



Solano Summit Academy

School Accountability Report Card, 2007–2008

Pajaro Valley Unified School District

» An annual report to the community about teaching, learning, test results, resources, and measures of progress in our school.

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This School Accountability Report Card (SARC) provides information that can be used to evaluate and compare schools. State and federal laws require all schools to publish a SARC each year.

The information in this report represents the 2007–2008 school year, not the current school year. In most cases, this is the most recent data available. We present our school's results next to those of the average middle school in the county and state to provide the most meaningful and fair comparisons. To find additional facts about our school online, please use the [DataQuest](#) tool offered by the California Department of Education.

If you are reading a printed version of this report, note that words that appear in a smaller, bold typeface are links in the online version of this report to even more information. You can find a master list of those linked words, and the Web page addresses they are connected to, at:

http://www.schoolwisepress.com/sarc/links_2008_en.html

Reports about other schools are available on the [California Department of Education Web site](#). Internet access is available in local libraries.

If you have any questions related to this report, please contact the school office.

How to Contact Our School

15 Madison Street
Watsonville, CA 95076
Principal: Jack Sherman
Phone: (831) 786-9725

How to Contact Our District

294 Green Valley Rd.
Watsonville, CA 95076
Phone: (831) 786-2100
<http://www.pvUSD.net>



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» Principal's Message

Solano Summit Academy is in its fourth year of providing service to at-risk students in grades six through eight. The majority of students enrolled at Solano Summit have been recommended by one of the district's middle schools and placed on a mandatory or involuntary transfer basis. Students are recommended because of behavior, attendance, or academic issues that have become a hindrance to their success in a traditional middle school setting. Solano Summit also accepts students who are expelled from district middle schools and may be on probation.

Solano Summit Academy's low student-teacher ratio enables us to give more individual attention to the academic and behavioral needs of our students. Our token-based behavioral improvement plan helps students move toward accepting responsibility for their actions and developing a level of maturity that is necessary for successful learning. We specifically address standards-based academics, life skills, anger management, developmental assets, and individual goal setting. Individual student and family counseling is a major component of the school.

Jack Sherman, PRINCIPAL

Grade range and calendar

6–8

TRADITIONAL

Academic Performance Index

441

County Average: 737
State Average: 747

Student enrollment

26

County Average: 438
State Average: 662

Teachers

2

County Average: 20
State Average: 30

Students per teacher

13

County Average: 22
State Average: 22

Students per computer

9

County Average: 5
State Average: 4

Major Achievements

- Although the majority of students at Solano Summit Academy have been transferred because of academic and behavioral challenges, with most scoring Below Basic or Far Below Basic on the mathematics section of the California Standards Tests (CST), all Solano Summit Academy students were enrolled in the Math, Engineering, and Science Achievement (MESA) project during the 2007–2008 school year. The MESA project is a partnership with the University of California that provides middle and high school students the opportunity to participate creatively in grade-level, science-based projects.
- Our 2007–2008 Solano Summit students took first place in several categories as they competed against other middle schools in the Northern California regional competition. A group of twelve Solano Summit students then went on to compete in the final competition held at University of California, Santa Barbara, where they took first place in Web Design.
- As an alternative school, Solano Summit Academy also participated in the Santa Cruz County Office of Education Alternative Sports League during the 2007–2008 school year. Our middle school students competed against alternative high schools throughout Santa Cruz County in basketball, soccer, and softball. Many of our students can be exceptional athletes when given the opportunity to demonstrate their abilities. Solano Summit Academy placed second in its division of the softball competition.
- Solano Summit Academy students were mentored by Watsonville High School seniors who earned elective credit for their participation in the new, jointly created Mentorship Program. Fifteen seniors from Watsonville High School provided academic and social support to students at Solano Summit Academy every period of each school day.

Focus for Improvement

- Increase parent involvement in their child's educational progress by scheduling periodic classroom visits and quarterly meetings to discuss academic and behavioral progress. Solano Summit Academy will work with the local Youth Services agency to provide monthly parent meetings to address family and parenting issues relevant to our student population.
- Continue to investigate ways to expand enrollment. Solano Summit Academy currently leases classroom, counseling, and office space in a local Watsonville community church. Given our location, the space for classroom expansion is limited.
- Include a career exploration component in our curriculum, with opportunities for job-site field trips and job shadowing.

MEASURES OF PROGRESS

Academic Performance Index

The Academic Performance Index (API) is California’s way of comparing schools based on student test scores. The index was created in 1999 to help parents and educators recognize schools that show progress and identify schools that need help. A school’s API determines whether it receives recognition or sanctions. It is also used to compare schools in a statewide ranking system. The California Department of Education (CDE) calculates a school’s API using student test results from the California Standards Tests, the California Achievement Test, and, for high schools, the California High School Exit Exam (CAHSEE). APIs range from 200 to 1000. The CDE expects all schools to eventually obtain APIs of at least 800. [Additional information on the API](#) can be found on the CDE Web site.

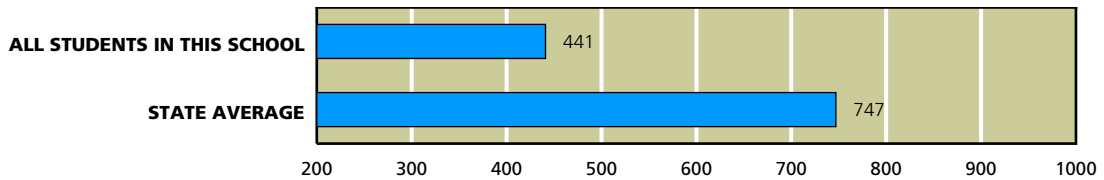
CALIFORNIA API ACADEMIC PERFORMANCE INDEX	
Met schoolwide growth target	N/A
Met growth target for prior school year	N/A
API score	441
Growth attained from prior year	N/A
Met subgroup* growth targets	N/A
Underperforming school	No

Solano Summit MS’s API was 441 (out of 1000). All students took the test. You can find three years of detailed API results in the Data Almanac that accompanies this report.

API GROWTH TARGETS: Each year the CDE sets specific API “growth targets” for every school. It assigns one growth target for the entire school, and it sets additional targets for ethnic groups, English Learners, special education students, or socioeconomic subgroups of students that make up a significant portion of the student body. Schools are required to meet all of their growth targets. If they do, they may be eligible to apply for awards through the California School Recognition Program and the Title I Achieving Schools Program.

SOURCE: API based on spring 2008 test cycle. Growth scores alone are displayed and are current as of November 2008.
*Ethnic groups, English Learners, special ed students, or socioeconomic groups of students that make up 15 percent or more of a school’s student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

API, Spring 2008



SOURCE: API based on spring 2008 test cycle. State average represents middle schools only.
NOTE: Only groups of students that represent at least 15 percent of total enrollment are calculated and displayed as student subgroups.

Adequate Yearly Progress

In addition to California’s accountability system, which measures student achievement using the API, schools must also meet requirements set by the federal education law known as **No Child Left Behind** (NCLB). This law requires all schools to meet a different goal: **Adequate Yearly Progress** (AYP).

We met four out of five criteria for yearly progress. Because we fell short in one area, we did not make AYP.

To meet AYP, middle schools must meet three criteria. First, a certain percentage of students must score at or above Proficient levels on the California Standards Tests (CST): 35.2 percent on the English/language arts test and 37 percent on the math test. All ethnic and socioeconomic subgroups of students also must meet these goals. Second, the schools must achieve an API of at least 620 or increase the API by one point from the prior year. Third, 95 percent of the student body must take the required standardized tests.

If even one subgroup of students fails to meet just one of the criteria, the school fails to meet AYP. While all schools must report their progress toward meeting AYP, only schools that receive federal funding to help economically disadvantaged students are actually penalized if they fail to meet AYP goals. Schools that do not make AYP for two or more years in a row in the same subject enter **Program Improvement** (PI). They must offer students transfers to other schools in the district and, in their second year in PI, tutoring services as well.

FEDERAL AYP ADEQUATE YEARLY PROGRESS	
Met AYP	No
Met schoolwide participation rate	Yes
Met schoolwide test score goals	No
Met subgroup* participation rate	N/A
Met subgroup* test score goals	N/A
Met schoolwide API for AYP	Yes
Program Improvement school in 2008	No

SOURCE: AYP is based on the Accountability Progress Report of November 2008. A school can be in Program Improvement based on students’ test results in the 2007–2008 school year or earlier.

*Ethnic groups, English Learners, special ed students, or socioeconomic groups of students that make up 15 percent or more of a school’s student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

Adequate Yearly Progress, Detail by Subgroup

● MET GOAL ● DID NOT MEET GOAL — NOT ENOUGH STUDENTS

	English/Language Arts		Math	
	DID 95% OF STUDENTS TAKE THE CST?	DID 35.2% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?	DID 95% OF STUDENTS TAKE THE CST?	DID 37% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?
SCHOOLWIDE RESULTS	●	●	●	●

SOURCE: AYP release of November 2008, CDE.

