

Esparto Middle 2008-09
School Accountability Report Card

Reported for School Year 2008-09

Published During 2009-10

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The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

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. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

School Description and Mission Statement (School Year 2008-09)

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

Esparto Middle School is located in the rural community of Esparto in Yolo County. The school was built in 1999 with well equipped classrooms including science labs, a computer lab, a cafeteria, administration office, all surrounded by orchards and agricultural businesses. During the Fall of 2009 a new building was completed on site. This building includes a stage, multi purpose room, teachers lounge and workroom, staff restrooms, student restrooms, and a district kitchen facility. Currently 221 students attend Esparto Middle School; 76 in sixth grade, 73 in 7th grade and 72 in 8th grade.

Our Vision is for the entire middle school community (staff, students, parents, community) to work collaboratively to ensure that each student is given the opportunity to become a caring, contributing, responsible member of society, equipped with the skills and knowledge to meet future goals.

Opportunities for Parental Involvement (School Year 2008-09)

This section provides information about opportunities for parents to become involved with school activities.

Our school enjoys the support of committed parents and community members. Our Parent Teacher Student Association (PTSA), Site Council, and English Learner Advisory Committee (ELAC) meet regularly to keep parents well informed and to support the school's educational goals and progress. Parents are invited to participate in workshops, student conferences, Back To School Night, Open House, and award assemblies. Title 1, GATE and special education and other parent meetings are held several times a year. Esparto Middle School promotes communication between the school and families through, handbooks, parent teacher conferences, global connect and reports cards. Parents are encouraged to participate on many school site and district level committees in order to share in the decision making process and to develop their leadership in governance, advisory and advocacy roles.

Student Enrollment by Grade Level (School Year 2008-09)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 6	80
Grade 7	81
Grade 8	87
Total Enrollment	248

Student Enrollment by Group (School Year 2008-09)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	4.84 %	White (not Hispanic)	37.10 %
American Indian or Alaska Native	0.40 %	Multiple or No Response	4.03 %
Asian	1.21 %	Socioeconomically Disadvantaged	62.00 %
Filipino	0.81 %	English Learners	16.00 %
Hispanic or Latino	51.61 %	Students with Disabilities	9.00 %
Pacific Islander	0.00 %	N/A	N/A

Average Class Size and Class Size Distribution (Secondary)

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	2006-07			2007-08			2008-09					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	26.1	2	7	2	22.0	1	3		27.1	2	7	
Mathematics	24.6	4	9	1	25.1	2	10		24.3	4	8	1
Science	26.0	3	6	2	25.4	1	9		27.3	1	8	
Social Science	28.7		6	3	24.5	2	9		27.0	1	5	1

III. School Climate

School Safety Plan (School Year 2008-09)

This section provides information about the school's comprehensive safety plan.

All schools in the district have a Comprehensive School Safety Plan approved by the School Site Council. The responsibility for developing and writing the plan is shared between the district's safety committee and the school site councils. It includes an assessment of the current status of school crime, procedures to notify teachers of dangerous pupils, disaster procedures, child abuse reporting procedures, rules and procedures on school discipline, school wide dress code, policies regarding actions which lead to suspension/expulsion, sexual harassment policy. Safety procedures at the site are published in the School Handbook and are reviewed by the School Site Council and Staff annually.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	60.1	64.2	31.5	22.5	20.1	14.1
Expulsions	3.1	0.8	0.0	1.1	0.5	0.3

IV. School Facilities

School Facility Conditions and Planned Improvement (School Year 2009-10)

This section provides information about the condition of the school’s grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

Esparto Middle School was built in 1999. Facilities include 10 classrooms, two science labs, a computer lab, staff workroom, food service facility, and administration office. All buildings are portable. The middle school shares a library with the elementary school which is housed on the elementary campus adjacent to the middle school. During the Fall of 2009 a new building was completed on site. This building includes a stage, multi purpose room, teachers lounge and workroom, staff restrooms, student restrooms, and a district kitchen facility. The district takes great effort to ensure that all schools are clean, safe, and functional. The district has implemented an online program that ensures that the repairs necessary to keep the school site in good repair and working order are completed in a timely manner. The online work order system ensures efficient service and that emergency repairs are given the highest priority. There are several improvement projects that are planned for the 2009-2010 school year. Fencing is being installed along the existing drive way and around the new parking area to create a safer environment for students, by separating students with a physical barrier from vehicle parking and vehicle traffic. Decorative fencing is being installed around all buildings to secure the school site. The site is currently looking at updating all classrooms by bringing in audio and visual equipment to better utilize current technology available to staff and students.

