



# Santa Barbara SCHOOL DISTRICTS

Section 1  
7/17/09 Board Brief

720 Santa Barbara Street, Santa Barbara, CA 93101  
Phone (805) 963-4338, Fax (805) 963-1877

TO: Elementary and Secondary Principals

FROM: Robin Sawaske, Associate Superintendent for Education *RS*

DATE: July 2, 2009

RE: Title III Accountability Data

Attached is 2008-2009 preliminary data for Title III Accountability which includes AMAO 1 and AMAO 2 progress results. When the STAR results are reported in August, AMAO 3 will be included in the data and the Title III Accountability Report will be final. Again, this year, both districts met district-wide AMAO 1 and AMAO 2 targets. There are a couple of schools however, that failed to meet these targets individually.

Included is the notification letter from the California Department of Education and a section from the Title III Information Guide in case you have any questions about the report. Please contact me if you have any further questions.

Adams Elementary School	Harding Elementary School	Peabody Charter School	Goleta Valley Junior High School	Dos Pueblos High School
Cesar Chavez Charter School	McKinley Elementary School	Roosevelt Elementary School	La Colina Junior High School	La Cuesta Continuation High School
Cleveland Elementary School	Monroe Elementary School	Santa Barbara Charter School	La Cumbre Junior High School	San Marcos High School
Franklin Elementary School	Open Alternative School	Santa Barbara Community Academy	Santa Barbara Junior High School	Santa Barbara High School
		Washington Elementary School		



CALIFORNIA  
DEPARTMENT OF  
EDUCATION

**JACK O'CONNELL**

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

June 25, 2009

Dear County and District Accountability and Title III Coordinators:

**PRELIMINARY 2008-09 TITLE III ACCOUNTABILITY DATA**

The purpose of this e-mail is to notify you that the preliminary 2008-09 Title III Accountability data was posted to the California Department of Education's (CDEs) Web site today. The preliminary data include the number and percentage of students who met annual measurable achievement objectives (AMAOs) 1 and 2. These AMAOs are based on results from the 2008 annual California English Language Development Test (CELDT) administration. Links to preliminary 2008-09 Title III data, the *2007-08 Title III Accountability Report Information Guide*, and related materials are available on the CDE Title III Accountability Web page at <http://www.cde.ca.gov/ta/ac/t3/>.

In order to determine if a local educational agency (LEA) or consortium met the targets for 2008-09, the percentage meeting AMAOs 1 and 2 is compared to the targets for 2008-09. The 2008-09 target for AMAO 1 is 51.6 percent, and the target for AMAO 2 is 30.6 percent. The *2007-08 Title III Accountability Report Information Guide* contains an overview of the Title III accountability system and explains the calculation of the AMAOs.

The complete 2008-09 Title III Accountability Report, including AMAO 3, will be released on September 2, 2009. This report will include information on whether each LEA and consortium, receiving 2008-09 Title III funding, met each of the three AMAOs.

For some charter schools, the data for previous school years are not available. This problem is being fixed.

Please share this letter with your Title III coordinator. If you have questions about Title III accountability, please contact Stephanie Woo, Consultant, Academic Accountability Unit, at 916-323-3071 or by e-mail at [amao@cde.ca.gov](mailto:amao@cde.ca.gov).

Sincerely,

Rachel L. Perry, Director  
Policy and Evaluation Division

RP:dk

Ref.: PED-AAU-09-11e

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Home » DataQuest » Title III Accountability Reports » Preliminary 2008-09 Title III Accountability Data - LEA

## Preliminary 2008-09 Title III Accountability Data

Local Educational Agency (LEA)

Release Date: June 25, 2009  
 Year:   
 LEA: Santa Barbara Elementary  
 County: Santa Barbara  
 CDS Code: 4269278-0000000

[Click here for school information](#)

This is preliminary data on Annual Measurable Achievement Objectives (AMAOs) 1 and 2 for 2008-09. The 2008-09 Title III Accountability Report will be released on September 2, 2009.