The table at left shows our success or failure in meeting AYP goals in the 2007–2008 school year. The green dots represent goals we met; red dots indicate goals we missed. Just one red dot means that we failed to meet Adequate Yearly Progress.

Note: Dashes indicate that too few students were in the category to draw meaningful conclusions. Federal law requires valid test scores from at least 50 students for statistical significance.

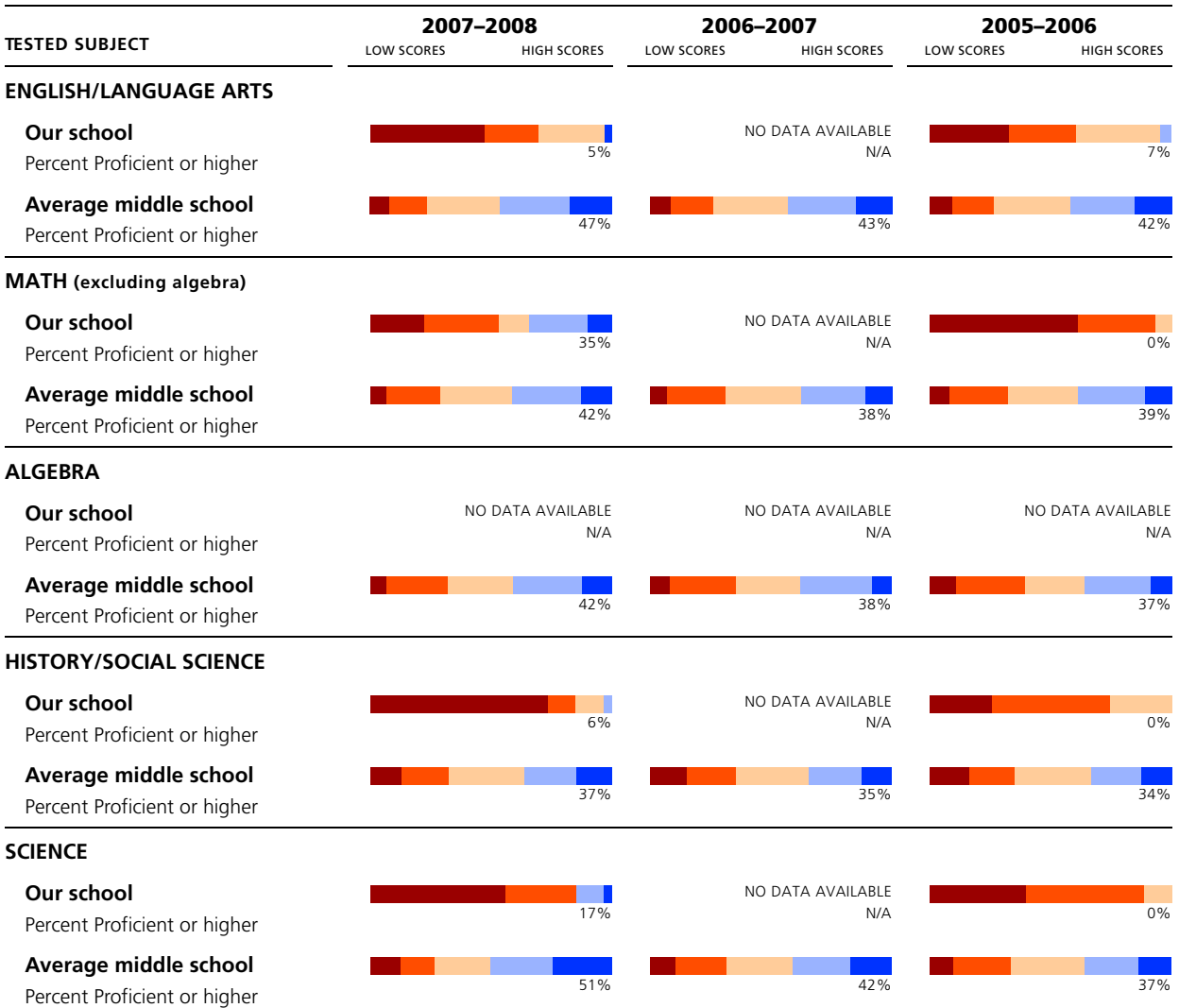
STUDENT ACHIEVEMENT

Here you'll find a three-year summary of our students' scores on the California Standards Tests (CST) in selected subjects. We compare our students' test scores to the results for students in the average middle school in California. On the following pages we provide more detail for each test, including the scores for different subgroups of students. In addition, we provide links to the California Content Standards on which these tests are based. If you'd like more information about the CST, please contact our principal or our teaching staff. To find [grade-level-specific scores](#), you can refer to the Standardized Testing and Reporting (STAR) Web site. Other tests in the [STAR program](#) can be found on the California Department of Education (CDE) Web site.

California Standards Tests

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED



SOURCE: The scores for the CST are from the spring 2008 test cycle. State average represents middle schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

Frequently Asked Questions About Standardized Tests

WHERE CAN I FIND GRADE-LEVEL REPORTS? Due to space constraints and concern for statistical reliability, we have omitted grade-level detail from these test results. Instead we present results at the schoolwide level. You can view the results of far more students than any one grade level would contain, which also improves their statistical reliability. Grade-level results are online on the [STAR Web site](#). More information about student test scores is available in the Data Almanac that accompanies this report.

WHAT DO THE FIVE PROFICIENCY BANDS MEAN? Test experts assign students to one of these five proficiency levels, based on the number of questions they answer correctly. Our immediate goal is to help students move up one level. Our eventual goal is to enable all students to reach either of the top two bands, Advanced or Proficient. Those who score in the middle band, Basic, have come close to attaining the required knowledge and skills. Those who score in either of the bottom two bands, Below Basic or Far Below Basic, need more help to reach the Proficient level.

WHY ARE THE CALIFORNIA STANDARDS TESTS (CST) AND THE CALIFORNIA ACHIEVEMENT TEST (CAT/6) SCORED DIFFERENTLY? When students take the CST, they can score at any of the proficiency levels: Advanced, Proficient, Basic, Below Basic, or Far Below Basic. In theory all students in California could score at the top. The CAT/6 is a nationally normed test, which means that students are scored against each other nationally. This scoring method is similar to grading “on the curve.” CAT/6 scores are expressed as a ranking on a scale from 1 to 99.

HOW HARD ARE THE CALIFORNIA STANDARDS TESTS? Experts consider California’s standards to be among the most clear and rigorous in the country. Just 47 percent of elementary school students scored Proficient or Advanced on the English/language arts test; 56 percent scored Proficient or Advanced in math. You can review the [California Content Standards](#) on the CDE Web site.

ARE ALL STUDENTS’ SCORES INCLUDED? No. Only students in grades two through eleven are required to take the CST. When fewer than 11 students in one grade or subgroup take a test, state officials remove their scores from the report. They omit them to protect students’ privacy, as called for by federal law.

CAN I REVIEW SAMPLE TEST QUESTIONS? Sample test questions for the CST are on the [CDE’s Web site](#). These are actual questions used in previous years.

WHERE CAN I FIND ADDITIONAL INFORMATION? The CDE has a wealth of resources on its Web site. The STAR Web site publishes detailed reports for schools and districts, and assistance packets for parents and teachers. This site includes explanations of [technical terms](#), scoring methods, and the [subjects](#) covered by the tests for each grade. You’ll also find a [guide](#) to navigating the STAR Web site as well as help for understanding how to [compare test scores](#).

