

Executive Summary School Accountability Report Card, 2010–11

For Vernon Middle School

Address:	9775 Vernon Ave., Montclair, CA, 91763-2947	Phone:	(909) 624-5036
Principal:	Sarah Niemann Ed.D., Principal	Grade Span:	7-8

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2010–11 school year. School finances and school completion data are reported for the 2009–10 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2011–12 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

The mission of Vernon Middle School, a diverse community, is to inspire and empower our students to become life-long achievers through a shared commitment to a superior education. The vision statement for Vernon is VMS=E3 (Engage, Empower, Excel). This year, Vernon Middle School is celebrating its 54th year of serving students in the Ontario-Montclair School District. Vernon is a leader in technology innovations for instruction. All teachers and administrative staff are issued laptop computers which access a school-wide wireless network. All academic classrooms are equipped with SmartBoards (electronic whiteboards) and document cameras (digital overhead projectors). A rigorous staff development plan has been implemented to give Vernon’s staff the training necessary to transfer this new technology into improved student learning. The Vernon staff is also continuing their professional development around the implementation of Professional Learning Communities. Vernon’s most recent API score showed an eight point growth, giving the school a 711. Vernon is continuing to expand their AVID program to provide college awareness to its students. Vernon is a District leader in offering electives in the visual and performing arts. This last year, Vernon added a magnet program to emphasize the visual and performing arts. The Arts Conservatory currently serves 85 students by providing them with two hours of arts studio time and integrated arts curriculum. The mission statement for The Arts Conservatory is to provide our students with a challenging and engaging education that is standards-based and rich in visual and performing arts. We offer 30 sections of electives and are coordinating with Buena Vista Magnet school for visual and performing arts to provide additional services. While striving for academic excellence, the Vernon staff believes that providing maximum opportunity to develop a well-rounded education will serve our students better as we develop a culture in which our students are preparing themselves for college.

Student Enrollment

Group	Enrollment
Number of students	800
Black or African American	4.4%
American Indian or Alaska Native	0.9%

Asian	1.8%
Filipino	0.6%
Hispanic or Latino	84.8%
Native Hawaiian or Pacific Islander	0.3%
White	7.1%
Two or More Races	0.3%
Socioeconomically Disadvantaged	87.5%
English Learners	44.3%
Students with Disabilities	13.1%

Teachers

Indicator	Teachers
Teachers with full credential	40
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	45%
Mathematics	35%
Science	45%
History-Social Science	29%

*Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

Academic Progress*

Indicator	Result
2011 Growth API Score (from 2011 Growth API Report)	711
Statewide Rank (from 2010 Base API Report)	3
Met All 2011 AYP Requirements	no
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 14 of 19
2011–12 Program Improvement Status (PI Year)	Year 5

*The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

School Facilities

Summary of Most Recent Site Inspection

The Williams team visited Vernon Middle School on August 16, 2011. No insufficiencies of instructional materials were observed. No extreme deficiencies or good repair deficiencies were observed.

Repairs Needed

None needed.

Corrective Actions Taken or Planned

None needed.

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0
Mathematics	0
Science	0
History-Social Science	0
Foreign Language	0
Health	0

Visual and Performing Arts	0
Science Laboratory Equipment (grades 9-12)	0

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$4,233
District	\$4,804
State	\$5,455

School Accountability Report Card

Reported Using Data from the 2010–11 School Year

Published During 2011–12

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 Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management 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 Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., 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 (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions 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	Vernon Middle	District Name	Ontario-Montclair Elementary
Street	9775 Vernon Ave.	Phone Number	(909) 459-2500
City, State, Zip	Montclair, CA, 91763-2947	Web Site	www.omsd.k12.ca.us
Phone Number	(909) 624-5036	Superintendent	Dr. James Hammond
Principal	Dr. Sarah Niemann, Principal	E-mail Address	james.hammond@omsd.k12.ca.us
E-mail Address	sarah.niemann@omsd.k12.ca.us	CDS Code	36678196036420

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

The mission of Vernon Middle School, a diverse community, is to inspire and empower our students to become life-long achievers through a shared commitment to a superior education. The vision statement for Vernon is VMS=E3 (Engage, Empower, Excel).

