



**STATE LINE ELEMENTARY SCHOOL
SCHOOL ACCOUNTABILITY REPORT CARD
2010-2011
Reported in 2011-2012**

MODOC JOINT UNIFIED SCHOOL DISTRICT MISSION STATEMENT

The mission of the Modoc Joint Unified School District is to provide a quality education by leading, assisting, and motivating all students to establish and achieve goals to become responsible and productive citizens.

State Line Elementary School Mission Statement:

The mission of State Line Elementary School is to use shared decision-making by teachers, administrators, parents, and community members to provide a clean, caring, safe, and stimulating learning environment; and to develop the potential of every child so that each child can become a successful citizen with self-respect, critical thinking skills, and an understanding of democratic ideals.

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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 | State Line Elementary | District Name | Modoc Joint Unified |
| Street | PO Box 99 | Phone Number | (530) 233-7201 |
| City, State, Zip | New Pine Creek, CA, 97635-0084 | Web Site | www.modoc.k12.ca.us |
| Phone Number | (530) 233-7201 | Superintendent | Mike Martin |
| Principal | Brian Norby, Principal | E-mail Address | mmartin@modoc.k12.ca.us |
| E-mail Address | bnorby@modoc.k12.ca.us | CDS Code | 25735856025886 |

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

State Line Elementary School is located in New Pine Creek, on the border of California and Oregon. New Pine Creek is a rural town of approximately 250 people, and the main industry is farming and ranching. Since 2010 State Line Elementary School provides education for grades kindergarten through five in the Modoc Joint Unified School District. It serves children from the communities of Davis Creek, Willow Ranch, and New Pine Creek. An interstate agreement with Lake County, Oregon also allows Oregon students to attend our school. Our low student-teacher ratio creates opportunities for giving students extra help or more academic challenges. We use peer tutors and have a weekly Little Buddy/Big Buddy activity. Students participate in and enjoy annual outdoor education experiences through field trips to the coast, high desert, and science museums.

Buildings

We provide instruction for students in an exceptional environment. Both classrooms have their own computer lab. The multipurpose building has enough space for our school library and hosts activities in the visual and performing arts, There are adequate restroom facilities and a playground with a grassy area and modern, safe play equipment

Library

Our library facilities are housed in our multipurpose building. The library holds approximately 1,500 volumes and is staffed part-time two days a week. We also have a preschool and parent resource library.

Discipline

We implement positive and assertive discipline practices at our school. We inform parents of discipline policies at the beginning of the year. The Big Buddy/Little Buddy program trains students to be positive role models. We follow the district procedures established for suspension and/or expulsion of students. Expulsion is the most serious consequence we can impose. Expelled students are removed from the school for the semester, the year, or permanently.

Homework

Our teachers assign homework four days a week. The primary teacher sends home a packet on Monday for students to complete during the week and return on Friday. Teachers expect students to read or be read to for at least 30 minutes per night. We offer homework assistance through the After School Learning Center.

Schedule

The school year includes 180 days of instruction. Classes begin at 8:05 a.m. and end at 2:10 p.m. On minimum days we excuse students at 12:35 p.m. Breakfast is offered before school from 7:45 a.m. to 8 a.m. **Computers**

State Line Elementary School has 14 computers available for student use, providing, on average, one computer for every two students. All classrooms have internet access. Students learn keyboarding and word processing skills and use computers to support academic study. Students can access Renaissance Place online to take Accelerated Reader Tests. Upper grade students are also learning spreadsheet skills and Internet research strategies. A district technology has established technology standards for K-12th grade students.

Opportunities for Parental Involvement (School Year 2010–11)

State Line Elementary School's annual plan and some budget approvals are made by our School Site Council, which includes parent members. We have an active PTO that helps raise funds for activities and field trips. We inform parents of upcoming school events and invite them to participate in school activities, chaperone field trips, and volunteer in classrooms. We hold an annual Grandparents' Day to include grandparents in our school activities. Please contact the school office at (530) 946-4127 to find out how you can volunteer.