English/Language Arts (Reading and Writing)

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			5%	94%	SCHOOLWIDE AVERAGE: About 42 percent fewer students at our school scored Proficient or Advanced than at the average middle school in California.
AVERAGE MIDDLE SCHOOL IN THE COUNTY			51%	95%	
AVERAGE MIDDLE SCHOOL IN CALIFORNIA			47%	98%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

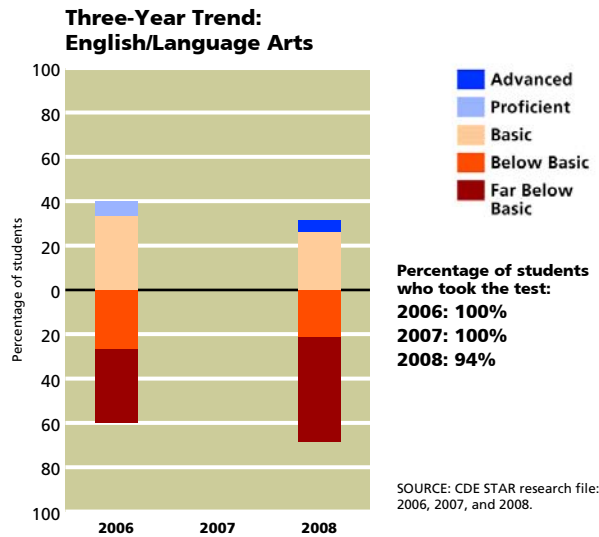
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys	DATA STATISTICALLY UNRELIABLE		N/S	26	GENDER: The number of girls who took this test is too small to be counted in this analysis.
Girls	NO DATA AVAILABLE		N/A	7	
English proficient	NO DATA AVAILABLE		N/A	19	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
English Learners	NO DATA AVAILABLE		N/A	14	
Low income	DATA STATISTICALLY UNRELIABLE		N/S	28	INCOME: We cannot compare scores for these two subgroups because the number of students tested who were not from low-income families was either zero or too small to be statistically significant.
Not low income	NO DATA AVAILABLE		N/A	5	
Learning disabled	NO DATA AVAILABLE		N/A	3	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			6%	30	
Hispanic/Latino			6%	32	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.

SOURCE: The scores for the CST are from the spring 2008 test cycle. County and state averages represent middle schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the California standards for [English/language arts](#) on the CDE's Web site.



Math (Excluding Algebra)

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			35%	89%	SCHOOLWIDE AVERAGE: About seven percent fewer students at our school scored Proficient or Advanced than at the average middle school in California.
AVERAGE MIDDLE SCHOOL IN THE COUNTY			39%	77%	
AVERAGE MIDDLE SCHOOL IN CALIFORNIA			42%	78%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys	DATA STATISTICALLY UNRELIABLE		N/S	25	GENDER: The number of girls who took this test is too small to be counted in this analysis.
Girls	NO DATA AVAILABLE		N/A	6	
English proficient	NO DATA AVAILABLE		N/A	16	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
English Learners	NO DATA AVAILABLE		N/A	15	
Low income	DATA STATISTICALLY UNRELIABLE		N/S	26	INCOME: We cannot compare scores for these two subgroups because the number of students tested who were not from low-income families was either zero or too small to be statistically significant.
Not low income	NO DATA AVAILABLE		N/A	5	
Learning disabled	NO DATA AVAILABLE		N/A	4	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled	DATA STATISTICALLY UNRELIABLE		N/S	27	
Hispanic/Latino			31%	30	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.

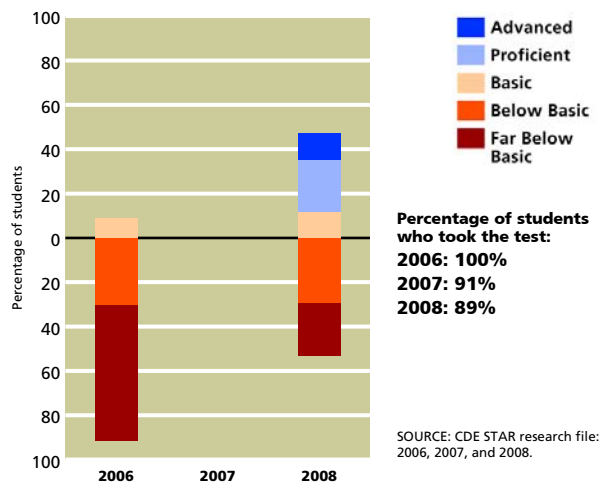
SOURCE: The scores for the CST are from the spring 2008 test cycle. County and state averages represent middle schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
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 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

All sixth and most seventh graders take the same math courses. Starting as early as seventh grade, however, some students take algebra, while others take a general math course. We report algebra results separately. Here we present our students' scores for all math courses except algebra.

The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the [math standards](#) on the CDE's Web site.

Three-Year Trend: Math



Algebra I

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE	NO DATA AVAILABLE		N/A	N/A	SCHOOLWIDE AVERAGE: Our schoolwide average for this test is unavailable because the number of students taking the test was either zero or too small to be statistically significant, or because the district or testing agency is reviewing our scores.
AVERAGE MIDDLE SCHOOL IN THE COUNTY			56%	22%	
AVERAGE MIDDLE SCHOOL IN CALIFORNIA			42%	29%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys	NO DATA AVAILABLE		N/A	N/A	GENDER: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Girls	NO DATA AVAILABLE		N/A	N/A	
English proficient	NO DATA AVAILABLE		N/A	N/A	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
English Learners	NO DATA AVAILABLE		N/A	N/A	
Low income	NO DATA AVAILABLE		N/A	N/A	INCOME: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Not low income	NO DATA AVAILABLE		N/A	N/A	
Learning disabled	NO DATA AVAILABLE		N/A	N/A	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Not learning disabled	NO DATA AVAILABLE		N/A	N/A	

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 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

You can review the [algebra](#) standards on the CDE’s Web site.

History/Social Science

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			6%	90%	SCHOOLWIDE AVERAGE: About 31 percent fewer students at our school scored Proficient or Advanced than at the average middle school in California.
AVERAGE MIDDLE SCHOOL IN THE COUNTY			40%	97%	
AVERAGE MIDDLE SCHOOL IN CALIFORNIA			37%	99%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

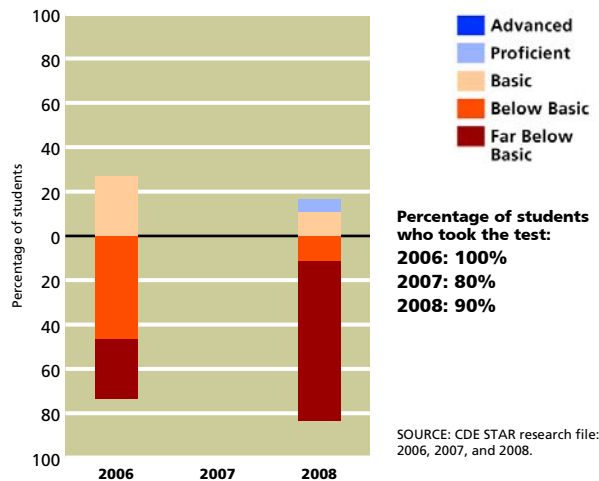
GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys	DATA STATISTICALLY UNRELIABLE		N/S	14	GENDER: The number of girls who took this test is too small to be counted in this analysis.
Girls	NO DATA AVAILABLE		N/A	4	
English proficient	NO DATA AVAILABLE		N/A	10	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
English Learners	NO DATA AVAILABLE		N/A	8	
Low income	DATA STATISTICALLY UNRELIABLE		N/S	14	INCOME: We cannot compare scores for these two subgroups because the number of students tested who were not from low-income families was either zero or too small to be statistically significant.
Not low income	NO DATA AVAILABLE		N/A	4	
Learning disabled	NO DATA AVAILABLE		N/A	1	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled	DATA STATISTICALLY UNRELIABLE		N/S	17	
Hispanic/Latino	DATA STATISTICALLY UNRELIABLE		N/S	17	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.

SOURCE: The scores for the CST are from the spring 2008 test cycle. County and state averages represent middle schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our eighth grade students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the [history/social science standards](#) on the CDE's Web site.

Three-Year Trend: History/Social Science



Science

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			17%	90%	SCHOOLWIDE AVERAGE: About 34 percent fewer students at our school scored Proficient or Advanced than at the average middle school in California.
AVERAGE MIDDLE SCHOOL IN THE COUNTY			55%	95%	
AVERAGE MIDDLE SCHOOL IN CALIFORNIA			51%	98%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

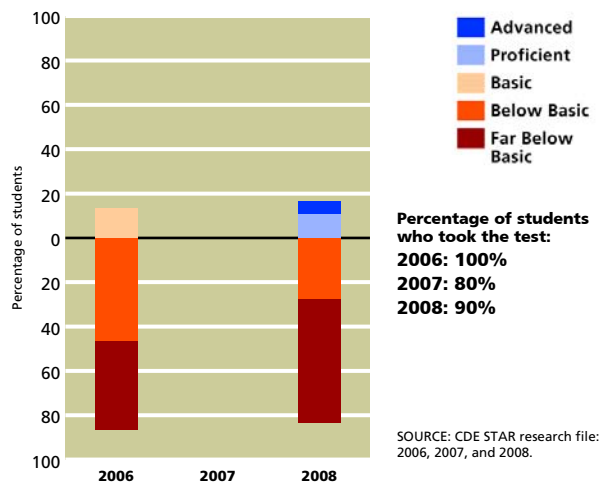
GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys	DATA STATISTICALLY UNRELIABLE		N/S	14	GENDER: The number of girls who took this test is too small to be counted in this analysis.
Girls	NO DATA AVAILABLE		N/A	4	
English proficient	NO DATA AVAILABLE		N/A	8	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
English Learners	NO DATA AVAILABLE		N/A	10	
Low income	DATA STATISTICALLY UNRELIABLE		N/S	14	INCOME: We cannot compare scores for these two subgroups because the number of students tested who were not from low-income families was either zero or too small to be statistically significant.
Not low income	NO DATA AVAILABLE		N/A	4	
Learning disabled	NO DATA AVAILABLE		N/A	1	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled	DATA STATISTICALLY UNRELIABLE		N/S	17	
Hispanic/Latino	DATA STATISTICALLY UNRELIABLE		N/S	18	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.