School Facility Good Repair Status. (School Year 2009-10)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Inspected On: 2/1/2010	Repair Status				Repair Needed and Action Taken or Planned
System Inspected	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/Fountains	—	✓	—	—	
Safety: Fire Safety, Hazardous Materials	—	✓	—	—	
Structural: Structural Damage, Roofs	—	✓	—	—	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	—	✓	—	—	
Overall Rating	—	✓	—	—	

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	9	8	9	49
Without Full Credential	2	1	1	2
Teaching Outside Subject Area of Competence	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	0	1	0
Total Teacher Misassignments	0	2	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers
 (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	83.3	16.7
All Schools in District	92.5	7.5
High-Poverty Schools in District		
Low-Poverty Schools in District		

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non - teaching)		N/A
Other		N/A

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2009-10)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts	Current and good quality	0
Mathematics	Current and good quality	0
Science	Current and good quality	0
History-Social Science	Current and good quality	0
Foreign Language	NA	0
Health	NA	0
Science Laboratory Equipment (grades 9-12)	NA	0
Visual and Performing Arts	NA	0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

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. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$4,224.00	\$259.00	\$3,965.00	\$50,576.00
District	N/A	N/A	\$6,880.00	\$50,575
Percent Difference - School Site and District	N/A	N/A	-42.37 %	0.00 %
State	N/A	N/A	\$5,512	\$56,376
Percent Difference - School Site and State	N/A	N/A	-28.07 %	-10.29 %

Types of Services Funded (Fiscal Year 2008-09)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

In addition to funding for the regular academic school program, Esparto Middle School also receives State and Federal

funding for the following categorical, special education and support programs:

- Tobacco Use Prevention Education (TUPE) (state)
- Instructional Materials (state)
- Proposition 20 Lottery Funding (state)
- Title V (federal)
- Title I
- Rumsey Community Fund (local)

Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,041	\$38,000
Mid-Range Teacher Salary	\$54,872	\$55,721
Highest Teacher Salary	\$74,343	\$71,548
Average Principal Salary (Elementary)	\$89,836	\$85,858
Average Principal Salary (Middle)	\$89,836	\$91,479
Average Principal Salary (High)	\$105,626	\$93,937
Superintendent Salary	\$139,595	\$115,980
Percent of Budget for Teacher Salaries	35.00 %	34.80 %
Percent of Budget for Administrative Salaries	8.00 %	6.50 %

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf>. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

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 standards).

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	42	42	34	37	39	40	43	46	50
Mathematics	37	42	41	33	36	35	40	43	46
Science	33	40	52	33	40	49	38	46	50
History-Social Science	36	27	26	31	26	31	33	36	41

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

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History-Social Science
African American	23	54	*	*
American Indian or Alaska Native	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	26	35	39	19
Pacific Islander	*	*	*	*
White (not Hispanic)	47	48	69	41
Male	30	43	55	26
Female	38	39	50	26
Economically Disadvantaged	28	38	47	21
English Learners	6	19	15	0
Students with Disabilities	5	10	*	*
Students Receiving Migrant Education Services	*	*	*	*

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	0.0	0.0	0.0
7	28.0	25.3	9.3
9	0.0	0.0	0.0

X. Accountability

Academic Performance Index

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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 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	5	5	4
Similar Schools	5	1	1

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

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note, "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	4	-8	N/A	N/A
African American			N/A	N/A
American Indian or Alaska Native			N/A	N/A
Asian			N/A	N/A
Filipino			N/A	N/A
Hispanic or Latino	-5	10	N/A	N/A
Pacific Islander			N/A	N/A
White (not Hispanic)	27	-6	N/A	N/A
Socioeconomically Disadvantaged	-6	-17	N/A	N/A
English Learners			N/A	N/A
Students with Disabilities			N/A	N/A

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

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

Federal Intervention Program (School Year 2009-10)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	

XII. Instructional Planning and Scheduling

Professional Development

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

The District provides 19 minimum days each year. These days are being used at the middle school site to implement the use of Datawise School wide. Staff has initially been trained by Datawise trainers. Three staff member have received more extensive training so they can be our site level experts and assist staff with their implementation of Datawise. Teachers use district wide minimum days to collaborate by subject area and grade levels to develop school wide assessment and benchmarks that align with state standards.

All staff participates in all state mandated training to be compliant t with Child Protective Services procedures and Blood Borne Pathogens procedures.

All new teachers are supported by the district and participate in the Beginning Teacher Support and Assessment Program (BTSA).

Training opportunities outside the district are utilized when funding and substitutes are available.

XIII. National Assessment of Educational Progress

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>. Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE National Assessment of Educational Progress (NAEP) Web page at <http://www.cde.ca.gov/ta/tg/nr/>.

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – All Students

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight.

Subject and Grade Level	Average Scale Score		State Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30 %	18 %	5 %
Reading 2007, Grade 8	251	261	41 %	20 %	2 %
Mathematics 2009, Grade 4	232	239	41 %	25 %	5 %
Mathematics 2009, Grade 8	270	282	36 %	18 %	5 %

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – All Students

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92