



Manteca Unified School District Golden West Elementary School

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2011-2012 School Accountability Report Card

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MUSD Website

<http://www.mantecausd.net/>

Superintendent

Jason Messer

District Mission Statement

Manteca Unified School District (MUSD), in partnership with our diverse communities, is dedicated to all students achieving their academic and personal potentials. We are committed to providing a safe environment where quality education establishes the foundation for life-long learning.

MUSD believes that the effectiveness of the educational program hinges on being able to anticipate the future and make provisions for change. The MUSD Board of Education clearly defines the broad scope of the educational program and allocates funds and resources to implement a quality educational program. The District believes that we should be a community of learners, focusing on values, knowledge, and skills in a safe and secure environment that will encourage student success. Our district is committed to establishing high academic standards for student-centered education.

We believe in emphasizing a positive attitude through the teaching of life-skills, responsibility, and self-discipline. We encourage acceptance, tolerance, and respect for others. We believe in creating an atmosphere of trust in which the opinions, values and attitudes of our community of learners are respected and celebrated.

Principal's Message.

Welcome to Golden West School and Forty-Niner Pride!

Pride in yourself. Pride in your school. Pride in everything you do!

Golden West Elementary School is a "TRRFCC" place to be! Everyone focuses on being Trustworthy, Respectful, Responsible, Fair, Caring, and a good Citizen. Our faculty and staff are committed to high standards of excellence. Each is highly trained and personally dedicated to meeting the needs of our students. Our diverse student body demonstrates 49er Pride as they strive to achieve their personal best. Our 49er Pride is contagious. We invite and encourage you to become involved at our "TRRFCC" school. Research shows that children who have parents involved at school generally perform better. If you would like to become involved and make a difference, please contact me at 209-858-7300. For more information regarding our school and/or district, visit www.mantecausd.net. It is truly a pleasure to be the principal of Golden West School where we all take pride in ourselves, our school and everything we do!

Together We Make a Difference, Sherie Gates, Principal

Mission Statement. Our Mission is to ensure all students demonstrate mastery of the California Standards as measured by site, district and state assessments. We are fully committed to meeting the needs of our students academically, socially, emotionally, physically, and culturally. We will monitor growth and provide intervention in partnership with our families and community.

Opportunities for Parent Involvement. You can make a significant difference in a child's life. The success of our school is strongly influenced by the involvement of parents, guardians and the school community as a whole. Contact your child's teacher or principal if you would like to get involved or if you would like more information regarding any of the following :

- School Site Council (SSC)
- English Learner Advisory Committee (ELAC)
- SHAPE (Shaping Healthy as Partners in Education) Volunteer Program
- Classroom or Field Trip Volunteer
- Parent Teacher Student Association (PTSA)
- PTSA Eighth Grade Promotion and Fundraising Committee
- PTSA Science Camp Fundraising Committee

We need to remember that no matter how small the task, the little bit of encouragement or the extra time we spend with our children can be strong and enduring. Enjoy each school year with your child as you learn together in a shared partnership of cooperation, communication and caring. If the following steps are followed, you will be pleased with the product—guaranteed.

- P-** Participate in your child's learning
- A-** Accept only the best your child can do
- R-** Read to your child and with your child every night
- E-** Exemplify those behaviors you would like your child to copy
- N-** Nurture the attitude in your child that he or she can learn
- T-** Talk to your child and *listen*
- S-** Snuggle—*Have you hugged your child lately?*

Manteca Unified School District strives to coordinate and communicate with the community including police, fire and other governmental agencies, news media, medical agencies and other community organizations. A few examples of such coordination and communication with community agencies include programs such as fire prevention, water safety, parks and recreation activities, the community gymnasium, bike safety, and our Police School Resource Officers.

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.

Student Enrollment by Grade Level and Group (2011-12). Manteca Unified School District is located in the heart of the central valley and is a growing district. The student enrollment in 2011-12 was approximately 23,309. The following charts show the school's enrollment and group breakdown.