SOURCE: The scores for the CST are from the spring 2008 test cycle. County and state averages represent middle schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our eighth grade students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

Although we teach science at all grade levels, only our eighth graders took the California Standards Test in this subject. You can read the **science standards** on the CDE's Web site.

Three-Year Trend: Science



California Achievement Test (CAT/6)

The CAT/6 differs from the CST in three ways. First, in the spring of 2008, only students in grades three and seven took this test. Second, the CAT/6 is taken by students in other states, which enables us to see how our students are doing compared to other students in the nation. Third, the CAT/6 is scored by comparing students to each other on a scale from 1 to 99, much like being graded “on the curve.” In contrast, the CST scores students against five defined criteria.

SUBJECT	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
READING				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	N/A	29%	22%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	N/A	53%	48%
LANGUAGE				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	N/A	33%	27%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	N/A	52%	47%
MATH				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	N/A	25%	26%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	N/A	53%	52%

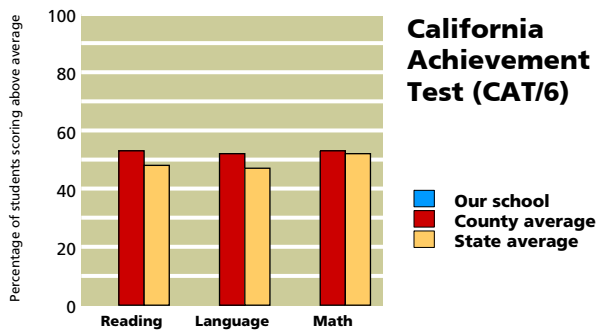
SOURCE: The scores for the CAT/6 are from the spring 2008 test cycle. County and state averages represent middle schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, our test score results may vary from other CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.

STUDENTS SCORING ABOVE AVERAGE: This view of test scores shows the percentage of our students who scored in the top half of students nationally (at the 50th percentile and higher). Solano Summit MS did not report how many students scored at or above average on the CAT/6.

HIGH-SCORING STUDENTS: This view of test scores shows the percentage of our students who scored in the top quarter of students nationally (above the 75th percentile). Solano Summit MS did not report how many students were high scoring on the CAT/6.

Our CAT/6 Results Compared

Students take this test only in grades three and seven. The values displayed to the right represent the percentage of our students who scored at or above average compared to their peers in the county and state.



SOURCE: Spring 2008 test cycle. County and state averages represent middle schools only.

Other Measures of Student Achievement

In addition to standardized test results, we use informal classroom observations, homework, class work, quizzes, and end-of-unit tests. Our English Learners take the California English Language Development Test every year. Some learning-disabled students take the California Alternative Performance Assessment instead of the usual state tests.

Our seventh graders take a district writing assessment, and each child's results are sent home. We send progress reports home in the middle of each quarter, and we send report cards home at the end of each quarter. Parent conferences are scheduled in early October and mid-March to discuss student progress. Additionally, because ours is a small school, our teachers and staff have frequent informal contact with parents to discuss academic and behavioral progress.

STUDENTS

Students’ English Language Skills

At Solano Summit MS, 42 percent of students were considered to be proficient in English, compared to 80 percent of middle school students in California overall.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English-proficient students	42%	80%	80%
English Learners	58%	20%	20%

SOURCE: Language Census for school year 2007–2008. County and state averages represent middle schools only.

Languages Spoken at Home by English Learners

Please note that this table describes the home languages of just the 15 students classified as English Learners. At Solano Summit MS, the language these students most often speak at home is Spanish. In California it’s common to find English Learners in classes with students who speak English well. When you visit our classrooms, ask our teachers how they work with language differences among their students.

LANGUAGE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Spanish	100%	98%	86%
Vietnamese	0%	0%	2%
Cantonese	0%	0%	1%
Hmong	0%	0%	1%
Filipino/Tagalog	0%	0%	1%
Korean	0%	0%	1%
Khmer/Cambodian	0%	0%	1%
All other	0%	2%	7%

SOURCE: Language Census for school year 2007–2008. County and state averages represent middle schools only.

Ethnicity

Most students at Solano Summit MS identify themselves as Hispanic/Latino. In fact, there are about 12 times as many Hispanic/Latino students as White/European American/Other students, the second-largest ethnic group at Solano Summit MS. The state of California allows citizens to choose more than one ethnic identity, or to select “multiethnic” or “decline to state.” As a consequence, the sum of all responses rarely equals 100 percent.

ETHNICITY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
African American	0%	1%	8%
Asian American/Pacific Islander	0%	3%	11%
Hispanic/Latino	92%	46%	47%
White/European American/Other	8%	49%	34%

SOURCE: CBEDS census of October 2007. County and state averages represent middle schools only.

Family Income and Education

The free or reduced-price meal subsidy goes to students whose families earned less than \$38,203 a year (based on a family of four) in the 2007–2008 school year. At Solano Summit MS, 71 percent of the students qualified for this program, compared to 52 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	71%	43%	52%
Parents with some college	20%	68%	54%
Parents with college degree	20%	45%	30%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2007–2008 school year. Parents’ education level is collected in the spring at the start of testing. Rarely do all students answer these questions. County and state averages represent middle schools only.

The parents of 20 percent of the students at Solano Summit MS have attended college, and 20 percent have a college degree. This information can provide some clues to the level of literacy children bring to school. One precaution is that the students themselves provide this data when they take the battery of standardized tests each spring, so it may not be completely accurate. About 77 percent of our students provided this information.

CLIMATE FOR LEARNING

Average Class Sizes

Our average class size schoolwide is 26 students. The average class size for middle schools in the state is 27 students. This table shows the average class sizes of our core courses compared to those of the county and state.

AVERAGE CLASS SIZES OF CORE COURSES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English	26	24	26
History	26	27	28
Math	26	24	27
Science	26	26	28

SOURCE: CBEDS census, October 2007. County and state averages represent middle schools only.

Safety

Solano Summit Academy has one campus security supervisor who is on duty for the full school day. During the 2007–2008 school year, our campus supervisor attended two school law enforcement and security trainings sponsored by Safe Schools through Pajaro Valley Prevention and Student Assistance (PVPSA). This training was in compliance with state law, which requires all campus monitors to be trained and certified in the School Security Officer course.

The PVPSA Safe Schools/Healthy Students Program provided Solano Summit Academy with radios. The ability to effectively communicate has improved the safety and security of our students at Solano Summit. We have also arranged with the E. A. Hall Middle School administration, which is within the same city block, to share a channel in order to better monitor mutual safety concerns during the school day.

The school team reviewed and revised our School Safety Plan in late September 2008. The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. Exit plans are posted in each class and office room within our rented facility.

Discipline

Solano Summit Academy adheres to the Pajaro Valley Unified School District’s Discipline and Behavior Code Policy. As a community day school, Solano Summit Academy provides service to middle school students who have been expelled or who have been referred as a mandatory transfer. Using the Solano Summit Academy Behavioral Expectations, which reinforce the concept of individual responsibility, respect, cooperation, and effort, the staff encourages students in taking personal responsibility for their choices throughout the school day.

KEY FACTOR	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
Suspensions per 100 students			
2007–2008	346	17	20
2006–2007	569	44	20
2005–2006	52	38	18
Expulsions per 100 students			
2007–2008	46	1	0
2006–2007	0	2	1
2005–2006	6	1	0

SOURCE: Data is from the California Department of Education, SARC research file. Data represents the number of incidents reported, not the number of students involved. District and state averages represent middle schools only.

Our low student-to-teacher ratio presents frequent opportunities for staff to form personal connections with students. Many informal discussions during the day between staff members focus on individual student needs and behaviors. A major topic in our monthly staff meetings is effective academic and behavior strategies that will best meet the needs of our students.

A behavioral plan for all students is in place; it is based on the school’s six Behavioral Expectations. We thoroughly cover the Behavioral Expectations during the intake interview with the student and parent. We monitor students throughout the school day on the Behavioral Expectations that they meet as well as those that they do not. We reward students with campus privileges based on their level of demonstrated responsibility. The school uses a system in which a student can move up or down between the Student Level, the Serious Student Level, and the Student Leader Level. Students must be on a level for two weeks before they can petition to move up one level. The petitioners must identify in an essay the evidence they see that would merit their move to the next level. After reading and discussion, the entire staff determines whether the applying student should be granted advancement in level.

