

School Accountability Report Card

Reported Using Data from the 2010-11 School Year

Published During 2011-12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage 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

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and 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 webpage 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. Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2011-12)

| School | | District | |
|-------------------------|----------------------------|-----------------------|------------------------------------|
| School Name | Schaefer Elementary School | District Name | Piner-Olivet Union School District |
| Street | 1370 San Miguel Avenue | Phone Number | (707) 522-3000 |
| City, State, Zip | Santa Rosa, CA 95403 | Web Site | www.pousd.org |
| Phone Number | (707) 522-3015 | Superintendent | Jennie Snyder |
| Principal | Joe Hamp | E-mail Address | jsnyder@pousd.k12.ca.us |
| E-mail Address | jhamp@pousd.k12.ca.us | CDS Code | 49-70870-6109144 |

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

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

Schaefer Elementary School located in Santa Rosa, California, currently serves an ethnically, linguistically and socio-economically diverse community. We are a school community of students, parents, teachers, an administrator and other community members. The school community prides itself on promoting a learning environment that empowers all students to reach their full potential. We are committed to creating a nurturing and caring environment that supports children in the development of their academic, social, and creative potential.

Across the school community, adults and children behave in ways that demonstrate respect, safety and responsibility. These standards for behavior are the basis of the norms that have been established for collaborative working relationships among staff as well as classroom interactions between teachers and students. Everyone in the school community plays a vital role in creating a caring and supportive learning environment for each student.

The staff takes seriously its role as advocates for all students. Schaefer Elementary School has a dedicated staff where everyone works together in the best interest of student learning. Schaefer staff are committed to the well-being and academic success of each child. Our programs and curriculum recognize and promote the diversity of our student body.

Research-based universal benchmark assessments are in place to help us make data-informed decisions regarding the best ways to help our students. These assessments help us to identify students at risk so that learning supports can be implemented as soon as students experience difficulties. Student progress is monitored on an on-going basis which allows for instructional adjustments to be made in a timely and responsive way.

The Schaefer staff and parents have built a strong partnership that helps to foster our students' growth. Teachers and parents maintain on-going communication regarding learning activities and school programs through classroom and school newsletters, e-mail, and the school website. Teachers and Parents have started working on developing web pages to provide parents with up-to-date information on curricular links, field trips, projects, family activities and fundraising opportunities.

Opportunities for Parental Involvement (School Year 2010-11)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Schaefer has a strong and dynamic Parent Teacher club, called Schaefer Families. Schaefer Families sponsors fun family activities throughout the year such as ice cream socials, ice skate nights, pasta feed, and a sock hop. They also sponsor one large fundraiser each year, which is used to support classroom activities and to fund school-wide materials such as a portable stage, a sound system, and computers.

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

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 59 |
| Grade 1 | 69 |
| Grade 2 | 67 |
| Grade 3 | 71 |
| Grade 4 | 61 |
| Grade 5 | 55 |
| Grade 6 | 52 |
| Total Enrollment | 434 |

Student Enrollment by Group (School Year 2010-11)

| Group | Percent of Total Enrollment | Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|---------------------------------|-----------------------------|
| Black or African American | 3.7 | White | 39.4 |
| American Indian or Alaska Native | 1.2 | Two or More Races | 2.8 |
| Asian | 11.1 | Socioeconomically Disadvantaged | 4.4 |
| Filipino | 1.6 | English Learners | 38.2 |
| Hispanic or Latino | 39.6 | Students with Disabilities | 4.6 |
| Native Hawaiian/Pacific Islander | 0.7 | | |

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2008-09 | | | | 2009-10 | | | | 2010-11 | | | |
|-------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
| | 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 | 19.8 | 4 | 0 | 0 | 20 | 3 | | | 18.3 | 4 | 0 | 0 |
| 1 | 19.5 | 4 | 0 | 0 | 22 | | 3 | | 21 | 3 | 0 | 0 |
| 2 | 20 | 2 | 0 | 0 | 22 | | 3 | | 22.3 | 2 | 1 | 0 |
| 3 | 18 | 3 | 0 | 0 | 24 | | 3 | | 23.3 | 0 | 3 | 0 |
| 4 | 30 | 0 | 3 | 0 | 30 | | 2 | | 29.5 | 0 | 2 | 0 |
| 5 | 29.7 | 0 | 3 | 0 | 28 | | 2 | | 28 | 0 | 2 | 0 |
| 6 | 26.5 | 0 | 2 | 0 | 27 | | 2 | | 26.3 | 0 | 3 | 0 |
| Other | 0 | 0 | 0 | 0 | | | | | | | | |

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

III. School Climate

School Safety Plan (School Year 2010-11)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Schaefer Elementary School has a comprehensive safety plan that is reviewed and updated annually.