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

| Grade Level | Number of Students | Grade Level | Number of Students |
|--------------|--------------------|-------------|--------------------|
| Kindergarten | 2 | Grade 4 | 1 |
| Grade 1 | 2 | Grade 5 | 0 |
| Grade 2 | 3 | Ungraded | 0 |
| Grade 3 | 4 | Total | 12 |

Student Enrollment by Subgroup (School Year 2010–11)

| Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 0.0% |
| American Indian or Alaska Native | 0.0% |
| Asian | 0.0% |
| Filipino | 0.0% |
| Hispanic or Latino | 0.0% |
| Native Hawaiian or Pacific Islander | 0.0% |
| White | 100.0% |
| Two or More Races | 0.0% |
| Socioeconomically Disadvantaged | 50.0% |
| English Learners | 0.0% |
| Students with Disabilities | 0.0% |

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | Avg. Class Size | 2008–09 Number of Classes* | | | Avg. Class Size | 2009–10 Number of Classes* | | | Avg. Class Size | 2010–11 Number of Classes* | | |
|-------------|-----------------|----------------------------|-------|-----|-----------------|----------------------------|-------|-----|-----------------|----------------------------|-------|-----|
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| K - 5 | | | | | | | | | 10 | 1 | | |
| K - 3 | 9 | 1 | | | 8 | 1 | | | | | | |
| 4 - 8 | 10 | 1 | | | 8 | 1 | | | | | | |

Areas in white are not relevant. In 2010-11 State Line Elementary became a K – 5 school.

* Number of classes indicates how many classes fall into each size category (a range of total students per classroom).

III. School Climate

School Safety Plan (School Year 2010–11)

State Line Elementary School provides a safe, clean environment for students. The classrooms, playground, and facilities are inspected by the staff for safety once a month. We hold fire drills monthly and earthquake drills quarterly. We hold intruder drills twice per year, or more frequently if advised. There is a telephone in every room. Once a year, the school undergoes an annual safety status evaluation

Suspensions and Expulsions

| Rate* | School 2008–09 | School 2009–10 | School 2010–11 | District 2008–09 | District 2009–10 | District 2010–11 |
|-------------|----------------|----------------|----------------|------------------|------------------|------------------|
| Suspensions | 0.00% | 0.00% | 0.00% | 12.68% | 68.90% | 13.15% |
| Expulsions | 0.00% | 0.00% | 0.00% | 0.29% | 0.00% | 0.93% |

* 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)

Stataline Elementary School has two classrooms, a large multipurpose room, two restrooms and a modern large and safe playground area. The multipurpose room houses the cafeteria area and the library. School functions are held here. The building and grounds are in good repair and are maintained by the MJUSD maintenance staff and the school's custodian.

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

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status. This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status. Northern California Schools Insurance Group - Dirk J. Duchscherer, MS, CSP, ARM, NB, Senior Risk Control Consultant, conducted the inspection and rated the facilities on September 8, 2011. Monthly local inspection is conducted by staff and all safety features are addressed immediately.

"Exemplary" is not an option in the current SARC rating.

| System Inspected | Repair Status | | | | Repair Needed and Action Taken or Planned |
|---|---------------|------|------|------|--|
| | Exemplary | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | | Yes | | | All minor repairs, if any, completed by 12/31/2011 |
| Interior: Interior Surfaces | | Yes | | | All minor repairs, if any, completed by 12/31/2011 |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | | Yes | | | All minor repairs, if any, completed by 12/31/2011 |
| Electrical: Electrical | | Yes | | | All minor repairs, if any, completed by 12/31/2011 |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | | Yes | | | All minor repairs, if any, completed by 12/31/2011 |
| Safety: Fire Safety, Hazardous Materials | | Yes | | | All minor repairs, if any, completed by 12/31/2011 |
| Structural: Structural Damage, Roofs | | Yes | | | All minor repairs, if any, completed by 12/31/2011 |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | | Yes | | | All minor repairs, if any, completed by 12/31/2011 |
| Overall Rating | GOOD | | | | |

Note: Cells shaded in WHITE do not require data.

V. Teachers

Teacher Credentials

| Teachers | School 2008–09 | School 2009–10 | School 2010–11 | District 2010–11 |
|--|----------------|----------------|----------------|------------------|
| With Full Credential | 2 | 1 | 1 | 47 |
| Without Full Credential | 0 | 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 | Classroom teacher | 12 |
| Counselor (Social/Behavioral or Career Development) | Classroom teacher | |
| Library Media Teacher | Classroom teacher | |
| Library Media Services Staff (paraprofessional) | Classroom teacher and aide | |
| Psychologist | Provided by MCOE | |
| Social Worker | Provided by MCOE | |
| Nurse | Provided by MCOE | |
| Speech/Language/Hearing Specialist | Provided by MCOE | |
| Resource Specialist (non-teaching) | Provided by MCOE | |
| Other | Provided by MCOE | |

Note: Cells shaded in white do not require data.

.MCOE—Modoc County Office of Education

* 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.