At times we find it necessary to suspend students who break school rules. We report only suspensions in which students are sent home for a day or longer. We do not report in-school suspensions, in which students are removed from one or more classes during a single school day. Expulsion is the most serious consequence we can impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning here.

During the 2007–2008 school year, we had 90 suspension incidents. We had 12 incidents of expulsion. To make it easy to compare our suspensions and expulsions to those of other schools, we represent these events as a ratio (incidents per 100 students) in this report. Please note that multiple incidents may involve the same student.

Homework

Solano Summit Academy students receive weekly homework in each of their core academic classes. Weekly homework is to be completed by Friday. Solano Summit Academy provides a seventh period tutorial/homework session each day for students, to assist them in skill building and homework completion. If students have not completed the week's homework assignments by the end of the school day on Friday, they must remain until the assignments have been completed.

A major focus of the intake and enrollment process is our emphasis on responsible behaviors that will ensure academic success in school. For instance, students must arrive prepared with an organized binder, binder paper, and writing instruments. Upon enrollment, students and parents sign an agreement to have the necessary materials to help them be successful in school.

Schedule

The school year includes 180 days of instruction. Classes begin at 8:10 a.m. and end at 2:45 p.m. Monday through Thursday. A seventh period afterschool tutorial from 2:45 p.m. to 3:45 p.m. helps students with homework and skill building. Office hours are from 7:30 a.m. to 4 p.m.

Parent Involvement

During each student's intake interview, we strongly encourage parents to participate in the education of their child, and they are required to sign an agreement stating that they will monitor the academic and behavioral success of their child. We encourage parents to visit the school and their child's classrooms as regularly as possible.

We have one parent on our School Site Council (SSC) as the chairperson. The SSC makes decisions on how to best use our federal and state funds.

LEADERSHIP, TEACHERS, AND STAFF

Leadership

Jack Sherman is in his third year as principal of Solano Summit Academy. He has five years of experience as an alternative education principal and 15 years of experience as a teacher.

The entire Solano Summit Academy staff is involved in the decision-making process. We hold frequent formal and informal meetings throughout the school year to discuss school policy, school structure, and student achievement.

Parents, students, staff members, and administration comprise the School Site Council (SSC), which makes decisions for use of budget expenditures.

Teacher Experience and Education

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Teaching experience	Average years of teaching experience	20	12	12
Newer teachers	Percentage of teachers with one or two years of teaching experience	0%	18%	15%
Teachers holding an MA degree or higher	Percentage of teachers with a master's degree or higher from a graduate school	50%	30%	35%
Teachers holding a BA degree alone	Percentage of teachers whose highest degree is a bachelor's degree from a four-year college	50%	70%	65%

SOURCE: Professional Assignment Information Form (PAIF), October 2007, completed by teachers during the CBEDS census. County and state averages represent middle schools only.

None of our teachers has fewer than three years of teaching experience, which is below the average for new teachers in other middle schools in California. Our teachers have, on average, 20 years of experience. About 50 percent of our teachers hold only a bachelor's degree from a four-year college or university. About 50 percent have completed a master's degree or higher.

Credentials Held by Our Teachers

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Fully credentialed teachers	Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level	100%	94%	93%
Trainee credential holders	Percentage of staff holding an internship credential	0%	4%	5%
Emergency permit holders	Percentage of staff holding an emergency permit	0%	3%	4%
Teachers with waivers	Lowest level of accreditation, used by districts when they have no other option	0%	1%	0%

SOURCE: PAIF, October 2007. This is completed by teachers during the CBEDS census. County and state averages represent middle schools only. A teacher may have earned more than one credential. For this reason, it is likely that the sum of all credentials will exceed 100 percent.

All of the faculty at Solano Summit MS hold a full credential. This number is higher than the average for all middle schools in the state. None of the faculty at Solano Summit MS holds a trainee credential, which is reserved for those teachers who are in the process of completing their teacher training. In comparison, five percent of middle school teachers throughout the state hold trainee credentials. None of our faculty holds an emergency permit. Very few middle school teachers hold this authorization statewide (just four percent). All of the faculty at Solano Summit MS hold the secondary (single-subject) credential. This number is above the average for middle schools in California, which is 82 percent. You can find three years of data about teachers’ credentials in the Data Almanac that accompanies this report.

Indicators of Teachers Who May Be Underprepared

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Core courses taught by a teacher not meeting NCLB standards	Percentage of core courses not taught by a “highly qualified” teacher according to federal standards in NCLB	50%	N/A	0%
Out-of-field teaching	Percentage of algebra and science courses taught by a teacher who lacks the appropriate credential for the course	0%	35%	35%
Teachers lacking a full credential	Percentage of teachers without a full, clear credential	0%	6%	7%

SOURCE: Professional Assignment Information Form (PAIF) of October 2007. Data on NCLB standards is from the California Department of Education, SARC research file.

“HIGHLY QUALIFIED” TEACHERS: The federal law known as No Child Left Behind (NCLB) requires districts to report the number of teachers considered to be “highly qualified.” These “highly qualified” teachers must have a full credential, a bachelor’s degree, and, if they are teaching a core subject (such as reading, math, science, or social studies), they must also demonstrate expertise in that field. The table above shows the percentage of core courses taught by teachers who are considered to be less than “highly qualified.” There are exceptions, known as the **High Objective Uniform State Standard of Evaluation (HOUSSE)** rules, that allow some veteran teachers to meet the “highly qualified” test who wouldn’t otherwise do so.

TEACHING OUT OF FIELD: When a teacher lacks a subject area authorization for a course she is teaching, that course is counted as an **out-of-field** section. The students who take that course are also counted. For example, if an unexpected vacancy in a biology class occurs, and a teacher who normally teaches English literature (and who lacks a subject area authorization in science) fills in to teach for the rest of the year, that teacher would be teaching out of field. See the detail for algebra and science in the Out-of-Field Teaching table. None of our core courses was taught by teachers who were teaching out of their field of expertise, compared to 35 percent of core courses taught by such middle school teachers statewide.

CREDENTIAL STATUS OF TEACHERS: Teachers who lack full credentials are working under the terms of an emergency permit, an internship credential, or a waiver. They should be working toward their credential, and they are allowed to teach in the meantime only if the school board approves. None of our teachers was working without full credentials, compared to seven percent of teachers in middle schools statewide.

Out-of-Field Teaching, Detail by Selected Subject Areas

CORE COURSE	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Algebra	Percentage of algebra courses taught by a teacher lacking the appropriate subject area authorization	0%	29%	26%
Science	Percentage of science courses taught by a teacher lacking the appropriate subject area authorization	0%	40%	40%

SOURCE: PAIF, October 2007. This is completed by teachers during the CBEDS census. County and state averages represent middle schools only.

In this more detailed analysis, you’ll find the percentage of algebra courses taught by teachers who lack subject-area authorization in math. While algebra teachers in some middle schools might not formally be required to hold this math subject-area authorization, it is better if they do. We have applied the same criteria to science courses taught at all middle school grade levels. Note that school board policy determines which grade levels are secondary grade levels and require teachers to hold a secondary (single-subject) credential, and which are primary grade levels requiring an elementary (multiple-subject) credential.

More facts about our teachers, called for by the recent Williams legislation of 2004, are available on our Accountability Web page, which is accessible from our district Web site. You will find specific facts about [misassigned teachers](#) and [teacher vacancies](#) in the 2008–2009 school year.

Districtwide Distribution of Teachers Who Are Not “Highly Qualified”

Here, we report the percentage of core courses in our district whose teachers are considered to be less than “highly qualified” by NCLB’s standards. We show how these teachers are distributed among schools according to the percentage of low-income students enrolled.

The CDE has divided schools in the state into four groups (quartiles), based on the percentage of families who qualify and apply for free or reduced-price

DISTRICT FACTOR	DESCRIPTION	CORE COURSES NOT TAUGHT BY HQT IN DISTRICT	CORE COURSES NOT TAUGHT BY HQT IN STATE
Districtwide	Percentage of core courses not taught by “highly qualified” teachers (HQT)	20%	8%
Schools with the most low-income students	First quartile of schools whose core courses are not taught by “highly qualified” teachers	9%	5%
Schools with the fewest low-income students	Fourth quartile of schools whose core courses are not taught by “highly qualified” teachers	17%	11%

SOURCE: Data is from the California Department of Education, SARC research file.

lunches. The one-fourth of schools with the most students receiving subsidized lunches are assigned to the first group. The one-fourth of schools with the fewest students receiving subsidized lunches are assigned to the fourth group. We compare the courses and teachers assigned to each of these groups of schools to see how they differ in “highly qualified” teacher assignments.

