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|  <h1 style="margin: 0;">Creekside Middle School</h1> <p style="margin: 0;">School Accountability Report Card Reported Using Data from the 2010-11 School Year Published During 2011-12</p> |  |
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Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school 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. Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may 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

Contact Information (School Year 2011-12)

| School | | District | |
|-------------------------|--|-----------------------|--|
| School Name | Creekside Middle School | District Name | Castro Valley Unified School District |
| Street | 19722 Center Street | Phone Number | (510) 537-3000 |
| City, State, Zip | Castro Valley, CA 94546 | Web Site | www.cv.k12.ca.us |
| Phone Number | (510) 247-0665 | Superintendent | Jim Negri |
| Principal | Mary Ann DeGrazia | E-mail Address | jnegri@cv.k12.ca.us |
| E-mail Address | madegraz@cv.k12.ca.us | CDS Code | 01-61150-6090385 |

School Description and Mission Statement (School Year 2010-11)

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

School Description:

On behalf of the entire staff at Creekside Middle School, I am pleased to present our annual "report card" to our parents and the community. Fourteen years ago, Creekside opened with a hope, a steady focus, a pride, a determination and a joy that has defined us ever since. We opened in response to the growing middle school population and the desire of parents, staff and students to create a smaller community, where students who might otherwise be lost can form a close connection with adults and their peers, and where all students can thrive. Our block schedule, team-taught core classes, counseling programs, articulated Exploratory wheel, daily Advisory, Booster classes, Homework Clubs, VAPA, and athletic programs, are among the strategies by which we assure every Creekside student is known and valued. The model we chose from inception was of collaboration, team building, and shared governance. We are committed to challenging students to grow without stripping away any of the magic and wonder of childhood. This hard work is bearing rewards as we continue to improve achievement each year.

Creekside enjoys an exemplary facility, well cared for and maintained by an excellent custodial staff, who are a valued and respected part of our school community. Large classrooms provide an optimal learning environment, patios and courtyards offer a relaxing atmosphere where students eat meals, and playground space is optimized for sports activities. We are grateful to the community who successfully passed Measure D, resulting in the construction of a new gymnasium and renovation of our lower playing field. The passage of Measure B doubled the size of our library, created a new music rooms, renovated our upper field, and provided 6th grade science classrooms. We ensured the safety of our students through extensive seismic upgrading. Daily we are making our Creekside Mission a reality!

Our Creekside Mission:

- We are a community of students, staff, and parents dedicated to helping each other grow as life-long learners.
- We value the differences and similarities in people.
- We believe every child can find success in a nurturing, safe environment.
- We challenge students by providing a rigorous academic program.
- We promote respect for ourselves and for others.
- We celebrate learning as a sharing, laughing, risking, questioning, growing, experience.

Opportunities for Parental Involvement (School Year 2010-11)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

A key motivation for our very creation was the deep desire of middle school parents to create a smaller, more personalized learning environment in which every student – and family – could and would be known and valued. From that early visioning through the present, parents have been full partners in making Creekside the excellent, inclusive, and vibrant school it is. Parents actively serve on our SSC, Athletic Booster Club, Music Parents Society, Superintendent's Leadership Council, SCRIP Program, and Community Outreach. Our Parent Teacher Club is a key dynamic presence within our community, providing parent education programs, fund-raising, planning and sponsoring student activities, from our Book Fair, to 8th grade commencement, to grade-level field trips. The PTC supports core instructional programs, technology, PE, the library, drama, and music programs. This year the PTC raised \$26,000 in direct donations and over \$19,000 in SCRIP moneys to support Creekside programs. We regularly elicit family input through meetings and come together in community events that include Family Pot Luck, Back-to-School Night, Open House, Academic and Athletic Awards Nights, Curriculum Nights, as well as at smaller meetings, presentations and events. The Creekside Currents is sent home monthly and is also posted on our web site along with a great deal of other school information.

Student Enrollment by Grade Level (School Year 2010-11)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 6 | 263 |
| Grade 7 | 264 |
| Grade 8 | 260 |
| Total Enrollment | 787 |

Student Enrollment by Group (School Year 2010-11)

| Group | Percent of Total Enrollment | Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|---------------------------------|-----------------------------|
| Black or African American | 2.2 | White | 43.3 |
| American Indian or Alaska Native | 0.1 | Two or More Races | 7.9 |
| Asian | 17.3 | Socioeconomically Disadvantaged | 20.1 |
| Filipino | 1.8 | English Learners | 11.3 |
| Hispanic or Latino | 25.2 | Students with Disabilities | 4.3 |
| Native Hawaiian/Pacific Islander | 0.6 | | |