Grade Level	Number of Students
Kindergarten	72
Grade 1	66
Grade 2	57
Grade 3	70
Grade 4	71
Grade 5	70
Grade 6	72
Grade 7	68
Grade 8	65
Ungraded Elementary	0
Total Enrollment	611

Group	Percent of Total Enrollment
Black or African-American	5.4%
American Indian or Alaska Native	1.0%
Asian	2.9%
Filipino	1.0%
Hispanic or Latino	61.9%
Native Hawaiian/Pacific Islander	0.2%
White	25.4%
Two or More Races	2.3%
Socioeconomically Disadvantaged	77.7%
English Learners	36.3%
Students with Disabilities	11.0%

Average Class Size and Class Size Distribution (Elementary). This table displays, by grade level, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2009-10			2010-11			2011-12					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	29.0		2		31.5		2		24.0	1	2	
1	31.0		2		32.0		2		17.0	2	2	
2	31.0		2		20.3	1	2		31.0		2	
3	29.0		2		25.8	1	3		21.0	1	2	
4	28.0		3		34.0			2	25.3	1		2
5	32.5		1	1	26.7	1		2	32.5		1	1
6	33.5			2	25.3	1	1	1	23.7	1	1	1

Average Class Size and Class Size Distribution (7th and 8th grades). This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2009-10			2010-11			2011-12					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	22-32	33+		1-22	22-32	33+		1-22	22-32	33+
English	31.8		2	3	26.2	1	3	1	26.6	1	3	1
Math	31.8		2	3	26.2	1	3	1	26.6	1	3	1
Science	31.8		2	3	26.2	1	3	1	26.6	1	3	1
So. Sci.	31.8		2	3	26.2	1	3	1	26.6	1	3	1

SCHOOL CLIMATE

School Safety Plan (2011-12). Golden West School annually updates the Disaster Plan and School Safety Plan. The plans were last reviewed in March 2012, according to the required adoption process with appropriate School Site Council public hearings and School Safety Planning Committee input. Teachers and staff annually receive training on disaster procedures. The last training was May 2012.

The District continues to make strides in the improvement of the educational climate and reduced disruptions in the classroom by “putting kids first” and asking the question, “Is it good for the children?” The safety of students and the security of campuses are high priorities in MUSD. School personnel and students participate in monthly disaster preparedness drills including specific procedures for fire, earthquake, flood, civil disturbance, and hazardous chemical situations.

The District has established procedures for submitting complaints against personnel and programs. An information brochure, policies, and forms are available to the public at the school site, on the District’s website, and in all offices. Also, a nondiscrimination/harassment report form is used to help staff in reporting and tracking data.

Our schools work hard to improve academic achievement and provide alternative programming for “at-risk” students. In addition, authorized prevention activities include conflict resolution strategies, before and after school programs, and district-wide efforts to prevent illegal gang activities with Drug Free and Tobacco Free School Zones clearly established and posted. Our District seeks grants and utilizes the Health Services Department to meet the health and counseling needs of students.

School Programs and Practices that Promote a Positive Learning Environment. All schools in MUSD have gone through a reconstruction process in which they have all been equipped with updated technology to include computer labs and improved communication systems. All classrooms and student learning areas are designed for student success.

Schools in MUSD support recognition activities that acknowledge and encourage desirable student efforts through a variety of programs. These include before and after school tutorials, group and peer counseling programs, achievement awards for sports and perfect attendance, students of the month, honor roll, good citizenship, student council, conflict resolution teams, and assemblies.

Suspensions and Expulsions. Child Welfare and Attendance information is distributed each year and describes the reporting procedure for tardiness and trancies. Parents are notified by the school if their child has had more than three late arrivals of more than 30 minutes or if three or more unexcused absences are reported. If truancy continues, students are referred to the Student Attendance Review Board.

Students whose behavior is not corrected by school intervention are referred to the District Disciplinary Review Board where the case is heard and appropriate action is taken. This may include counseling, placement in alternate school settings, and/or referral to other agencies (i.e., Valley Community Counseling, the Manteca Police Dept., etc.).

The table below shows the rate of suspensions and expulsions reviewed by the District Review Board over the past three years at the school and district levels.

	School			District		
	09-10	10-11	11-12	09-10	10-11	11-12
Suspensions	22.6	17.0	11.46	25.5	20.7	19.83
Expulsions	0.1	0.0	0.33	0.7	0.4	0.36

SCHOOL FACILITIES

School Facility Conditions and Planned Improvements (2012-13). The District takes great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses the Facility Inspection Tool (FIT) instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the District Office. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Age of School Buildings. Golden West School was completed in 1964. The administration building was finished in 1961 along with a library, multi-purpose room, and several classrooms. Portable classrooms have been added, and the school currently has 38 classrooms. In the year 2000, the community gymnasium was built at Golden West as a result of a partnership with the City of Manteca.