This year, Vernon Middle School is celebrating its 54th year of serving students in the Ontario-Montclair School District. Vernon is a leader in technology innovations for instruction. All teachers and administrative staff are issued laptop computers which access a school-wide wireless network. All academic classrooms are equipped with SmartBoards (electronic whiteboards) and document cameras (digital overhead projectors). A rigorous staff development plan has been implemented to give Vernon's staff the training necessary to transfer this new technology into improved student learning.

Vernon has three sections of AVID and ran a very successful program with about 74 AVID students. Vernon is also working towards being an AVID Demonstration school. Vernon is a District leader in offering electives in the visual and performing arts. We offer 30 sections of electives and are coordinating with Buena Vista Magnet school for visual and performing arts to provide additional services.

The Vernon staff is dedicated to meeting the academic and sociological needs of early adolescents. The staff works hard toward providing appropriate activities to enhance the academic, personal and social development of each student. Vernon employs two student services counselors, and two family outreach assistants to identify individual student needs and provide interventions and enrichment opportunities to give students every opportunity to reach their potential.

Vernon students are provided with many opportunities to excel and achievements are recognized in a variety of activities, including: recognition assemblies, performing arts, and athletic competitions. To meet our goal of a 20% reductions in office discipline the Administration and our Campus Mentor/Security oversees all student behavior management issues. A student uniform requirement has also greatly added to a positive learning environment.

Vernon's most recent API score showed an eight point growth which moved Vernon from 703 to 711. Vernon has developed SMART goals for the 2011/12 school year which include a 10% increase in "proficient" scores for all numerically significant subgroups on the 2012 CST for Math, Language Arts and Science. In ELD, our goal is to meet AMAO targets as measured by the CELDT. Our AMAO 3 and AMAO 4 goal is to meet the AYP targets in Language Arts and Math as measured by AYP subgroup analysis. Four benchmark assessments throughout the school year with data analysis from the Illuminate program help

staff monitor and adjust instruction to reach our academic goals. We also employ a full time Data Coach to assist the staff with assessments and data interpretation. The Data Coach works closely with staff to provide assessment data in an easy to understand format.

Opportunities for Parental Involvement (School Year 2010–11)

Parents are encouraged to join Vernon’s School Site Council. The School Site Council is the decision making body for their involvement in the planning, review and improvement of categorical programs such as School-wide Title I and EIA-At-Risk and EIA-ELL programs. Voting for School Site Council parent representatives takes place at Back-To-School Night. Flyers are sent to parents of Vernon’s ELL students inviting them to join Vernon’s English Learners Advisory Council (ELAC), which is the advisory group for ensuring the progress of the English language development for English Language Learners. Phone calls are also made encouraging parent participation. We also encourage all parents to join the Vernon Service Club as volunteers for such activities as office helpers, ASB activity helpers, field trip chaperones, dance chaperones, lunch time supervision, phone calling for meetings, etc. Flyers to sign up for these activities are distributed to parents at parent meetings at the beginning of the school year and at Back-To-School night. Parent members of the School Site Council and the English Learners Advisory Council as well as other parent volunteers are encouraged to attend the District Advisory Committee’s annual Parent Leadership Conference held in February each year. We are also proud of our first V.A.P.A Booster Club. This group fundraises for activities and incentives for students in our Arts Conservatory.

Contact: Marylou Sandoval (909) 624-5036

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

Grade Level	Number of Students
Grade 7	385
Grade 8	415
Total Enrollment	800

Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment
Black or African American	4.4%
American Indian or Alaska Native	0.9%
Asian	1.8%
Filipino	0.6%
Hispanic or Latino	84.8%
Native Hawaiian or Pacific Islander	0.3%

White	7.1%
Two or More Races	0.3%
Socioeconomically Disadvantaged	87.5%
English Learners	44.3%
Students with Disabilities	13.1%

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	24.9	14	26	2	25.6	10	19	6				
Mathematics	26.3	6	29	1	24.5	9	17	5				
Science	28.9	1	24	5	22.4	13	16	4				
Social Science	27.2	3	23	2	27.6	5	9	10				

* 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)

The school plan is reviewed annually and updated by the assistant principal. The plan is reviewed with the staff annually at a staff meeting prior to the opening of school. It was last reviewed with the staff at the August 2, 2011 staff meeting as part of the procedures section of the teacher notebook. The plan was last updated in September, 2011.