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2008-09 | | | | 2009-10 | | | | 2010-11 | | | |
|----------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
| | 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 | 31.1 | 1 | 11 | 13 | 28.1 | 4 | 14 | 10 | 30.8 | 1 | 5 | 11 |
| Mathematics | 28.2 | 5 | 13 | 11 | 29.1 | 3 | 12 | 12 | 29.2 | 3 | 6 | 10 |
| Science | 30.4 | 2 | 11 | 14 | 32.5 | 0 | 9 | 15 | 32.7 | 0 | 5 | 11 |
| Social Science | 30.6 | 2 | 13 | 16 | 28.3 | 3 | 13 | 11 | 30.9 | 1 | 5 | 11 |

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

III. School Climate

School Safety Plan (School Year 2010-11)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Creekside Middle School strives to maintain a safe, healthy, nurturing and orderly school campus that encourages positive attitudes in students and staff. Programs, such as Renaissance, "Getting Organized," Leadership, our award-winning Esperanza Club, The Circuit, and Youth-to-Youth, foster a community that internalizes the dignity and worth of each individual. Our teachers devote time to twelve after-school clubs, including homework clubs, robotics, writing club, diversity club, photography club, a variety of music clubs, a bullying prevention club, technology club, ASL, and Manga. Anti-bullying assemblies, "Nightmare on Puberty Street", athletics, arts programs, and counselor presentations promote a positive school climate. Project Wisdom is incorporated into daily Video Journalism productions; and Creekside staff and students created an "Above the Line" video that is aired, updated, and revised each year.

To ensure student safety, teachers supervise students on campus before and after school, and there is a full-time campus patroller who monitors students throughout the school day. All visitors must sign in at the main office and receive proper authorization to be at Creekside. Visitors are asked by the school site staff to display their passes at all times.

At the beginning of each year, Creekside's safety plan is reviewed, evaluated, and updated by staff. Emergency drills are held on a regular basis; fire and earthquake drills are held once each quarter, and secure campus drills are conducted twice a year. Our staff is prepared to provide 72 hours of emergency service, and a PTC Emergency Preparedness fund ensures that equipment, food supplies, and necessary materials are in place in case of an emergency situation

Suspensions and Expulsions

| Rate | School | | | District | | |
|--------------------|---------|---------|---------|----------|---------|---------|
| | 2008-09 | 2009-10 | 2010-11 | 2008-09 | 2009-10 | 2010-11 |
| Suspensions | 0 | 6.22 | 4.45 | 6.72 | 7.11 | 5.39 |
| Expulsions | 0 | 1.4 | 0 | 0.24 | 0.4 | 0.12 |

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: January 2012

The current facilities were renovated in 1997. Following guidelines from the Americans with Disabilities Act, renovations were made to provide better access to the front of the school and restrooms. During the summer of 2003, modifications were made to the science wing. As a result of voters passing Measure D, a new gymnasium was completed in the fall of 2005 and improvements were made to the lower playing fields. Thanks to the passage of Measure B in November 2005, Creekside went through major seismic reconstruction and building upgrades. The size of the library was more than doubled, 6th grade science classrooms and the band room were renovated, and a choir room was added. Fencing, cameras, and lighting provided additional safety measures. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

School Facility Good Repair Status (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

| System Inspected | Repair Status | | | | Repair Needed and Action Taken or Planned |
|--|---------------|------|------|------|--|
| | Exemplary | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | [] | [X] | [] | [] | |
| Interior: Interior Surfaces | [] | [] | [X] | [] | Carpets taped in Administration Wing. Concrete raised in patio. |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | [] | [X] | [] | [] | |
| Electrical: Electrical | [] | [X] | [] | [] | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | [] | [X] | [] | [] | |
| Safety: Fire Safety, Hazardous Materials | [] | [X] | [] | [] | |
| Structural: Structural Damage, Roofs | [] | [X] | [] | [] | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | [] | [] | [X] | [] | Concrete raised on patio. |
| Overall Rating | [X] | [] | [] | [] | |

V. Teachers

Teacher Credentials

| Teachers | School | | | District |
|---|---------|---------|---------|----------|
| | 2008-09 | 2009-10 | 2010-11 | 2010-11 |
| With Full Credential | 33 | 31 | 32 | 402 |
| Without Full Credential | 0 | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 | --- |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2009-10 | 2010-11 | 2011-12 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

"Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: <http://www.cde.ca.gov/nclb/sr/tq/>

| Location of Classes | Percent of Classes In Core Academic Subjects Taught by | |
|----------------------------------|--|-----------------------------|
| | NCLB Compliant Teachers | Non-NCLB Compliant Teachers |
| This School | 100 | 0 |
| All Schools in District | 100 | 0 |
| High-Poverty Schools in District | 100 | 0 |
| Low-Poverty Schools in District | 100 | 0 |