### AMAO 1 - Percent of Students Making Annual Progress in Learning English

Number of 2008 Annual CELDT Takers	2,164
Number/Percent with Required Prior CELDT Scores	2,100 / 97%
Number in Cohort Meeting Annual Growth Target	1,261
Percent Meeting AMAO 1 in LEA	60%

### AMAO 2 - Percent of Students Attaining English Proficiency on CELDT

Number of 2008 Annual CELDT Takers in Cohort	957
Number in Cohort Attaining English Proficient Level	406
Percent Meeting AMAO 2 in LEA	42.4%

### AMAO 3 - Adequate Yearly Progress for English Learner Subgroup at the LEA Level

**English-Language Arts**

Data will be released on September 2, 2009.

**Mathematics**

Data will be released on September 2, 2009.

Note: If less than 85 percent of the 2008 Annual California English Language Development Test (CELDT) takers have the required prior CELDT scores, the results should be interpreted with caution. If less than 65 percent of the 2008 CELDT takers have prior year scores, no values will be printed for AMAO 1 and AMAO 2.

Questions: AMAO Team | [AMAO@cde.ca.gov](mailto:AMAO@cde.ca.gov) | 916-319-0863

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 Sacramento, CA 95814

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Home » DataQuest » LEA » Preliminary 2008-09 Title III School Accountability Information

## Preliminary 2008-09 Title III School Accountability Information

Local Educational Agency (LEA)

Release Date: June 25, 2009  
 LEA: Santa Barbara Elementary  
 County: Santa Barbara  
 CDS Code: 4269278-0000000

[Printing Tips](#)

This report contains preliminary information on school-level performance on the Title III English language proficiency Annual Measurable Achievement Objectives (AMAOs) 1 and 2 as measured on the 2008 California English Language Development Test (CELDT). These school-level data are reported for informational purposes. Under Title III, funding and accountability are at the local educational agency or consortia level.

CDS Code	School Name	Number of 2008 Annual CELDT Takers	AMAO 1 - Annual Growth			AMAO 2 - Attaining English Proficiency			
			Percent with Prior Year Data	Number in Cohort 1	Number met AMAO 1	Percent met AMAO 1	Number in Cohort 2	Number met AMAO 2	Percent met AMAO 2
<b>District Data:</b>		<b>2,164</b>	<b>97%</b>	<b>2,100</b>	<b>1,261</b>	<b>60%</b>	<b>957</b>	<b>406</b>	<b>42.4%</b>
<b>Elementary Schools</b>									
4269278-6045819	Adams Elementary	306	94.8%	290	167	57.6%	132	59	44.7%
4269278-6118202	Cesar Estrada Chavez Dual Lang	144	97.2%	140	80	57.1%	54	18	33.3%
4269278-6045827	Cleveland Elementary	235	98.3%	231	151	65.4%	91	40	44%
4269278-6045835	Franklin Elementary	325	96.6%	314	175	55.7%	141	50	35.5%
4269278-6045850	Harding Elementary	296	97.6%	289	140	48.4%	148	46	31.1%
4269278-6045884	McKinley Elementary	309	97.1%	300	184	61.3%	147	60	40.8%
4269278-6045892	Monroe Elementary	188	96.8%	182	110	60.4%	75	35	46.7%
4269278-6095962	OPEN ALTERNA	14	92.9%	13	*	*	6	*	*
4269278-6045926	Roosevelt Elementary	109	99.1%	108	74	68.5%	54	31	57.4%
4269278-6111603	Santa Barbara Charter	10	100%	10	*	*	2	*	*
4269278-6116875	Santa Barbara Community Academ	114	96.5%	110	86	78.2%	54	35	64.8%
4269278-6045934	Washington Elementary	114	99.1%	113	76	67.3%	53	25	47.2%

\* An asterisk (\*) indicates that the school had less than 25 in the cohort; thus, no calculation was performed for that AMAO. Data are reported for schools with 25 or more Annual California English Language Development Test (CELDT) testers in Cohort 1 or Cohort 2 because the results are more reliable when schools have larger numbers taking the test. For more details on Title III accountability, refer to the Web page at: <http://www.cde.ca.gov/ta/ac/t3>.

Note: If less than 85 percent of the 2008 CELDT takers have the required prior CELDT scores, the results should be interpreted with caution. If less than 65 percent of the 2008 CELDT takers have prior year scores, no values will be printed.