The average percentage of courses in our district not taught by a “highly qualified” teacher is 20 percent, compared to eight percent statewide. For schools with the highest percentage of low-income students, this factor is nine percent, compared to five percent statewide. For schools with the lowest percentage of low-income students, this factor is 17 percent, compared to 11 percent statewide.

Staff Development

Solano Summit Academy teachers and staff attend districtwide staff training before school begins. Our school staff meetings are every third Friday of the month from 3 p.m. to 5 p.m. On staff meeting days, we release students at 2:45 p.m. The staff meetings are devoted to analyzing student academic and behavioral progress. Our counselors, contracted through PVPSA, attend these meetings and provide the entire staff with strategies to work more effectively with the behavior and conduct of our students.

YEAR	PROFESSIONAL DEVELOPMENT DAYS
2007–2008	3.0
2006–2007	3.0
2005–2006	3.0

SOURCE: This information is supplied by the school district.

Evaluating and Improving Teachers

The Solano Summit Academy principal evaluates teachers and other staff members annually. The principal conducts one formal and several informal observations during the year. The overall evaluation is in accordance with the teacher’s contract and the guidelines of the California Commission on Teacher Credentialing. In general, the principal, the teacher, and district Human Resources administrator are the only people to see teachers’ midyear and yearly evaluations. First-year teachers receive coaching services through the New Teacher Project.

Substitute Teachers

When a substitute is required, we use the district’s approved list of substitute teacher candidates. When possible, we request those substitute teachers who have been effective in working with our students. When a teacher is absent on short notice, the principal covers the class. For planned absences, teachers leave detailed lesson plans for the substitutes to follow.

Specialized Resource Staff

Our school may employ social workers, speech and hearing specialists, school psychologists, nurses, and technology specialists. These specialists often work part time at our school and some may work at more than one school in our district. Their schedules will change as our students’ needs change. For these reasons, the staffing counts you see here may differ from the staffing provided today in this school. For more details on [statewide ratios of counselors, psychologists, or other pupil services](#) staff to students, see the California Department of Education (CDE) Web site. [Library facts](#) and frequently asked questions are also available there.

STAFF POSITION	STAFF (FTE)
Counselors	0.0
Librarians	0.0
Psychologists	0.0
Social workers	0.0
Nurses	0.0
Speech/language/hearing specialists	0.0
Resource specialists	0.0

SOURCE: CBEDS census, October 2007.

ACADEMIC GUIDANCE COUNSELORS: Our school doesn’t have any academic counselors working here. Just for reference, California districts employed about one academic counselor for every 773 middle school students in the state. More information about [counseling and student support](#) is available on the CDE Web site.

Specialized Programs and Staff

The counseling staff of PVPSA provides students with individual and group counseling on a daily basis. Students attend a seventh period Monday through Thursday for homework and tutorial assistance.

Through our collaboration with Watsonville High School, Solano students are matched with peer mentors who provide academic and social support each period of every school day. Fifteen Watsonville High School seniors participated in the Peer Mentorship Program this year.

Solano Summit Academy belongs to the Santa Cruz County Office of Education Athletics League for alternative education. Once or twice a month our student sport teams compete with other alternative schools in the South County area.

GIFTED AND TALENTED EDUCATION (GATE): Students who are enrolled at Solano Summit Academy have been expelled from district middle schools or have been placed as mandatory transfers. Our teaching staff works diligently to diversify instruction to ensure that all students are challenged to their individual level of academic need.

SPECIAL EDUCATION PROGRAM: Solano Summit Academy has one Resource Specialist Program (RSP) teacher from our district's Special Services Department. Our RSP teacher provides instruction to those enrolled students who have an Individualized Education Program (IEP) one day a week for one hour. The school also utilizes educational psychologist services and speech therapist services as needed from special educational personnel who have Solano Summit Academy assigned to their service caseloads.

ENGLISH LEARNER PROGRAM: All of our teaching staff have Cross-cultural Language and Academic Development (CLAD) certification and use sheltered English strategies in the delivery of their lessons. Sheltered English is a method of teaching English to nonnative speakers whereby nearly all classroom instruction is in English but the curriculum and presentation are designed for children who are learning the language. Our math/science teacher and our instructional assistant are fluent in Spanish and English.

RESOURCES

Buildings

Our school is located in the Watsonville First Christian Church at 15 Madison Street in Watsonville, where we lease classroom, counseling, and office space on the second floor. Our PE and sports facilities are located in the church's gymnasium on the first floor. We also use the local YMCA and the Solaris Youth Center operated by the city Parks and Recreation Department for special sports events and activities.

More facts about the [condition of our school buildings](#) are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the [Office of Public School Construction](#) (OPSC) and were brought about by the Williams legislation. You can look at the six-page [survey form](#) used for the assessment on the Web site of the OPSC.

Library

Solano Summit Academy does not have a room devoted to a library; however, there are class libraries in both classrooms. The school is within convenient walking distance of the Watsonville City Library.

Computers

We have three computers available for student use, which means that, on average, there is one computer for every nine students. There is one classroom connected to the Internet.

RESOURCES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Students per computer	9	5	4
Internet-connected classrooms	1	31	35

SOURCE: CBEDS census of October 2007. County and state averages represent middle schools only.

Our humanities classroom has a computer lab with 16 computers, all of which are networked and have Internet access. We have wireless connectivity in our math and science classroom, where the teacher uses the computer with an LCD projector. Maintenance and service for our computer lab is provided by the district’s technology department.

Textbooks

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report.

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2008–2009 school year and whether those [textbooks](#) covered the California Content Standards.

For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers, and educators consider our state’s standards to be among the most rigorous and challenging in the nation.

You can find the [content standards](#) for each subject at each grade level on the Web site of the California Department of Education (CDE).

SCHOOL EXPENDITURES

Federal funds for low-income students and other federal funds pay for computer software and other supplemental materials that enhance the education of our English Learners. We also use these funds to provide additional tutorial support, services, and activities that supplement classroom instruction.

Spending per Student (2006–2007)

To make comparisons possible across schools and districts of varying sizes, we first report our overall annual spending per student. We base our calculations on our average daily attendance (ADA), which was 16 students.

We’ve broken down expenditures by the type of funds used to pay for them. Unrestricted funds can be used for any lawful purpose. Restricted funds, however, must be spent for specific purposes set out by legal requirements or the donor. Examples include funding for instructional materials, economic impact aid, and teacher- and principal-training funds.

TYPE OF FUNDS	OUR SCHOOL	DISTRICT AVERAGE	SCHOOL VARIANCE	STATE AVERAGE	SCHOOL VARIANCE
Unrestricted funds (\$/student)	\$0	\$4,947	-100%	\$5,300	-100%
Restricted funds (\$/student)	\$29,187	\$4,289	581%	\$2,817	936%
TOTAL (\$/student)	\$29,187	\$9,236	216%	\$8,117	260%

SOURCE: Information provided by the school district.

Total Expenditures, by Category (2006–2007)

Here you can see how much we spent on different categories of expenses. We’re reporting the total dollars in each category, not spending per student.

CATEGORY	UNRESTRICTED FUNDS	RESTRICTED FUNDS	TOTAL	PERCENTAGE OF TOTAL*
Teacher salaries	N/A	\$204,467	\$204,467	43%
Other staff salaries	N/A	\$70,610	\$70,610	15%
Benefits	N/A	\$119,485	\$119,485	26%
Books and supplies	N/A	\$20,543	\$20,543	4%
Equipment replacement	N/A	N/A	N/A	N/A
Services and direct support	N/A	\$51,892	\$51,892	11%
TOTAL	\$0	\$466,997	\$466,997	

SOURCE: Information provided by the school district.

* Totals may not add up to exactly 100% because of rounding.

Compensation per Teacher (2006–2007)

The total of what our teachers earn appears below. You can see the portion of teacher pay that goes to salary and three types of benefits.

To make comparisons possible across schools and districts of varying sizes, we first report our compensation per full-time equivalent (FTE) teacher. A teacher who works full time counts as 1.0 FTE teacher. A teacher who works only half time counts as 0.5 FTE teacher. We had 2 FTE teachers working in our school.

CATEGORY	OUR SCHOOL	DISTRICT AVERAGE	SCHOOL VARIANCE	STATE AVERAGE	SCHOOL VARIANCE
Salaries	\$56,557	\$58,174	-3%	\$62,157	-9%
Retirement benefits	\$14,110	\$9,921	42%	\$6,557	115%
Health and medical benefits	\$33,404	\$20,668	62%	\$10,416	221%
Other benefits	\$13,605	\$9,839	38%	\$453	2903%
TOTAL	\$117,675	\$98,601	19%	\$79,583	48%

SOURCE: Information provided by the school district.

