 | 90 | | |
| % Advanced | | 60 | 50 | | |
| Number of students tested | | 10 | 10 | | |
| NOTES: | | | | | |

11CA18

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: California Standards Test

Edition/Publication Year: 2005-2010 Publisher: Educational Testing Services

| | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| % Proficient plus % Advanced | 77 | 84 | 79 | 54 | 50 |
| % Advanced | 34 | 51 | 35 | 12 | 25 |
| Number of students tested | 58 | 55 | 57 | 59 | 56 |
| Percent of total students tested | 95 | 100 | 100 | 100 | 98 |
| Number of students alternatively assessed | 3 | 0 | 0 | 0 | 1 |
| Percent of students alternatively assessed | 5 | 0 | 0 | 0 | 2 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| % Proficient plus % Advanced | 75 | 82 | 74 | 42 | 43 |
| % Advanced | 25 | 45 | 26 | 13 | 24 |
| Number of students tested | 36 | 33 | 34 | 31 | 42 |
| 2. African American Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | 73 | 82 | 77 | 48 | 47 |
| % Advanced | 29 | 45 | 34 | 9 | 24 |
| Number of students tested | 48 | 44 | 44 | 46 | 49 |
| 4. Special Education Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 5. English Language Learner Students | | | | | |
| % Proficient plus % Advanced | | | | | 23 |
| % Advanced | | | | | 0 |
| Number of students tested | | | | | 13 |
| 6. White | | | | | |
| % Proficient plus % Advanced | | 90 | 80 | | |
| % Advanced | | 70 | 50 | | |
| Number of students tested | | 10 | 10 | | |
| NOTES: | | | | | |

11CA18

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 7 Test: California Standards Test

Edition/Publication Year: 2005-2010 Publisher: Educational Testing Services

| | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| % Proficient plus % Advanced | 61 | 74 | 58 | 59 | 62 |
| % Advanced | 26 | 28 | 17 | 25 | 29 |
| Number of students tested | 57 | 54 | 59 | 59 | 55 |
| Percent of total students tested | 97 | 98 | 100 | 100 | 98 |
| Number of students alternatively assessed | 1 | 1 | 0 | 0 | 1 |
| Percent of students alternatively assessed | 2 | 2 | 0 | 0 | 2 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| % Proficient plus % Advanced | 59 | 61 | 59 | 57 | 55 |
| % Advanced | 36 | 19 | 15 | 20 | 21 |
| Number of students tested | 32 | 31 | 34 | 44 | 29 |
| 2. African American Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | 80 | 69 | 55 | 54 | 51 |
| % Advanced | 18 | 24 | 13 | 26 | 18 |
| Number of students tested | 45 | 42 | 47 | 50 | 39 |
| 4. Special Education Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 5. English Language Learner Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 6. White | | | | | |
| % Proficient plus % Advanced | 73 | | | | 83 |
| % Advanced | 55 | | | | 58 |
| Number of students tested | 11 | | | | 12 |
| NOTES: | | | | | |

11CA18

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 7 Test: California Standards Test

Edition/Publication Year: 2005-2010 Publisher: Educational Testing Services

| | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| % Proficient plus % Advanced | 79 | 84 | 76 | 65 | 62 |
| % Advanced | 38 | 33 | 22 | 31 | 31 |
| Number of students tested | 58 | 55 | 59 | 59 | 55 |
| Percent of total students tested | 98 | 100 | 100 | 100 | 98 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 1 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 2 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| % Proficient plus % Advanced | 79 | 77 | 71 | 59 | 52 |
| % Advanced | 36 | 35 | 18 | 27 | 24 |
| Number of students tested | 33 | 31 | 34 | 44 | 29 |
| 2. African American Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | 80 | 83 | 72 | 60 | 51 |
| % Advanced | 31 | 31 | 19 | 22 | 21 |
| Number of students tested | 45 | 42 | 47 | 50 | 39 |
| 4. Special Education Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 5. English Language Learner Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 6. White | | | | | |
| % Proficient plus % Advanced | 73 | 80 | | | 83 |
| % Advanced | 55 | 40 | | | 58 |
| Number of students tested | 11 | 10 | | | 12 |
| NOTES: | | | | | |

11CA18

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 8 Test: California Standards Test

Edition/Publication Year: 2005-2010 Publisher: Educational Testing Services

| | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| % Proficient plus % Advanced | 44 | 31 | 43 | 47 | 39 |
| % Advanced | 9 | 13 | 16 | 15 | 9 |
| Number of students tested | 54 | 56 | 51 | 47 | 56 |
| Percent of total students tested | 98 | 100 | 100 | 96 | 97 |
| Number of students alternatively assessed | 1 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 2 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| % Proficient plus % Advanced | 43 | 28 | 40 | 35 | 25 |
| % Advanced | 3 | 7 | 18 | 17 | 4 |
| Number of students tested | 30 | 29 | 40 | 23 | 24 |
| 2. African American Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | 46 | 23 | 42 | 36 | 23 |
| % Advanced | 10 | 7 | 16 | 9 | 7 |
| Number of students tested | 41 | 43 | 43 | 33 | 30 |
| 4. Special Education Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 5. English Language Learner Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 6. White | | | | | |
| % Proficient plus % Advanced | | | | 73 | 50 |
| % Advanced | | | | 18 | 15 |
| Number of students tested | | | | 11 | 20 |
| NOTES: | | | | | |