Maintenance and Repair. District maintenance staff ensures that repairs necessary to keep schools in good working order are completed in a timely manner. A work order process is used to ensure efficient service and emergency repairs are given the highest priority.

Cleaning Process and Schedule. The District’s governing Board has adopted cleaning standards for all schools in the District. A summary of these standards is available at the school office and at the District Office. Staff works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Program. The District participates in the State Deferred Maintenance Program. The Deferred Maintenance Program provides State funds to assist school districts with expenditures for major repair or replacement of existing school building components so that the educational process may safely continue. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, wall systems, floor systems, etc. The District’s 2012-2013 budget allocated \$775,000 to address deferred maintenance needs throughout the District.

Modernization Projects. The District is currently pursuing State modernization funds for modernization and energy efficiency projects at several school sites.

New School Construction Projects. MUSD received approval of CTE grant funds for the construction of an Ag classroom/shop building at Lathrop High School. Construction started in the fall of 2011 and has recently been completed. Students are expected to occupy the facility in January 2013.

School Facility Good Repair Status (2012-13). This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status. (December 2012)

Items Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		✓			
Interior: Interior Surfaces		✓			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		✓			
Electrical: Electrical		✓			
Restrooms/Fountains: Restrooms, Sinks/Foundations		✓			
Safety: Fire Safety, Hazardous Materials				✓	Fire alarm system needs to be updated-waiting on funding
Structural: Structural Damage, Roofs		✓			
External: Playground/School Grounds, Windows/Doors/Gates/Fences		✓			
Overall Rating	Good				

TEACHERS

Teacher Credentials. MUSD recruits and employs the most qualified credentialed teachers. Additional information about the assignment of teachers outside their subject area of competence and the credential status of teachers is available from the California Commission on Teacher Credentialing.

Teachers	School			District
	09-10	10-11	11-12	11-12
With Full Credential	32	28	20	802
Without Full Credential	0	0	0	15
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignment and Vacant Teacher Positions. Teacher misassignments reflect the teachers assigned without proper legal authorization. The number of vacant teacher positions reflects vacancies not filled by a single

CURRICULUM AND INSTRUCTIONAL MATERIALS

Quality, Currency, and Availability of Textbooks and Instructional Materials (2012-13). Manteca Unified School District has followed the state textbook matrix in purchasing and adopting procedures. Some of the major textbook series now in use are as follows: (Data verified in December 2012)

designated teacher assigned to teach the entire course at the beginning of the school year or semester. (Data compiled in December 2012)

Indicator	10-11	11-12	12-13
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught Highly Qualified Teachers (2011-12). Manteca Unified School District has implemented the federal program No Child Left Behind (NCLB) which 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/tg/>.

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	97.96%	2.04%
All Schools in District	99.13%	0.87%
High-Poverty Schools in District	99.06%	0.94%
Low-Poverty Schools in District	0.00%	0.00%

High-poverty is defined as those schools with student eligibility of approximately 40% or more in the free and reduced meals program. Low-poverty schools are those with student eligibility of approximately 25% or less in the free and reduced meals program.

SUPPORT STAFF

Academic Counselors and Other Support Staff (2011-12). A comprehensive student services program is provided by Manteca Unified School District to assist students in achieving their potential by supporting their academic studies and their participation in school and community activities. The table below shows the number of support providers employed at the school.

Title	Number of FTE* Assigned to School
Academic Counselor	-
Counselor (Social/Behavioral or Career Development)	As needed
Librarian	-
Psychologist	.40
SDC Teacher	3
Nurse	On Call
Speech/Language/Hearing Specialist	1
Resource Specialist	1
Other	1.5

* 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.