* 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.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | 2 | |
| Counselor (Social/Behavioral or Career Development) | | --- |
| Library Media Teacher (Librarian) | 1 | --- |
| Library Media Services Staff (paraprofessional) | | --- |
| Psychologist | 0.2 | --- |
| Social Worker | | --- |
| Nurse | | --- |
| Speech/Language/Hearing Specialist | 0.6 | --- |
| Resource Specialist (non-teaching) | 1.7 | --- |
| Other | | --- |

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected:

All students have access to state-adopted instructional materials.

| Core Curriculum Area | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|----------------------------|--|----------------------------|---|
| Reading/Language Arts | Pearson California Literature | | 0% |
| Mathematics | Houghton Mifflin | | 0% |
| Science | Pearson Prentice Hall | | 0% |
| History-Social Science | Holt Rinehart | | 0% |
| Foreign Language | Pearson Prentice Hall | | 0% |
| Health | Glencoe | | 0% |
| Visual and Performing Arts | | | 0% |

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental/Restricted) | Expenditures Per Pupil (Basic/Unrestricted) | Average Teacher Salary |
|--|------------------------------|--|---|------------------------|
| School Site | \$4,159 | \$357 | \$4,516 | \$71,064 |
| District | --- | --- | \$4,595 | \$67,497 |
| Percent Difference: School Site and District | --- | --- | -1.7% | 5.3% |
| State | --- | --- | \$5,455 | \$66,511 |
| Percent Difference: School Site and State | --- | --- | -17.2% | 6.9% |

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.
Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010-11)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

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- ARRA: State Fiscal Stabilization Fund
 - Arts & Music Block Grant
 - CAHSEE Intensive Instruction & Services
 - Drug Free Community Support
 - Economic Impact Aid Limited English Proficiency
 - English Language Acquisition Program
 - Gifted & Talented Education
 - Instructional Materials Realignment
 - Lottery: Instructional Materials
 - NCLB: ARRA Title II, Part D, Enhancing Education Through Technology
 - NCLB: Title II, Part A, Improving Teacher Quality
 - NCLB: Title II, Part D, Enhancing Education Through Technology
 - NCLB: Title III, Limited English Proficient
 - NCLB: Title IV, Part A, Safe & Drug Free Schools
 - NCLB: Title V Part A, Innovative Education Strategies
 - Professional Development Block Grant
 - School & Library Improvement Block Grant
 - School Safety & Violence Prevention
 - Stop Act Grant
 - Teacher Credentialing Block Grant

Teacher and Administrative Salaries (Fiscal Year 2009-10)

| Category | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$43,916 | \$41,284 |
| Mid-Range Teacher Salary | \$67,899 | \$65,173 |
| Highest Teacher Salary | \$87,049 | \$83,460 |
| Average Principal Salary (Elementary) | \$114,698 | \$102,834 |
| Average Principal Salary (Middle) | \$126,456 | \$108,953 |
| Average Principal Salary (High) | \$136,179 | \$118,384 |
| Superintendent Salary | \$232,185 | \$179,397 |
| Percent of Budget for Teacher Salaries | 28% | 40% |
| Percent of Budget for Administrative Salaries | 4% | 6% |

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/td/cs/>.

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which 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.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade 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.
- California Alternate Performance Assessment (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 assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

| Subject | School | | | District | | | State | | |
|------------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2008-09 | 2009-10 | 2010-11 | 2008-09 | 2009-10 | 2010-11 | 2008-09 | 2009-10 | 2010-11 |
| English-Language Arts | 76 | 76 | 80 | 68 | 70 | 72 | 49 | 52 | 54 |
| Mathematics | 65 | 71 | 74 | 61 | 64 | 65 | 46 | 48 | 50 |
| Science | 77 | 73 | 83 | 71 | 71 | 75 | 50 | 54 | 57 |
| History-Social Science | 57 | 63 | 75 | 56 | 59 | 65 | 41 | 44 | 48 |

* 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.

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

| Group | Percent of Students Scoring at Proficient or Advanced | | | |
|---|---|-------------|---------|------------------------|
| | English-Language Arts | Mathematics | Science | History-Social Science |
| All Students in the LEA | 72 | 65 | 75 | 65 |
| All Student at the School | 80 | 74 | 83 | 75 |
| Male | 78 | 73 | 82 | 74 |
| Female | 83 | 74 | 84 | 76 |
| Black or African American | 58 | 68 | 0 | 0 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 |
| Asian | 93 | 89 | 98 | 96 |
| Filipino | 86 | 93 | 0 | 0 |
| Hispanic or Latino | 71 | 61 | 79 | 65 |
| Native Hawaiian/Pacific Islander | 0 | 0 | 0 | 0 |
| White | 82 | 74 | 80 | 72 |
| Two or More Races | 82 | 76 | 81 | 75 |
| Socioeconomically Disadvantaged | 65 | 61 | 77 | 65 |
| English Learners | 32 | 39 | 0 | 0 |
| Students with Disabilities | 68 | 47 | 0 | 0 |
| Students Receiving Migrant Education Services | | | | |

* 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.