11CA18

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 8 Test: California Standards Test

Edition/Publication Year: 2005-2010 Publisher: Educational Testing Services

| | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| % Proficient plus % Advanced | 74 | 66 | 60 | 65 | 60 |
| % Advanced | 36 | 25 | 25 | 27 | 28 |
| Number of students tested | 55 | 56 | 51 | 49 | 57 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 98 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| % Proficient plus % Advanced | 77 | 55 | 55 | 58 | 46 |
| % Advanced | 30 | 21 | 23 | 17 | 4 |
| Number of students tested | 30 | 29 | 40 | 24 | 24 |
| 2. African American Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | 76 | 63 | 56 | 61 | 32 |
| % Advanced | 34 | 23 | 23 | 12 | 10 |
| Number of students tested | 41 | 43 | 43 | 33 | 31 |
| 4. Special Education Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 5. English Language Learner Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 6. White | | | | | |
| % Proficient plus % Advanced | 80 | | | 64 | 95 |
| % Advanced | 50 | | | 55 | 60 |
| Number of students tested | 10 | | | 12 | 20 |
| NOTES: | | | | | |

11CA18

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

| | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| % Proficient plus % Advanced | 77 | 71 | 69 | 71 | 59 |
| % Advanced | 47 | 40 | 37 | 36 | 30 |
| Number of students tested | 415 | 403 | 402 | 395 | 384 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 99 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 1 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 2 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| % Proficient plus % Advanced | 75 | 69 | 63 | 69 | 54 |
| % Advanced | 45 | 37 | 30 | 30 | 26 |
| Number of students tested | 267 | 238 | 255 | 230 | 216 |
| 2. African American Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | 74 | 70 | 67 | 69 | 53 |
| % Advanced | 44 | 36 | 33 | 32 | 26 |
| Number of students tested | 335 | 318 | 319 | 297 | 283 |
| 4. Special Education Students | | | | | |
| % Proficient plus % Advanced | 60 | 35 | 50 | 38 | 36 |
| % Advanced | 21 | 11 | 29 | 14 | 17 |
| Number of students tested | 33 | 19 | 30 | 21 | 25 |
| 5. English Language Learner Students | | | | | |
| % Proficient plus % Advanced | 76 | 65 | 57 | 58 | 36 |
| % Advanced | 56 | 30 | 45 | 42 | 26 |
| Number of students tested | 54 | 89 | 82 | 73 | 68 |
| 6. White | | | | | |
| % Proficient plus % Advanced | 81 | 78 | 76 | 80 | 74 |
| % Advanced | 57 | 59 | 53 | 50 | 26 |
| Number of students tested | 53 | 61 | 59 | 68 | 73 |
| NOTES: | | | | | |

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STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

| | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| % Proficient plus % Advanced | 75 | 72 | 67 | 62 | 54 |
| % Advanced | 42 | 39 | 30 | 24 | 23 |
| Number of students tested | 420 | 403 | 399 | 396 | 384 |
| Percent of total students tested | 100 | 100 | 99 | 100 | 99 |
| Number of students alternatively assessed | 0 | 0 | 2 | 0 | 1 |
| Percent of students alternatively assessed | 0 | 0 | 1 | 0 | 2 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| % Proficient plus % Advanced | 74 | 68 | 59 | 55 | 46 |
| % Advanced | 38 | 36 | 23 | 19 | 18 |
| Number of students tested | 268 | 238 | 252 | 230 | 216 |
| 2. African American Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | 75 | 71 | 63 | 59 | 45 |
| % Advanced | 38 | 35 | 26 | 18 | 18 |
| Number of students tested | 336 | 318 | 316 | 297 | 283 |
| 4. Special Education Students | | | | | |
| % Proficient plus % Advanced | 47 | 27 | 38 | 14 | 24 |
| % Advanced | 16 | 12 | 23 | 5 | 0 |
| Number of students tested | 34 | 17 | 13 | 21 | 25 |
| 5. English Language Learner Students | | | | | |
| % Proficient plus % Advanced | 71 | 60 | 51 | 43 | 33 |
| % Advanced | 35 | 34 | 32 | 28 | 21 |
| Number of students tested | 110 | 89 | 80 | 73 | 68 |
| 6. White | | | | | |
| % Proficient plus % Advanced | 85 | 80 | 79 | 72 | 82 |
| % Advanced | 53 | 56 | 48 | 51 | 42 |
| Number of students tested | 54 | 61 | 59 | 69 | 73 |
| NOTES: | | | | | |

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