Questions: AMAO Team | [AMAO@cde.ca.gov](mailto:AMAO@cde.ca.gov) | 916-319-0863

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Home » DataQuest » Title III Accountability Reports » Preliminary 2008-09 Title III Accountability Data - LEA

## Preliminary 2008-09 Title III Accountability Data

Local Educational Agency (LEA)

**Release Date:** June 25, 2009  
**Year:**   
**LEA:** Santa Barbara High  
**County:** Santa Barbara  
**CDS Code:** 4269286-0000000

[Click here for school information](#)

This is preliminary data on Annual Measurable Achievement Objectives (AMAOs) 1 and 2 for 2008-09. The 2008-09 Title III Accountability Report will be released on September 2, 2009.

### AMAO 1 - Percent of Students Making Annual Progress in Learning English

Number of 2008 Annual CELDT Takers	1,714
Number/Percent with Required Prior CELDT Scores	1,624 / 94.7%
Number in Cohort Meeting Annual Growth Target	1,081
Percent Meeting AMAO 1 in LEA	66.6%

### AMAO 2 - Percent of Students Attaining English Proficiency on CELDT

Number of 2008 Annual CELDT Takers in Cohort	648
Number in Cohort Attaining English Proficient Level	230
Percent Meeting AMAO 2 in LEA	35.5%

### AMAO 3 - Adequate Yearly Progress for English Learner Subgroup at the LEA Level

**English-Language Arts**

Data will be released on September 2, 2009.

**Mathematics**

Data will be released on September 2, 2009.

Note: If less than 85 percent of the 2008 Annual California English Language Development Test (CELDT) takers have the required prior CELDT scores, the results should be interpreted with caution. If less than 65 percent of the 2008 CELDT takers have prior year scores, no values will be printed for AMAO 1 and AMAO 2.

Questions: [AMAO Team](#) | [AMAO@cde.ca.gov](mailto:AMAO@cde.ca.gov) | 916-319-0863

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## Preliminary 2008-09 Title III School Accountability Information

Local Educational Agency (LEA)

Release Date: June 25, 2009  
 LEA: Santa Barbara High  
 County: Santa Barbara  
 CDS Code: 4269286-0000000

[Printing Tips](#)

This report contains preliminary information on school-level performance on the Title III English language proficiency Annual Measurable Achievement Objectives (AMAOs) 1 and 2 as measured on the 2008 California English Language Development Test (CELDT). These school-level data are reported for informational purposes. Under Title III, funding and accountability are at the local educational agency or consortia level.

CDS Code	School Name	Number of 2008 Annual CELDT Takers	AMAO 1 - Annual Growth			AMAO 2 - Attaining English Proficiency			
			Percent with Prior Year Data	Number in Cohort 1	Number met AMAO 1	Percent met AMAO 1	Number in Cohort 2	Number met AMAO 2	Percent met AMAO 2
<b>District Data:</b>		<b>1,714</b>	<b>94.7%</b>	<b>1,624</b>	<b>1,081</b>	<b>66.6%</b>	<b>648</b>	<b>230</b>	<b>35.5%</b>
<b>Middle Schools</b>									
4269286-6118301	Community Day	1	0%	*	*	*	*	*	*
4269286-6060032	Goleta Valley Junior High	69	91.3%	63	40	63.5%	29	10	34.5%
4269286-6062095	La Colina Junior High	80	95%	76	57	75%	32	16	50%
4269286-6060040	La Cumbre Junior High	237	97.5%	231	183	79.2%	86	36	41.9%
4269286-6116297	Santa Barbara Charter Middle	1	100%	1	*	*	1	*	*
4269286-6060057	Santa Barbara Junior High	235	97.4%	229	187	81.7%	82	41	50%
<b>High Schools</b>									
4269286-4230140	Dos Pueblos Continuation High	7	85.7%	6	*	*	2	*	*
4269286-4231726	Dos Pueblos Senior High	273	96.7%	264	170	64.4%	112	38	33.9%
4269286-4232690	La Cuesta Continuation High	15	80%	12	*	*	6	*	*
4269286-4230165	San Marcos Continuation High	7	85.7%	6	*	*	3	*	*
4269286-4235230	San Marcos Senior High	382	90.8%	347	194	55.9%	148	32	21.6%
4269286-4235727	Santa Barbara Senior High	407	95.6%	389	234	60.2%	147	51	34.7%

\* An asterisk (\*) indicates that the school had less than 25 in the cohort; thus, no calculation was performed for that AMAO. Data are reported for schools with 25 or more Annual California English Language Development Test (CELDT) testers in Cohort 1 or Cohort 2, because the results are more reliable when schools have larger numbers taking the test. For more details on Title III accountability, refer to the Web page at: <http://www.cde.ca.gov/ta/ac/t3>.