Specialized Resource Staff:

State Line Elementary School works with the district and Modoc County Office of Education and other Modoc County agencies to provide social workers, speech and hearing specialists, school psychologists, nurses, and technology specialists. These specialists work on an as-needed basis at our school and most work at more than one school in our district.

Specialized Programs and Staff:

A district counselor is available at the request of teachers or parents. A Foster Grandparent tutoring program is in place; the tutor works with kindergarten through eighth grade students on reading, language arts, and other areas of need. The district contracts through the county for health services based upon student need.

Academic Guidance Counselors:

A district counselor is available at the request of teachers or parents. Classroom teachers counsel students.

Gifted and Talented Education:

Teachers often accommodate gifted and talented students in their classroom by increasing the pace of their learning. Sometimes students move up a grade or two in their area of strength but stay with their own grade for other subjects. GATE funding is no longer available.

Special Education Program:

A Modoc County Office of Education resource specialist is available weekly for special needs students through the Modoc County Office of Education. The county provides special education resource aide hours as needed. Students with Individualized Education Programs (IEPs) receive accommodations in the classroom according to their needs. The Modoc County Office of Education provides psychological and speech services as needed.

English Learner Program:

Our teacher is certified to teach English learners. We offer English Language Development activities in the regular classroom and encourage the parents of English learners to join our School Site Council, where they can have English translated into Spanish. We also invite them to participate in various off-campus language development programs and family workshops, which take place in the evening.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (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.
Data Collected November, 2011

| SUBJECT AREA | GRADE(S) | PUBLISHER | PUBLICATION | SERIES | STUDENT-TEXT RATIO | CURRENT MJUSD BOARD APPROVED | SUPPLEMENTARY MATERIALS CURRENT MJUSD BOARD APPROVED |
|---|----------|-----------------------|-------------|----------------------------|--------------------|------------------------------|--|
| English/ Language Arts/Literature | K, 2 - 5 | Houghton Mifflin | 2003 | Legacy of Literacy | 1:1 | Yes | Yes |
| | 1 | SRA McGraw Hill | 2002 | Language! | 1:1 | Yes | Yes |
| Mathematics | K-5 | MacMillan McGraw Hill | 2009 | California Math Concepts | 1:1 | Yes | Yes |
| Science Programs | K-3 | Delta Science | 2007 | Full Option Science Series | 1:1 | Yes | Yes |
| | 4-5 | MacMillan McGraw Hill | 2008 | California Science | 1:1 | Yes | Yes |
| Social Science | K-5 | Houghton Mifflin | 2007 | California Studies | 1:1 | Yes | Yes |
| Arts | K-5 | SRA | 2007 | SRA Connections | 1:1 | Yes | Yes |

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 | \$14,939.00 | \$1,832 | \$13,107.00 | 51,220 |
| District | | | \$7,441.00 | \$51,964 |
| Percent Difference – School Site and District | | | 140.27 | \$51,220 |
| State | | | \$5,455 | \$57,163 |
| Percent Difference – School Site and State | | | 13.44 | \$57,163 |

Note: Cells shaded in white 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)

| MJUSD Funding DISTRICT-WIDE sources for 2010-2011 | | | |
|---|-----------------------------|---------------------------|----------------------------|
| Revenue Limit Sources: 63% | Federal Revenues: 16% | State Revenues: 18% | Local Revenues: 3 % |
| Local Property Taxes | ARRA, SFSF | Ag Incentive | Book Fair |
| State Aid | Education Jobs Fund | Bus Replacement Grant | Donations |
| | Forest Reserve | Class Size Reduction, K-3 | Fees and Contracts |
| | MAA | Economic Impact Aid | Interagency Services (ROP) |
| | Title I | ELAP | Interest |
| | Title I, ARRA | Flexibility Programs | Leases and Rentals |
| | Title II, Teacher Quality | Lottery | Microsoft Settlement |
| | Title II, Administrators | Transportation | |
| | Title II, EETT | Other State Revenue | |
| | Title II, ARRA EETT | | |
| | Title III, LEP | | |
| | Title IV | | |
| | Title VI, RLIS | | |
| | Title VII, Indian Education | | |
| | Wildlife Reserve | | |

Teacher and Administrative Salaries (Fiscal Year 2009–10)

| Category | District Amount | State Average For Districts In Same Category |
|---------------------------------------|-----------------|--|
| Beginning Teacher Salary | \$36,067 | \$37,978 |
| Mid-Range Teacher Salary | \$49,218 | \$55,252 |
| Highest Teacher Salary | \$64,848 | \$71,674 |
| Average Principal Salary (Elementary) | \$73,249 | \$87,651 |
| Average Principal Salary (Middle) | \$72,010 | \$92,196 |