California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test (PFT) 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. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at <http://www.cde.ca.gov/ta/tg/pf/>.

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 7 | 13.4 | 27.6 | 40.2 |

* 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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage 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 | 2008 | 2009 | 2010 |
|-----------------|------|------|------|
| Statewide | 10 | 9 | 9 |
| Similar Schools | 4 | 3 | 3 |

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

| Group | Actual API Change | | |
|----------------------------------|-------------------|---------|---------|
| | 2008-09 | 2009-10 | 2010-11 |
| All Students at the School | 3 | 6 | 30 |
| Black or African American | | | |
| American Indian or Alaska Native | | | |
| Asian | 20 | 1 | 12 |
| Filipino | | | |
| Hispanic or Latino | 17 | -3 | 55 |
| Native Hawaiian/Pacific Islander | | | |
| White | -5 | 15 | 22 |
| Two or More Races | N/D | | |
| Socioeconomically Disadvantaged | -10 | 23 | 54 |
| English Learners | | | |
| Students with Disabilities | | | |

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

| Group | 2011 Growth API | | | | | |
|----------------------------------|-----------------|------------|---------------|------------|---------------|------------|
| | School | | LEA | | State | |
| | # of Students | Growth API | # of Students | Growth API | # of Students | Growth API |
| All Students at the School | 779 | 906 | 6,755 | 865 | 4,683,676 | 778 |
| Black or African American | 17 | 866 | 393 | 784 | 317,856 | 696 |
| American Indian or Alaska Native | 1 | | 25 | 821 | 33,774 | 733 |
| Asian | 134 | 973 | 1,558 | 932 | 398,869 | 898 |
| Filipino | 14 | 971 | 180 | 893 | 123,245 | 859 |
| Hispanic or Latino | 195 | 857 | 1,535 | 802 | 2,406,749 | 729 |
| Native Hawaiian/Pacific Islander | 5 | | 42 | 758 | 26,953 | 764 |
| White | 338 | 905 | 2,311 | 873 | 1,258,831 | 845 |
| Two or More Races | 62 | 918 | 649 | 878 | 76,766 | 836 |
| Socioeconomically Disadvantaged | 152 | 848 | 1,474 | 788 | 2,731,843 | 726 |
| English Learners | 78 | 812 | 948 | 817 | 1,521,844 | 707 |
| Students with Disabilities | 44 | 781 | 584 | 673 | 521,815 | 595 |

Adequate Yearly Progress

The federal ESEA 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) webpage at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

| AYP Criteria | School | District |
|---|--------|----------|
| Made AYP Overall | Yes | No |
| Met Participation Rate: English-Language Arts | Yes | Yes |
| Met Participation Rate: Mathematics | Yes | Yes |
| Met Percent Proficient: English-Language Arts | Yes | Yes |
| Met Percent Proficient: Mathematics | Yes | No |
| Met API Criteria | Yes | Yes |
| Met Graduation Rate (if applicable) | N/A | Yes |

Federal Intervention Program (School Year 2011-12)

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. For detailed information about PI identification, see the CDE PI Status Determinations webpage: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

| Indicator | School | District |
|---|--------|-----------|
| Program Improvement Status | | Not In PI |
| First Year of Program Improvement | | |
| Year in Program Improvement | | |
| Number of Schools Currently in Program Improvement | --- | 1 |
| Percent of Schools Currently in Program Improvement | --- | 7.7 |

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

Each year, counselors and administrators hold CST chats with students. Cruncher CST data is analyzed, and students learn their areas of strength and those areas needing improvement using a "Target Sheet," specifically designed for this purpose. Staff identifies students who are below proficiency levels, hold conferences with parents, and offer a pyramid of interventions within the classroom and outside the school day.

During the 2010-11 school year, certificated staff participated in one full day of professional development day, and a schedule change allowed both Castro Valley middle schools to participate in seven half-days of professional development. New language arts texts and materials were implemented with fidelity, core teachers developed and refined curricular maps, and literacy assessments were designed for all content areas, including PE. Math teachers are released throughout the school year to attend Prime Numbers professional development. Teachers are encouraged to attend conferences, and staff participated in CATE, the CLMS conference, "Closing the Achievement Gap for African American Students," ACCLAIM, and Careers training. Throughout the year, teachers participate in professional reading activities at staff meetings (e.g., *The Art and Science of Teaching* by Robert J. Marzano). A weekly collaboration schedule occurs every Wednesday, and staff meetings are held once a month.