Note: If less than 85 percent of the 2008 CELDT takers have the required prior CELDT scores, the results should be interpreted with caution. If less than 65 percent of the 2008 CELDT takers have prior year scores, no values will be printed.

## Assessments Used to Determine the AMAOs

The CELDT is California's state test of English language proficiency. The CELDT is required to be administered within 30 calendar days upon initially enrolling in a California public school to all students whose home language is not English. The first administration of the CELDT is used to determine if a student is fluent-English proficient or an EL. ELs are required to take the CELDT each year during the annual assessment window of July 1 to October 31, until they are reclassified as fluent-English proficient (R-FEP). Throughout this guide the 2008 Annual CELDT refers to the CELDT administered during the annual testing window of July 1 through October 31, 2008. The prior year CELDT refers to the CELDT administered during the 2007-08 school year. For some students the prior year CELDT will have been an initial test that was administered at the time the student enrolled in a California public school.

The CELDT assesses the domains of listening and speaking in kindergarten and first grade. The test for students in grades two through twelve covers four domains: listening, speaking, reading, and writing. Students receive an overall performance level score and performance level scores for each of the domains tested.

### CELDT Score Types

K and Grade 1	Grades 2-12
Overall Performance Level	Overall Performance Level
Domain Performance Level	Domain Performance Level
<ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> </ul>	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Reading</li> <li>• Writing</li> </ul>

There are five performance levels on the CELDT: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced; and four grade spans of the test (kindergarten through grade two, grades three through five, grades six through eight, and grades nine through twelve). Each grade span test includes content tailored to the appropriate grade levels and aligned with the English language development (ELD) standards. Beginning with the 2006-07 edition (Form F) of the CELDT, there is a common scale for the CELDT from kindergarten through grade twelve.

A student is defined as English proficient on the CELDT if both of the following criteria are met:

- Overall performance level of Early Advanced or Advanced  
**and**
- Each domain performance level at the Intermediate level or above

Students are considered for reclassification when they are at the English proficient level on the CELDT; however, scoring English proficient on the CELDT is not sufficient for reclassification. When reclassification decisions are made, information from the California Standards Test (CST), teacher evaluations, and parent consultation is also considered.

The third AMAO relating to meeting AYP requirements for the EL subgroup is based on data from the CST, the California Alternate Performance Assessment (CAPA), the California Modified Assessment (CMA) and/or the California High School Exit Examination (CAHSEE). For more information on AYP requirements, go to the California Department of Education (CDE) AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

### Title III AMAOs for English Learners

AMAO	Assessment
English Language Proficiency AMAO 1: Percent Making Annual Progress in Learning English	CELDT
English Language Proficiency AMAO 2: Percent Attaining English Proficiency	CELDT
Academic Achievement AMAO 3: Meeting AYP Requirements for the EL Subgroup at the LEA or Consortia Level	CST, CAPA, CMA, CAHSEE