A School Safety Plan Committee was established last year and meets to review and update the safety plan. Key elements of the plan include:

- A disaster preparedness plan with identified personnel and assigned teams
- Regular scheduled disaster preparedness drills
- School rules and discipline procedures communicated in each students "Agenda" book
- Staff training reviewing the current behavior management system

Suspensions and Expulsions

Rate*	School 2008-09	School 2009-10	School 2010-11	District 2008-09	District 2009-10	District 2010-11
Suspensions	32.12%	20.34%	23.75%	12.88%	9.64%	10.14%
Expulsions	0.10%	0.00%	0.13%	0.11%	0.08%	0.05%

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

IV. School Facilities

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

General The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office or at the district office.

Vernon's most recent Williams site inspection was conducted on August 16, 2011. The subsequent report sent to the superintendent is dated October 17, 2010. Under the findings for School Facilities, no extreme deficiencies were observed and the no good repair deficiencies were observed. The visit by the inspection team was noted as "a positive, professional experience with a focus by the entire staff on seeking to improve the learning of each student at Vernon Middle School".

Age of School Buildings Vernon Middle School first opened in 1957 as Vernon Junior High School. The school has 28 regular and 10 portable classrooms on the campus (one of the 10 is owned by the county and not accessible to Vernon staff/students). Five of the portables were installed prior to 1990 and the rest were added in 2001-2002. We have a small multi-purpose room (500 max. occupancy), an administration building, a staff workroom/meeting room, a room which houses our attendance clerk, outreach assistant and shared outreach assistant, a library and a kitchen facility operated by OMSD food services department. Vernon serves three SCD/SH classrooms, two SDC/LH classrooms and two RSP classrooms. A small room houses our Special Education files and school psychologist. This room is used for IEP and COST meetings on a daily basis. Another small room is shared by our speech therapist and the Think Together after school program.

Students enter school in the morning through a gate next to the Multipurpose room. Students are monitored entering this gate by the Principal, assistant principal, campus mentor and outreach assistant. All students must be wearing a Vernon ID card to enter campus. Students who do not have their ID are sent to Room 6 where a computer generated ID is printed for the student to wear. Students congregate at the covered lunch shelter area until the bell rings at 8:10 to go to classrooms. Breakfast is available through the Food Services staff in the lunch area. Six other staff members are assigned duty before school to monitor students at the school entrance and in the areas where students congregate. Vernon students are divided between two 30 minute lunches which are supervised by the Principal, Assistance Principal and the campus mentor. We also employ four noon aides to help supervise during the lunch periods. During the lunch periods, students must stay in the covered lunch eating area and the multipurpose room. After school, students must exit at the gate next to the multipurpose room or a gate on the north side of campus. Students are given 10 minutes to exit campus. Any remaining students are escorted to a waiting area just west of the office to wait for parent pick-up. Six staff members are assigned duty as well as the Dean of Students, principal and assistant principal to monitor student activity as they exit the campus.

All gates to the campus are locked during school hours, except the gate at the entrance to the administration building. All visitors must sign in at the front office and are issued a visitor pass to wear.

Maintenance and Repair District maintenance staff ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A web-based, computerized work order system is used to provide efficient service and prioritize emergency repairs. Our custodians have a computer in their office to input work orders as necessary. A work order number is automatically generated online and can be tracked at any time.

Cleaning Process and Schedule Vernon has a head custodian and two additional custodians who work on a staggered time schedule (Head custodian – 6:00AM – 2:30PM) and (2 custodians – 2:00PM – 10:30PM). The custodial staff and the principal work together to ensure the school is clean and well maintained. Each custodian has specific cleaning assignments so that all classrooms, restrooms and drinking fountains are cleaned once daily. All rooms are vacuumed daily, and during the summer carpets are cleaned with an industrial carpet shampoo deep cleaning process. Part of the regular custodial assignment includes weeding and watering the planter areas around the campus. The District grounds crew also cuts, edges and blows the grassy areas and maintains the trees on campus weekly.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides State matching funds to assist school districts with expenditures for major repair or replacement of existing school building components. Due to the current financial condition, this program has been limited recently.

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

The table below displays the results of the most recently completed school site inspection took place on (August 16, 2011) to determine the school facility’s good repair status. Williams inspectors do not provide an overall rating, which is based on the district’s annual inspection of the campus.