Total Teacher Compensation (2006–2007)

Here you can see how much we spent on different categories of compensation. We're reporting the total dollars in each category, not compensation per teacher.

CATEGORY	TOTAL	PERCENTAGE OF TOTAL*
Salaries	\$113,114	48%
Retirement benefits	\$28,219	12%
Health and medical benefits	\$66,808	28%
Other benefits	\$27,209	12%
TOTAL	\$235,350	

SOURCE: Information provided by the school district.

* Totals may not add up to exactly 100% because of rounding.

TECHNICAL NOTE ON DATA RECENCY: All data is the most current available as of November 2008. The CDE may release additional or revised data for the 2007–2008 school year after the publication date of this report. We rely on the following sources of information from the California Department of Education: California Basic Education Data System (CBEDS) (October 2007 census); Language Census (March 2008); California Achievement Test and California Standards Tests (spring 2008 test cycle); Academic Performance Index (October 2008 growth score release); Adequate Yearly Progress (November 2008).

DISCLAIMER: School Wise Press, the publisher of this accountability report, makes every effort to ensure the accuracy of this information but offers no guarantee, express or implied. While we do our utmost to ensure the information is complete, we must note that we are not responsible for any errors or omissions in the data. Nor are we responsible for any damages caused by the use of the information this report contains. Before you make decisions based on this information, we strongly recommend that you visit the school and ask the principal to provide the most up-to-date facts available.

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» Adequacy of Key Resources

Here you'll find key facts about our teachers, textbooks, and facilities during the school year in progress, 2008–2009. Please note that these facts are based on evaluations our staff conducted in accordance with the Williams legislation.



TEACHERS

Teacher Vacancies

The Williams legislation asked districts to disclose how frequently full-time teachers were not permanently assigned to a classroom. There are two general circumstances that can lead to the unfortunate case of a classroom without a full-time, permanently assigned teacher. Within the first 20 days of the start of school, we can be surprised by too many students showing up for school, or too few teachers showing up to teach. After school starts, however, teachers can also be surprised by sudden changes: family emergencies, injuries, accidents, etc. When that occurs, it is our school's and our district's responsibility to fill that teacher's vacancy with a qualified, full-time and permanently assigned replacement. For that reason, we report teacher vacancies in two parts: at the start of school, and after the start of school.

KEY FACTOR	2006–2007	2007–2008	2008–2009
TEACHER VACANCIES OCCURRING AT THE BEGINNING OF THE SCHOOL YEAR			
Total number of classes at the start of the year	5	5	0
Number of classes which lacked a permanently assigned teacher within the first 20 days of school	0	0	0
TEACHER VACANCIES OCCURRING DURING THE SCHOOL YEAR			
Number of classes where the permanently assigned teacher left during the year	0	0	0
Number of those classes where you replaced the absent teacher with a single new teacher	0	0	0

NOTES: This report was completed on Monday, November 03, 2008. Solano Summit Academy has a block schedule where our two member teaching staff provides content area subjects within two main areas: humanities(language arts and social science) and science/math. Both teachers rotate physical education and health as part of their teaching assignment.

Teacher Misassignments

A “misassigned” teacher is one who lacks the appropriate subject-area authorization for a class she is teaching.

Under the terms of the Williams settlement, schools must inform the public of the number of their teachers who are misassigned. It is possible for a teacher who lacks the authorization for a subject to get special permission—in the form of an emergency permit, waiver, or internship authorization—from the school board or county office of education to teach the subject anyway. This permission prevents the teacher from being counted as misassigned.

KEY FACTOR	DESCRIPTION	2006–2007	2007–2008	2008–2009
Teacher Misassignments	Total number of classes taught by teachers without a legally recognized certificate or credential	0	0	0
Teacher Misassignments in Classes that Include English Learners	Total number of classes that include English learners and are taught by teachers without CLAD/BCLAD authorization, ELD or SDAIE training, or equivalent authorization from the California Commission on Teacher Credentialing	1	0	0
Other Employee Misassignments	Total number of service area placements of employees without the required credentials	1	0	0

NOTES: This report was completed on Monday, November 03, 2008.

TEXTBOOKS

The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California content standards calls for. This information is far more meaningful when viewed along with the more detailed description of textbooks contained in our School Accountability Report Card (SARC). There you'll find the names of the textbooks used in our core classes, their dates of publication, the names of the firms that published them, and more.

SUBJECT	ARE THERE TEXTBOOKS OR INSTRUCTIONAL MATERIALS IN USE?		ARE THERE ENOUGH BOOKS FOR EACH STUDENT?	
	STANDARDS ALIGNED?	OFFICIALLY ADOPTED?	FOR USE IN CLASS?	PERCENTAGE OF STUDENTS HAVING BOOKS TO TAKE HOME?
English	Yes	No	Yes	100%
Math	Yes	Yes	Yes	100%
Science	Yes	Yes	Yes	100%
Social Studies	Yes	Yes	Yes	100%

NOTES: This report was completed on Monday, November 03, 2008. This information was collected on Saturday, January 26, 2008. Solano Summit Academy, as a Community Day Middle School, does not offer foreign language, health science, or visual and performing arts as curricula offerings. Health science is infused within our science curriculum.

FACILITIES

To determine the condition of our facilities, our district sent experts from our facilities team to inspect them. They used a survey, called the Facilities Inspection Tool, issued by the Office of Public School Construction. Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

AREA	RATING	DESCRIPTION
Overall Rating	N/A	N/A
1. Gas Leaks	N/A	No apparent problems.
2. Mechanical Problems (Heating, Ventilation, and Air Conditioning)	N/A	No apparent problems.
3. Windows, Doors, Gates, Fences (Interior and Exterior)	N/A	No apparent problems.
4. Interior Surfaces (Walls, Floors, and Ceilings)	N/A	No apparent problems.
5. Hazardous Materials (Lead Paint, Asbestos, Mold, Flammables, etc.)	N/A	No apparent problems.
6. Structural Damage (Cracks in Walls and Foundations, Sloping Ceilings, Posts or Beams Missing)	N/A	No apparent problems.
7. Fire Safety (Sprinkler Systems, Alarms, Extinguishers)	N/A	No apparent problems.
8. Electrical Systems and Lighting	N/A	No apparent problems.
9. Pest or Vermin Infestation	N/A	No apparent problems.
10. Drinking Fountains (Inside and Out)	N/A	No apparent problems.
11. Bathrooms	N/A	No apparent problems.
12. Sewer System	N/A	No apparent problems.
13. Roofs	N/A	No apparent problems.
14. Playground/School Grounds	N/A	No apparent problems.
15. Overall Cleanliness	N/A	No apparent problems.
Other Deficiencies	N/A	No apparent problems.

INSPECTORS AND ADVISORS: This report was completed on Monday, November 03, 2008 by Jack Sherman (Principal). We employed the following staff or businesses in completing this report: Dan Zumaran Lead Custodian 2 This is a rented school site in church facility.

» Data Almanac

This Data Almanac provides more-detailed information than the School Accountability Report Card or data that covers a period of more than one year. It presents the facts and statistics in tables without narrative text.



STUDENTS AND TEACHERS

Student Enrollment by Ethnicity and Other Characteristics

The ethnicity of our students, estimates of their family income and education level, their English fluency, and their learning-related disabilities.

GROUP	ENROLLMENT
Number of students	26
African American	0%
American Indian or Alaska Native	0%
Asian	0%
Filipino	0%
Hispanic or Latino	92%
Pacific Islander	0%
White (not Hispanic)	4%
Multiple or no response	4%
Socioeconomically disadvantaged	85%
English Learners	46%
Students with disabilities	12%

SOURCE: All but the last three lines are from the annual census, CBEDS, October 2007. Data about students who are socioeconomically disadvantaged, English Learners, or learning disabled come from the School Accountability Report Card unit of the California Department of Education.

Student Enrollment by Grade Level

Number of students enrolled in each grade level at our school.

GRADE LEVEL	STUDENTS
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	2
Grade 7	8
Grade 8	16
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0

SOURCE: CBEDS, October 2007.

Average Class Size by Core Course

The average class size by core courses.

SUBJECT	2005–2006	2006–2007	2007–2008
English	N/A	N/A	26
History	N/A	N/A	26
Math	N/A	13	26
Science	N/A	13	26

SOURCE: CBEDS, October 2007.

Average Class Size by Core Course, Detail

The number of classrooms that fall into each range of class sizes.