Textbooks					
Subject	Publisher	Grade Level	Year Adopted	Quality, Currently, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/ Language Arts	Houghton Mifflin Medallion Edition Prentice Hall, PH Literature Timeless Voices Timeless Themes	K-6	2010	All textbooks are in adequate supply and fair to excellent condition. The school and district place great emphasis on providing students with the most up-to-date, state-adopted textbooks and instructional materials. Each pupil, including English learners, has a textbook and/or instructional material to use in class and to take home. A public hearing on the sufficiency of instructional materials was done on September 11, 2012.	0
		7-8	2002		0
Mathematics	Houghton Mifflin California Math Holt California Mathematics	K-5	2009		0
		6-8	2008		0
Science	Macmillan/McGraw-Hill California Science Glencoe/McGraw-Hill Focus on Science	K-6	2008		0
		7-8	2007		0
Visual & Performing Arts	N/A				
Social Studies	Pearson Scott Foresman, History-Social Science for California Macmillan/McGraw Hill, California Vistas Holt Rinehart and Winston, Holt CA Social Studies	K-3	2006		0
		4-6	2007		0
		7-8	2006		0

Additional literature-based materials are used to enrich the state textbook matrix, and additional social studies materials are used to further enhance the cultural diversity of the students comprising the school population.

SCHOOL FINANCES

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11). This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$3,862.85	\$996.82	\$2,866.03	\$68,388.74
District			\$2,871.07	\$63,710.00
Percent Difference-School Site & District			-0.2%	7.3%
State			\$5,455.00	\$68,835.00
Percent Difference-School Site and State			-47.5%	-0.6%

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.

Types of Services Funded (2011-12). All Manteca schools receive equal allocations of general fund support for staffing, instructional materials and supplies, custodian needs, and other uses. Funding for the support services such as maintenance of buildings and grounds, utilities, and student transportation is budgeted on a district-wide, centralized basis and provided to each school site-based on the unique needs of the individual school.

In addition to its support from the local general fund, each school in the Manteca Unified School District receives yearly allocations from various state and federal categorical programs. The purposes of these categorical programs range from improving the quality of the total instructional program for all students to addressing the unique needs of special groups of students such as limited-English proficient, academically deficient, and students at risk of dropping out of school.

Teacher and Administrative Salaries (2010-11). State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the California Department of Education has provided average salary data from school districts falling into the 20,000 ADA range. All data in the chart represents the 2010-11 school year. This is the most recent year for which the CDE has provided statewide averages.

Category	District Amount	State Average for District in Same Category
Beginning Teacher Salary	\$42,685	\$41,455
Mid-Range Teacher Salary	\$60,950	\$66,043
Highest Teacher Salary	\$79,027	\$85,397
Average Principal Salary (Elem)	\$118,977	\$106,714
Average Principal Salary (Mid)		\$111,101
Average Principal Salary (HS)	\$127,100	\$121,754
Superintendent Salary	\$176,442	\$223,357
% of Budget for Teacher Salaries	42.00%	39.00%
% of Budget for Admin. Salaries	6.00%	5.00%

STUDENT PERFORMANCE

Standardized Testing and Reporting Program. In addition to report card grades, bilingual assessments, and proficiency assessments, our schools participate in the Standardized Testing and Reporting (STAR) Program. The STAR program includes the California Standards Tests (CSTs). The CSTs shows how well students are doing in relation to the state content standards. The California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards, is designed to assess students with disabilities. The California Alternate Performance Assessment (CAPA) is given to those students with significant cognitive disabilities. Student scores are reported as performance levels. The following tables show the percent of students scoring at the Proficient and Advanced levels. Scores are not shown when the number of students tested is 10 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 for All Students – Three Year Comparison. This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state target).

Subject	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English-Language Arts	47%	46%	47%	46%	45%	48%	52%	54%	56%
Mathematics	53%	52%	50%	42%	42%	42%	48%	50%	51%
Science	49%	50%	42%	46%	47%	49%	54%	57%	60%
History-Social Science	24%	36%	24%	33%	33%	35%	44%	48%	49%

CST Results by Student Group – Most Recent Year (2011-12). This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state target) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the District	48%	42%	49%	35%
All Students in the School	47%	50%	42%	24%
Male	41%	49%	35%	23%
Female	52%	52%	49%	25%
Black or African American	42%	38%	0%	0%
American Indian or Alaska Native	0%	0%	0%	0%
Asian	81%	75%	0%	0%
Filipino	0%	0%	0%	0%
Hispanic or Latino	44%	53%	39%	21%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%
White	50%	47%	53%	30%
Two or More Races	0%	0%	0%	0%
Socioeconomically Disadvantaged	48%	49%	42%	26%
English Learners	33%	50%	22%	0%
Students with Disabilities	56%	43%	0%	0%
Students Receiving Migrant Education Services	0%	0%	0%	0%

California Physical Fitness Test Results (2011-2012).