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			
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			
Overall Rating		GOOD			

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2008–09	School 2009–10	School 2010–11	District 2010–11
With Full Credential	44	39	40	1065
Without Full Credential	1	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	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

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

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified 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

Note: 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	400
Counselor (Social/Behavioral or Career Development)	0	
Library Media Teacher (librarian)	0	
Library Media Services Staff (paraprofessional)	1	
Psychologist	.4	
Social Worker	0	
Nurse	.2	
Speech/Language/Hearing Specialist	.4	
Resource Specialist (non-teaching)	0	
Other: ORA (Paraprofessional)	2	
Data Coach (Certificated)	1	

Note: Cells shaded in black do not require data.

* 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: September 2011

Core Curriculum	Textbooks and instructional	From most	Percent students
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Area	materials/year of adoption	recent adoption?	lacking own assigned copy
Reading/Language Arts	K-6 California Reading (Houghton-Mifflin) 7-8 Pearson Literature for CA (Pearson Prentice Hall) 4-8 Reading Replacement: Read 180 (Scholastic) ELD Supplemental Materials: K-6 SRA Language for Learning, Language for Thinking, Language for Writing 6-8: Santillana Intensive English	2003 2008 2008 2005 2005	0
Mathematics	K-6 Houghton-Mifflin California Mathematics Series (H-M) 4-7 Glencoe/McGraw-Hill Intervention Program: Math Triumphs (Glencoe/McGraw-Hill) 7-8 Hold California Mathematics Series (Hold, Rinehart & Winston) 8 McDougal Littell Algebra Readiness (McDougal Littell)	2008 2008 2008 2008	0
Science	K-6 Houghton Mifflin CA Science (Houghton Mifflin) 7-8 Holt, Rinehart & Winston CA Science(Hold, Rinehart & Winston)	2006 2006	0
History-Social Science	K-6 California Vistas (Macmillan/McGraw-Hill) 7-8 California Middle School Social Studies Series (McDougal Littell) 7-8 Teachers Curriculum Institute (support)	2006 2006 2006	0
Foreign Language	6-8 Realidades (Prentice Hall)	2008	0
Health	K-8 Focus on You (Charles Merrill Publishing)	1984	0
Visual and Performing Arts	K-6 Art Connection (SRA/McGraw-Hill) 6-8 Middle School Art Series (Glencoe McGraw-Hill)	2008 2008	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	\$6,176	\$1,943	\$4,233	\$65,260
District			\$4,804	\$67,598
Percent Difference – School Site and District			-12%	-3%
State			\$5,455	\$69,419
Percent Difference – School Site and State			-20%	-3%

Note: Cells shaded in black do not require data.

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* Web page 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* Web page 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)

Vernon has services funded through several different categorical grants. Vernon is a school-wide Title 1 school and is also funded with state EIA-SCE and EIA-ELL funds. Vernon also is funded through a Title III Limited English Proficient grant and a state funded English Language Acquisition Program (ELAP). Our school site council and leadership team determine which services are needed and prioritize these different categorical funds to provide programs that will best benefit our school population. Services provided by these funds include: a site program and assessment coordinator, one and a half student services counselors, two family outreach assistants, a student mentor, and clerical support staff.

Funds from categorical grants also fund several technology advancements in language arts and math classrooms such as SmartBoard electronic whiteboards and digital document projectors. These are all technology supported academic programs to increase student achievement in language arts and math. These funds also provide for staff development opportunities and PLC trainings for teachers. These programs help Vernon achieve its goals for staff development and student achievement.

In addition, categorical funds provide for additional instructional supplies such as supplemental reading materials and classroom computers. Categorical funds were used to support Read 180 classrooms with technology and instructional materials to meet the needs of intensive level reading students. These types of services are monitored by our School-Site Council and our English Learner Advisory Council (ELAC) to make sure students are being served according to our strategic plan and that parents are being involved with all decision making processes and communicated with on a regular basis.