SUBJECT	2005–2006			2006–2007			2007–2008		
	1–22	23–32	33+	1–22	23–32	33+	1–22	23–32	33+
English	N/A	N/A	N/A	0	0	0	0	1	0
History	N/A	N/A	N/A	0	0	0	0	1	0
Math	N/A	N/A	N/A	1	0	0	0	1	0
Science	N/A	N/A	N/A	1	0	0	0	1	0

SOURCE: CBEDS, October 2007.

Teacher Credentials

The number of teachers assigned to the school with a full credential and without a full credential, for both our school and the district.

TEACHERS	SCHOOL			DISTRICT
	2005–2006	2006–2007	2007–2008	2007–2008
With Full Credential	1	2	2	833
Without Full Credential	1	0	0	49

SOURCE: CBEDS, October 2007, Professional Assignment Information Form (PAIF) section.

Physical Fitness

Students in grades five, seven, and nine take the California Fitness Test each year. This test measures students’ aerobic capacity, body composition, muscular strength, endurance, and flexibility using six different tests. The table below shows the percentage of students at our school who scored within the “healthy fitness zone” on all six tests. Our 2007–2008 results are compared to other students’ results in the county and state. More information about [physical fitness testing and standards](#) is available on the CDE Web site.

CATEGORY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Boys in Fitness Zone	N/A	31%	30%
Girls in Fitness Zone	N/A	42%	35%
Fifth graders in Fitness Zone	N/A	26%	27%
Seventh graders in Fitness Zone	N/A	37%	33%
Ninth graders in Fitness Zone	N/A	47%	29%
All students in Fitness Zone	N/A	37%	32%

SOURCE: Physical fitness test data is produced annually as schools test their students on the six Fitnessgram Standards. Data is reported by Educational Data Systems. County and state averages represent middle schools only.

STUDENT PERFORMANCE

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in learning what the state content standards require. The CST include English/language arts and mathematics in grades six through eight; science in grade eight; and history/social science in grade eight. Student scores are reported as performance levels.

CST Results for All Students: Three-Year Comparison

The percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most current three-year period.

SUBJECT	SCHOOL PERCENT PROFICIENT OR ADVANCED			DISTRICT PERCENT PROFICIENT OR ADVANCED			STATE PERCENT PROFICIENT OR ADVANCED		
	2006	2007	2008	2006	2007	2008	2006	2007	2008
English/ language arts	3%	9%	3%	29%	30%	32%	42%	43%	46%
History/social science	0%	N/A	6%	20%	22%	23%	33%	33%	36%
Mathematics	0%	10%	19%	27%	29%	31%	40%	40%	43%
Science	0%	N/A	17%	25%	29%	35%	35%	38%	46%

SOURCE: California Standards Tests (CST) results, spring 2008 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

CST Results by Student Group: Most Recent Year

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

STUDENT GROUP	PERCENTAGE OF STUDENTS SCORING PROFICIENT OR ADVANCED			
	ENGLISH/ LANGUAGE ARTS 2007–2008	HISTORY/ SOCIAL SCIENCE 2007–2008	MATHEMATICS 2007–2008	SCIENCE 2007–2008
African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	3%	0%	17%	17%
Pacific Islander	N/A	N/A	N/A	N/A
White (not Hispanic)	N/A	N/A	N/A	N/A
Boys	4%	7%	24%	21%
Girls	N/A	N/A	N/A	N/A
Economically disadvantaged	4%	N/A	15%	14%
English Learners	0%	N/A	7%	N/A
Students with disabilities	N/A	N/A	N/A	N/A
Students receiving migrant education services	0%	N/A	8%	N/A

SOURCE: California Standards Tests (CST) results, spring 2008 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

ACCOUNTABILITY

California Academic Performance Index (API)

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1000, with a statewide target of 800. Detailed information about the API can be found on the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks: Three-Year Comparison

The state assigns statewide and similar-schools API ranks for all schools. The API ranks range from 1 to 10. A statewide rank of 1 means that the school has an API in the lowest 10 percent of all middle schools in the state, while a statewide rank of 10 means that the school has an API in the highest 10 percent of all middle schools in the state. The similar-schools API rank reflects how a school compares to 100 statistically matched schools with similar teachers and students.

API RANK	2005–2006	2006–2007	2007–2008
Statewide rank	N/A	1	N/A
Similar-schools rank	N/A	N/A	N/A

SOURCE: The API Base Report from August 2008.

API Changes by Student Group: Three-Year Comparison

API changes for all students and student groups: the actual API changes in points added or lost for the past three years, and the most recent API. Note: "N/A" means that the student group is not numerically significant.

STUDENT GROUP	ACTUAL API CHANGE			API SCORE
	2005–2006	2006–2007	2007–2008	2007–2008
All students at the school	N/A	N/A	N/A	441
African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A	N/A
White (non Hispanic)	N/A	N/A	N/A	N/A
Economically disadvantaged	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A
Students with disabilities	N/A	N/A	N/A	N/A

SOURCE: The API Growth Report as released in the Accountability Progress Report in October 2008.

Federal Adequate Yearly Progress (AYP) and Intervention Programs

The federal law known as No Child Left Behind requires that all schools and districts meet all three of the following criteria in order to attain Adequate Yearly Progress (AYP):

- (a) a 95-percent participation rate on the state’s tests;
- (b) a CDE-mandated percentage of students scoring Proficient or higher on the state’s English/language arts and mathematics tests; and
- (c) an API of at least 590 or growth of at least one point.

AYP for the District

Whether the district met the federal requirement for AYP overall, and whether the school and the district met each of the AYP criteria.

AYP CRITERIA	DISTRICT
Overall	No
Graduation rate	Yes
Participation rate in English/language arts	Yes
Participation rate in mathematics	Yes
Percent Proficient in English/language arts	No
Percent Proficient in mathematics	No
Met Academic Performance Index (API)	Yes

SOURCE: The AYP Report as released in the Accountability Progress Report in November 2008.

Intervention Program: District Program Improvement (PI)

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 (English/language arts or mathematics) and for each grade span or on the same indicator (API or graduation rate). After entering PI, districts advance to the next level of intervention with each additional year that they do not make AYP.

INDICATOR	DISTRICT
PI stage	3 of 3
The year the district entered PI	2004
Number of schools currently in PI	20
Percentage of schools currently in PI	61%

SOURCE: The Program Improvement Report as released in the Accountability Progress Report in October 2008.

DISTRICT EXPENDITURES

Total expenses include only the costs related to direct educational services to students. This figure does not include food services, land acquisition, new construction, and other expenditures unrelated to core educational purposes. The expenses-per-student figure is calculated by dividing total expenses by the district’s average daily attendance (ADA). More information is available on the [CDE’s Web site](#).

CATEGORY OF EXPENSE	OUR DISTRICT	SIMILAR DISTRICTS	ALL DISTRICTS
FISCAL YEAR 2006–2007			
Total expenses	\$169,495,511	N/A	N/A
Expenses per student	\$9,236	\$8,193	\$8,117
FISCAL YEAR 2005–2006			
Total expenses	\$155,387,741	N/A	N/A
Expenses per student	\$8,575	\$7,583	\$7,521

SOURCE: Fiscal Services Division, California Department of Education.

District Salaries, 2006–2007

This table reports the salaries of teachers and administrators in our district for the 2006–2007 school year. According to the CDE’s SARC Data Definitions, “State certification/release dates for fiscal data occur in middle to late spring, precluding the inclusion of 2007–08 data in most cases. Therefore, 2006–07 data are used for report cards prepared during 2008–09.” This table compares our average salaries to those in districts like ours, based on both enrollment and the grade level of our students. In addition, we report the percentage of our district’s total budget dedicated to teachers’ and administrators’ salaries. The costs of health insurance, pensions, and other indirect compensation are not included.

SALARY INFORMATION	DISTRICT AVERAGE	STATE AVERAGE
Beginning teacher’s salary	\$31,628	\$39,708
Midrange teacher’s salary	\$54,285	\$63,805
Highest-paid teacher’s salary	\$74,530	\$82,081
Average principal’s salary (middle school)	\$98,526	\$107,816
Superintendent’s salary	\$160,543	\$183,478
Percentage of budget for teachers’ salaries	32%	41%
Percentage of budget for administrators’ salaries	6%	5%

SOURCE: School Accountability Report Card unit of the California Department of Education.

TEXTBOOKS**Textbook Adoption List**

TITLE	SUBJECT	DATE OF PUBLICATION	ADOPTION DATE
High Point Basics Student Book	Language Arts	2001	2002
Houghton Mifflin Lectura	Language Arts	2003	2003
McDougal Littell Math. Concepts & Skills	Math	2001	2002
Prentice Hall Algebra I	Math	2002	2002
Prentice Hall Pre-Algebra	Math	2002	2002
Holt: Earth, Physical and Life Science	Science	2007	2008
McDougal Littell	Social Studies	2006	2007
Prentice Hall	Social Studies	2006	2007