### AMAO 1 – Percent of ELs Making Annual Progress in Learning English

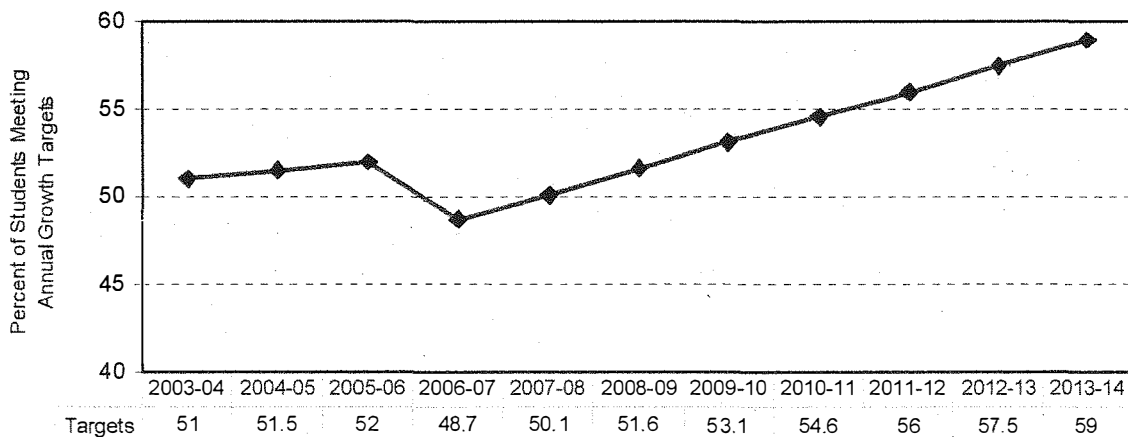
AMAO 1 reflects the percentage of ELs making annual progress on the CELDT. There are three ways for ELs to meet the annual growth target on the CELDT depending upon what level they were at on the prior year CELDT. ELs at the Beginning, Early Intermediate, and Intermediate levels are expected to gain one performance level. ELs at the Early Advanced or Advanced level who are not yet English proficient are expected to achieve the English proficient level on the CELDT. ELs at the English proficient level are expected to maintain that level.

### Annual Growth Target on CELDT

Previous Year CELDT Overall Performance Level	Annual Growth Target
<ul style="list-style-type: none"> <li>Beginning</li> </ul>	<ul style="list-style-type: none"> <li>Early Intermediate Overall</li> </ul>
<ul style="list-style-type: none"> <li>Early Intermediate</li> </ul>	<ul style="list-style-type: none"> <li>Intermediate Overall</li> </ul>
<ul style="list-style-type: none"> <li>Intermediate</li> </ul>	<ul style="list-style-type: none"> <li>Early Advanced Overall</li> </ul>
<ul style="list-style-type: none"> <li>Early Advanced or Advanced, but not at the English proficient level. One or more domains (reading, writing, speaking, or listening) is below Intermediate.</li> </ul>	<ul style="list-style-type: none"> <li>Achieve the English proficient level. (Overall proficiency level needs to remain at Early Advanced or Advanced level and all domains need to be at the Intermediate level or above.)</li> </ul>
<ul style="list-style-type: none"> <li>Early Advanced or Advanced and at the English proficient level</li> </ul>	<ul style="list-style-type: none"> <li>Maintain English proficient level</li> </ul>

The percent of annual CELDT testers within each LEA or consortium that are expected to meet the annual growth target each year are shown in the graph below. The starting point was set using the 2001-02 CELDT and a process similar to setting the starting point for Title I AYP. Using this process, 51 percent of students within each LEA were expected to meet the annual growth target. Based on baseline data from 2001 and 2002 CELDT results, approximately 80 percent of LEAs would meet this target. The ending target was set at the 75th percentile of the LEA distribution. In September 2007, the State Board of Education (SBE) approved new targets for 2006-07 to 2013-14 that were aligned to the new CELDT performance level cut scores and the new common scale as shown below.

**Targets for AMAO 1**



## **AMAO 2 – Percent of ELs Attaining English Proficiency on CELDT**

AMAO 2 measures the percent of ELs in a defined cohort at a given point in time, who have attained the English proficient level on the CELDT as defined on page 3. The cohort for AMAO 2 contains those students who could reasonably be expected to have reached English language proficiency at the time of the 2008 annual CELDT administration.