Teacher and Administrative Salaries (Fiscal Year 2009–10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,240	\$41,692
Mid-Range Teacher Salary	\$68,012	\$68,251
Highest Teacher Salary	\$82,034	\$86,582
Average Principal Salary (Elementary)	\$112,558	\$108,334
Average Principal Salary (Middle)	\$103,871	\$111,791
Superintendent Salary	\$218,052	\$180,492
Percent of Budget for Teacher Salaries	44.00%	42.00%
Percent of Budget for Administrative Salaries	7.00%	6.00%

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

IX. Student Performance

Standardized Testing and Reporting Program

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	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	36%	39%	45%	39%	41%	44%	50%	52%	54%
Mathematics	36%	37%	35%	49%	53%	55%	46%	48%	50%
Science	45%	44%	45%	37%	45%	46%	50%	53%	56%
History-Social Science	25%	23%	29%	20%	25%	33%	41%	44%	48%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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	44%	55%	46%	33%
All Students at the School	45%	35%	45%	29%
Male	40%	35%	45%	30%
Female	50%	36%	46%	28%
Black or African American	41%	23%	33%	26%

American Indian or Alaska Native	0%	0%	0%	0%
Asian	57%	54%	0%	0%
Filipino	0%	0%	0%	0%
Hispanic or Latino	43%	35%	46%	30%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%
White	60%	40%	38%	25%
Two or More Races	0%	0%	0%	0%
Socioeconomically Disadvantaged	44%	35%	45%	29%
English Learners	16%	24%	14%	2%
Students with Disabilities	55%	40%	25%	6%
Students Receiving Migrant Education Services				

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Web page 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	23.00%	26.80%	24.80%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Web page* at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	2	3	3
Similar Schools	7	8	6

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

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School	35	4	8
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	37	4	14
Native Hawaiian or Pacific Islander			
White			
Two or More Races	N/D		
Socioeconomically Disadvantaged	37	9	7

English Learners	45	-13	6
Students with Disabilities		-37	

Note: "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					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	723	711	16,496	757	4,683,676	778
Black or African American	30	686	492	747	317,856	696
American Indian or Alaska Native	6		69	770	33,774	733
Asian	13	819	343	905	398,869	898
Filipino	3		81	885	123,245	859
Hispanic or Latino	618	710	14,465	750	2,406,749	729
Native Hawaiian or Pacific Islander	2		82	796	26,953	764
White	47	711	827	807	1,258,831	845
Two or More Races	2		117	818	76,766	836
Socioeconomically Disadvantaged	631	709	14,554	749	2,731,843	726
English Learners	307	659	9,369	727	1,521,844	707
Students with Disabilities	89	599	1,811	616	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)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page 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	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate	N/A	N/A

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 Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2003-2004	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement		26
Percent of Schools Currently in Program Improvement		81.3%

Note: Cells shaded in black do not require data.

XI. School Completion and Postsecondary Preparation

Not Applicable

XII. Instructional Planning and Scheduling

Professional Development

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

The Professional Development focus comes from our Single Student Achievement goal to improve the achievement levels of our ELL and Special Needs students.

Professional Development occurs two Tuesdays a month from 1:15-2:45. One Tuesday is devoted to training; the other is devoted to Professional Learning Committees. Generally what is learned at the training Tuesday, is discussed and implemented at the PLC Tuesday. The main focuses for staff development this year have been organizing and implementing Professional Learning Communities among all subject-grade level teams, and training all teachers how to prepare our ELL students for the California English Language Development Test.

Substitutes are provided for Math, Language Arts, Science, and Social Studies teachers after their standards based benchmark tests, to analyze student progress toward overall school and district goals. Teachers carefully monitor individual ELL and Special Needs students to determine not only their progress, but to discuss and plan for student specific interventions.

Through the PLC and data analysis process, teachers determine their specific department's needs, including such things as subject specific training, lesson studies, and sharing best practices.

The site Data Coach has trained teachers on the use of our new data system "Illuminate". Teachers have direct access to up-to-date data for individual, class, and grade level students. Through the use of Illuminate software and scanning cameras, teachers and students get instant results on teacher made, benchmark, and common assessments. Teachers also have the capacity to create common assessments using our new Intell Assess test bank.

Additional trainings are provided by OMSD for teachers teaching Read 180, Avid, and Algebra Readiness. Several of our Language Arts teachers attend the ELL "Write Path" training held several times throughout the year. PLC lead teachers attend monthly trainings on the implementation of school wide PLC's. The Administrative Team attends most of the meetings mentioned above.

Vernon Middle

School Accountability Report Card, 2010-2011

Ontario-Montclair Elementary

Provided by the Ed-Data Partnership

For more information visit www.ed-data.org