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Average Principal Salary (High) | \$81,780 | \$93,352 |
| Superintendent Salary | \$98,800 | \$116,851 |
| Percent of Budget for Teacher Salaries | 36.00% | 34.00% |
| Percent of Budget for Administrative Salaries | 7.00% | 7.00% |

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 3-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 | 83% | 0% | 0% | 49% | 46% | 48% | 50% | 52% | 54% |
| Mathematics | 73% | 0% | 0% | 37% | 43% | 47% | 46% | 48% | 50% |
| Science | 0% | 0% | 0% | 48% | 58% | 61% | 50% | 53% | 56% |
| History-Social Science | 0% | 0% | 0% | 44% | 43% | 48% | 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 | 48% | 47% | 61% | 48% |
| All Students at the School | 0% | 0% | 0% | 0% |
| Male | 0% | 0% | 0% | 0% |
| Female | 0% | 0% | 0% | 0% |
| Black or African American | | | | |
| American Indian or Alaska Native | | | | |
| Asian | | | | |
| Filipino | | | | |
| Hispanic or Latino | | | | |
| Native Hawaiian or Pacific Islander | | | | |
| White | 0% | 0% | 0% | 0% |
| Two or More Races | | | | |
| Socioeconomically Disadvantaged | 0% | 0% | 0% | 0% |
| English Learners | | | | |
| Students with Disabilities | | | | |
| 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 |
| 5 | | | |

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 | 9 | 8 | Data not available |
| Similar Schools | N/A | | |

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 | -16 | | |
| Black or African American | | | |
| American Indian or Alaska Native | | | |
| Asian | | | |
| Filipino | | | |
| Hispanic or Latino | | | |
| Native Hawaiian or Pacific Islander | | | |
| White | | | |
| Two or More Races | N/D | | |
| Socioeconomically Disadvantaged | | | |

| Group | Actual API Change 2008–09 | Actual API Change 2009–10 | Actual API Change 2010–11 |
|----------------------------|------------------------------|------------------------------|------------------------------|
| English Learners | | | |
| Students with Disabilities | | | |

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 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 | | | 599 | 775 | 4,683,676 | 778 |
| Black or African American | | | 7 | | 317,856 | 696 |
| American Indian or Alaska Native | | | 39 | 725 | 33,774 | 733 |
| Asian | | | 4 | | 398,869 | 898 |
| Filipino | | | 3 | | 123,245 | 859 |
| Hispanic or Latino | | | 114 | 705 | 2,406,749 | 729 |
| Native Hawaiian or Pacific Islander | | | 0 | | 26,953 | 764 |
| White | | | 423 | 795 | 1,258,831 | 845 |
| Two or More Races | | | 8 | | 76,766 | 836 |
| Socioeconomically Disadvantaged | | | 309 | 737 | 2,731,843 | 726 |
| English Learners | | | 17 | 792 | 1,521,844 | 707 |
| Students with Disabilities | | | 15 | 564 | 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 | 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 | N/A | Yes |
| Met Graduation Rate | 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 Web page*: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

| Indicator | School | District |
|---|-----------|-----------|
| Program Improvement Status | Not in PI | 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 | | 12.5% |

Note: Cells shaded in white do not require data.

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.

Annually, MJUSD re-evaluates its annual focus items. All schools in the district plan teacher workshops accordingly to develop and implement their own focus, based on the district plan. A Professional Learning Committee has been implemented district wide, with each school working in tandem to articulate goals and practices. Focus is on student learning. Throughout the district, and in each site, teachers meet either with other grade level teachers or by department. Meetings are held twice monthly; the first Wednesday of each month, except May and June, students are released early to provide extra time for staff meetings. The mid month meeting is conducted after school hours. In these monthly meetings, teachers analyze data from the past two weeks, examine and assess student work, plan goals and assessments for the following two weeks.

A second part of the goal of improving student learning is the 'Professional walk-through.' Each month a group of three teachers spend their released time observing other teachers, on site or throughout the district, and then discuss the visits. Conference attendance is still a part of professional development, but the major focus at MJUSD is in-house development.

| | |
|-------------------------------------|--|
| State Line Elementary School | School Accountability Report Card, 2010-2011 |
| Modoc Joint Unified | <i>Provided by the Ed-Data Partnership</i> |
| | <i>For more information visit www.ed-data.org</i> |