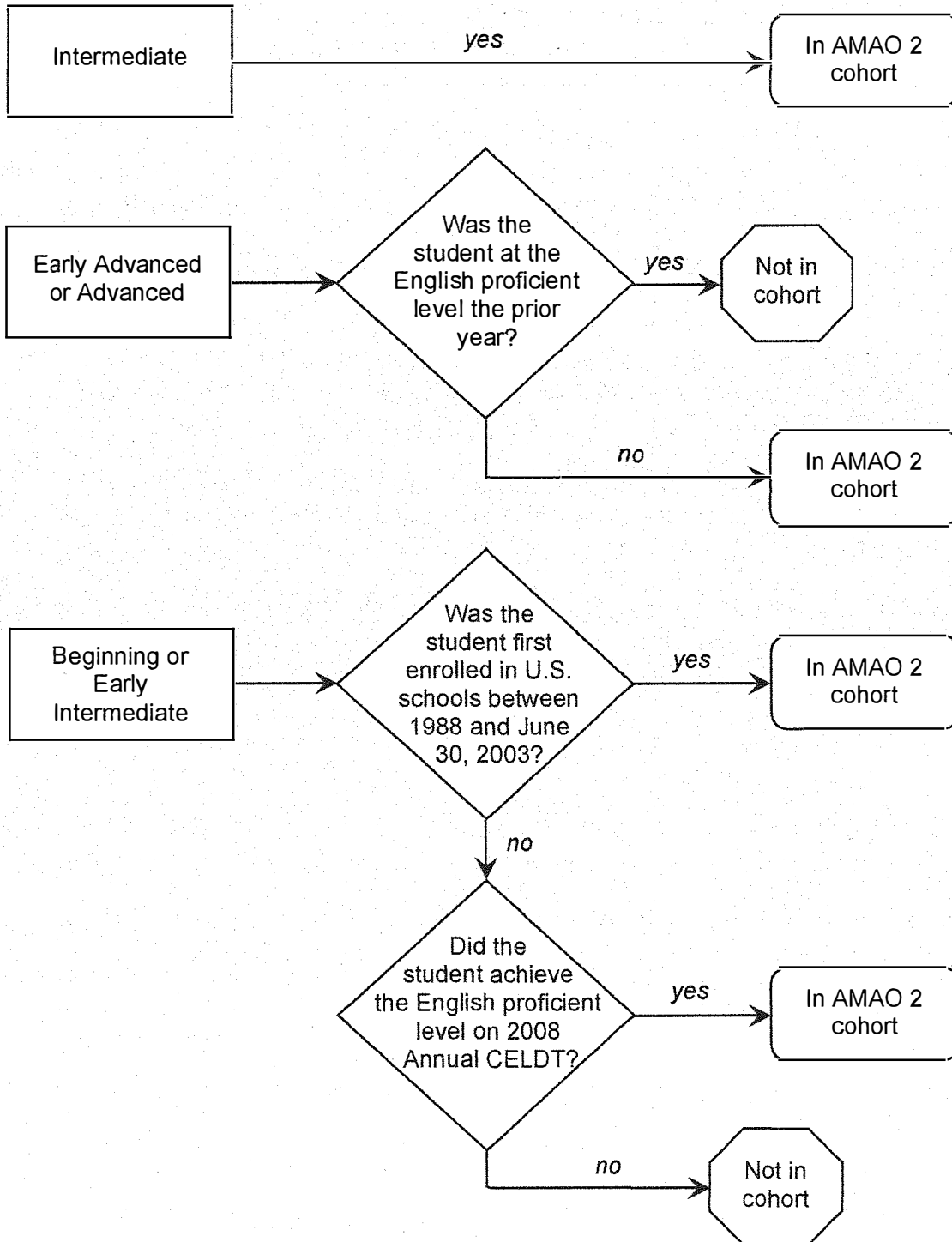
Four groups of students are combined into the AMAO 2 cohort:

- All ELs who were at the Intermediate level overall the prior year (2007-08)
- ELs at the Early Advanced or Advanced levels overall who were not English proficient the prior year (2007-08)
- ELs at the Beginning or Early Intermediate level overall in the prior year (2007-08) who were enrolled in U.S. schools between January 1, 1988 and June 30, 2003
- ELs at the Beginning or Early Intermediate level overall in the prior year (2007-08), who entered U.S. schools after June 30, 2003, and who met the English proficient level on the 2008 annual CELDT administration.