Schools are required by the state to administer a physical fitness test to all students in fifth and seventh grades. The physical fitness test measures each student's ability to perform fitness tasks in six major areas. Students that meet or exceed the standards in all six areas are considered to be fit or in the healthy fitness zone.

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6 Standards	5 of 6 Standards	6 of 6 Standards
5	24.30%	20.00%	25.70%
7	28.40%	13.40%	20.90%

ACCOUNTABILITY

Academic Performance Index (API). The API is an annual measure of the academic performance and growth of schools in California. API scores range from 200 to 1000, with a statewide target of 800. A school's growth is

measured by how well it is moving toward or past that goal. A school's API Base is subtracted from its API Growth to determine how much the school improved in a year.

API Ranks – Three Year Comparison. 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 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 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 10 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	2009	2010	2011
Statewide	5	4	4
Similar Schools	7	8	8

API Growth by Student Group – Three Year Comparison. This table displays, by student group, actual API changes for the past three years. Note: “N/A” means that the student group is not numerically significant.

Group	Actual API Change		
	2009-10	2010-11	2011-12
All Students at the School	-4	7	-12
Black or African American			
Am. Indian or Alaska Nat.			
Asian			
Filipino			
Hispanic or Latino	-11	13	0
Native Hawaiian or Pacific Islander			
White	16	-3	-30
Two or More Races			
Soc. Econ. Disadvantaged	1	11	-6
English Learners	-1	30	1
Students with Disabilities			

API Growth by Student Group – 2012 Growth API Comparison. This table displays, by student group, the 2012 Growth API at the school, District, and State level.

Group	2012 Growth API		
	School	District	State
All Students at the School	770	758	788
Black or African American	732	702	710
American Indian or Alaska Native		739	742
Asian	845	818	905
Filipino		823	869
Hispanic or Latino	771	736	740
Native Hawaiian or Pacific Islander		760	775
White (not Hispanic)	772	785	853
Two or More Races		744	849
Socioeconomically Disadvantaged	769	730	737
English Learners	779	722	716
Students with Disabilities	711	586	607

Adequate Yearly Progress (AYP). The federal No Child Left Behind Act (NCLB) requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To comply with NCLB, California adopted AYP criteria that were approved by the U.S. Department of Education in June 2003. Schools and districts are required each year to meet or exceed specific AYP criteria in each of the following: 1) participation rate on the state’s standards-based assessments, 2) percent proficient on the state’s standards-based assessments; 3) API as an additional indicator, and 4) 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/>.



AYP Overall and by Criteria (2011-12). This table displays an indication of whether the school and the District met AYP overall and in each category.

AYP Criteria	School	District
Met AYP Overall	No	No
Met Participation Rate-English Language Arts	Yes	Yes
Met Participation Rate-Mathematics	Yes	Yes
Met Percent Proficient-English Language Arts	No	No
Met Percent Proficient-Mathematics	No	No
Met API	Yes	Yes
Met Graduation Rate	N/A	No

Federal Intervention Program (2012-13). Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement	--	2007-2008
Year in Program Improvement	--	Year 3
Number of Schools Currently in Program Improvement		2
Percent of Schools Identified for Program Improvement		6.9%

INSTRUCTIONAL PLANNING AND SCHEDULING

Professional Development. Manteca Unified School District uses a number of models for professional development. During the 2011-2012 school year, workshops in data analysis, educational program improvement, and other topics took place at the school sites. APT training, which emphasized language arts instruction, leadership skills, and using technology to make data-driven decisions, was offered to all new site administrators. The major emphasis of our District has been to train teachers in providing opportunities for all students to meet State and District academic standards through a focus on diversity, and on other opportunities including the Beginning Teacher Support and Assessment (BTSA) Induction Program, QISA (Quality Instruction for Student Achievement), a high school instructional collaboration and training program, and literacy and math training through SB472 programs. Teachers receive training with each new curricular adoption. During the 2011-2012 school year, training for new teachers addressed the Houghton Mifflin Medallions Reading Program for grades K-6, Structures and Strategies training for K-8 teachers from eight school sites, as well as a variety of other subject areas for interested K-8 teachers.

January 2013