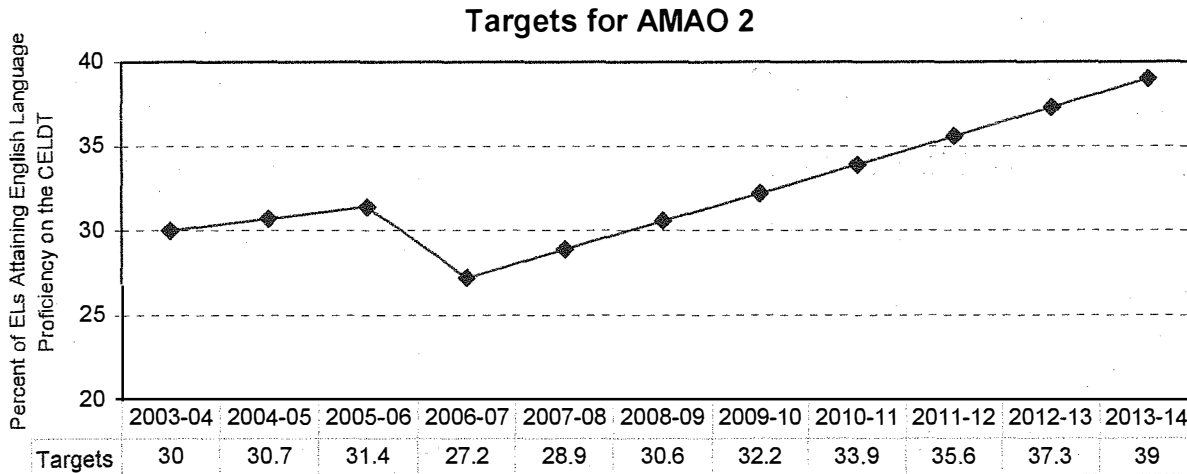
The flowchart on page 6 shows the definition of the AMAO 2 cohort.

### Definition of AMAO 2 Cohort

CELDT Overall Performance Level in Prior Year (2007-08)



In September 2007, the SBE approved new targets for 2006-07 to 2013-14 that were aligned to the new CELDT performance level cut scores and the new common scale as shown below.



### AMAO 3 – Meeting AYP Requirements for the EL Subgroup at the LEA or Consortia Level

AMAO 3 holds the Title III LEAs and consortia accountable for meeting targets for the EL subgroup that are required of all LEAs, schools, and subgroups under NCLB. The academic achievement targets specify the percent of ELs that must score at the proficient or advanced level in English-language arts (ELA) and mathematics on state assessments used to determine AYP.

#### 2009 AYP Targets for the EL Subgroup

Type of LEA	Targets		
	Participation Rate ELA and Mathematics	Percent Proficient ELA	Percent Proficient Mathematics
Unified districts, county offices of education, high school districts (Grades 2-8 and 9-12)	95.0%	45.0%	45.5%
Elementary districts, charter elementary schools and charter middle schools	95.0%	46.0%	47.5%
High school districts, charter high schools (Grades 9-12)	95.0%	44.5%	43.5%
Title III consortia	95.0%	45.0%	45.5%

In order to meet AMAO 3, the LEA or consortia must meet the 2009 AYP participation rate and percent proficient targets in ELA and mathematics for the EL subgroup.

The AYP calculations for the EL subgroup include R-FEP students who have not scored proficient or above on the CST in ELA three times after being reclassified. Refer to the *2009 Adequate Yearly Progress Report Information Guide* which will be posted on the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/> in August 2009. This guide provides specific information on AYP requirements at the LEA level and details regarding the EL subgroup.

### **Consequences of Not Meeting the AMAOs**

If a Title III LEA or consortia does not meet any one or more of the three AMAOs in any year, it must:

- Inform the parents of all ELs in the LEA or the consortia as a whole, that the AMAOs have not been met

This notification should be provided within 30 days of the public release of the Title III Accountability reports. A sample parent notification letter is available in English and Spanish on the CDE Title III Accountability Technical Assistance Web page at <http://www.cde.ca.gov/sp/el/t3/acct.asp>.

If a Title III funded LEA or consortia does not meet the AMAOs for two consecutive years (2007-08 and 2008-09), it must also:

- Develop an improvement plan that will ensure that the AMAOs are met

The improvement plan shall specifically address the factors that prevented the LEA or consortia from achieving the AMAOs.

Those LEAs and consortia<sup>1</sup> that do not meet the AMAOs for two consecutive years will be notified by the CDE and further information concerning the development of the improvement plan will be provided.

If the LEA does not meet the AMAOs for four consecutive years (2005-06, 2006-07, 2007-08, and 2008-09):

- The state shall require the LEA to modify its curriculum, program, and method of instruction

LEAs that are identified as not meeting AMAOs for four consecutive years will be notified by the CDE of further action that needs to be taken.

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<sup>1</sup> 2006-07 was the first year that accountability was aggregated to the consortium level.