Suspensions and Expulsions

| Rate | School | | | District | | |
|-------------|---------|---------|---------|----------|---------|---------|
| | 2008-09 | 2009-10 | 2010-11 | 2008-09 | 2009-10 | 2010-11 |
| Suspensions | 1.24 | 3.08 | 1.15 | 4.72 | 7.12 | 5.12 |
| Expulsions | 0 | 0 | 0 | 0 | 0 | 0 |

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected:

Safety, cleanliness and maintenance of facilities is a high priority at our school. Classrooms are cleaned every other day, the Multi Purpose Room is cleaned every week. Picnic tables where students eat lunch are cleaned at least 3 times per week. Heavy cleaning of high traffic areas and classrooms occurs during school breaks. A custodian is available through the school day to attend to emergency cleaning or repair issues. Restrooms are cleaned on a daily basis. We have one night custodian at the school. There is an alarm system and security camera at the school, which functions at all times.

The school is 17 years old and is in good repair. There are no gas leaks, all heating and air conditioning systems are functioning at present as well as fire sprinklers. Ventilation is available in classrooms by opening windows or using the heating/air conditioning system and fan. There are rarely power failures and if there are they are city wide and corrected within 2-3 hours. There have never been any sewer line stoppages.

Ants are a perennial problem. The school facility has been sprayed for ant infestation in the winter. We occasionally have ants in classrooms and use non-toxic sprays such as cedar oil or citrus to repel during the year. There are no other broken windows or exterior doors or gates that will not lock. No hazardous materials are on the school site. Any structural damage is repaired in a timely fashion. All of this data covers information to date 2/11/10.

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

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

| System Inspected | Repair Status | | | | Repair Needed and Action Taken or Planned |
|--|---------------|------|------|------|---|
| | Exemplary | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | [] | [X] | [] | [] | |
| Interior: Interior Surfaces | [] | [X] | [] | [] | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | [] | [X] | [] | [] | |
| Electrical: Electrical | [] | [X] | [] | [] | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | [] | [X] | [] | [] | |
| Safety: Fire Safety, Hazardous Materials | [] | [X] | [] | [] | |
| Structural: Structural Damage, Roofs | [] | [X] | [] | [] | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | [] | [X] | [] | [] | |
| Overall Rating | [] | [X] | [] | [] | |

V. Teachers

Teacher Credentials

| Teachers | School | | | District |
|--|---------|---------|---------|----------|
| | 2008-09 | 2009-10 | 2010-11 | 2010-11 |
| With Full Credential | 22 | 19 | 17 | |
| Without Full Credential | 0 | 0 | 0 | |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 | --- |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2009-10 | 2010-11 | 2011-12 |
|---|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | |
| Total Teacher Misassignments | 0 | 0 | |
| Vacant Teacher Positions | 0 | 0 | |

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

** "Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: <http://www.cde.ca.gov/nclb/sr/tq/>

| Location of Classes | Percent of Classes In Core Academic Subjects Taught by | |
|----------------------------------|--|-----------------------------|
| | NCLB Compliant Teachers | Non-NCLB Compliant Teachers |
| This School | 100 | 0 |
| All Schools in District | 100 | 0 |
| High-Poverty Schools in District | 100 | 0 |
| Low-Poverty Schools in District | 0 | 0 |

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

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | 0 | 0 |
| Counselor (Social/Behavioral or Career Development) | 0 | --- |
| Library Media Teacher (Librarian) | 0 | --- |
| Library Media Services Staff (paraprofessional) | 0 | --- |
| Psychologist | 0.2 | --- |
| Social Worker | 0 | --- |
| Nurse | 1 | --- |
| Speech/Language/Hearing Specialist | 0.5 | --- |
| Resource Specialist (non-teaching) | 0.5 | --- |
| Other | 0 | --- |

* 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected:

| Core Curriculum Area | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|----------------------------|--|----------------------------|---|
| Reading/Language Arts | Meets State Requirements | Yes | 0 |
| Mathematics | Meets State Requirements | Yes | 0 |
| Science | Meets State Requirements | Yes | 0 |
| History-Social Science | Meets State Requirements | Yes | 0 |
| Foreign Language | Meets State Requirements | | 0 |
| Health | Meets State Requirements | | 0 |
| Visual and Performing Arts | Meets State Requirements | | 0 |

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental/Restricted) | Expenditures Per Pupil (Basic/Unrestricted) | Average Teacher Salary |
|--|------------------------------|--|---|------------------------|
| School Site | \$7341 | \$1720 | \$5621 | \$67,563 |
| District | --- | --- | | \$66,816 |
| Percent Difference: School Site and District | --- | --- | | |
| State | --- | --- | \$5,455 | \$65,524 |
| Percent Difference: School Site and State | --- | --- | | |

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

** **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010-11)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

The English Language Enrichment program is offered across grade levels to provide students with an additional 30 minutes of instruction to meet their specific needs in reading/language arts. Teachers use initial placement assessments to identify specific students' needs so that instruction can be focused on developing key skills. English Language Learners receive instruction in English Language Development based on the level of English language proficiency. Students needing extra support in reading receive instruction that focuses on phonemic awareness, decoding, vocabulary development, fluency and/or comprehension. Students who are reading at or above grade level participate in extension activities to build vocabulary and concept development as well as reading enrichment.

A variety of programs are in place to support the academic, social, and emotional needs of all students. Motor Skills and Physical Education classes are provided within the regular classroom to students across grade levels to encourage social skills, health and fitness. While budget cuts have made full time library access impossible at this time, students do have access to our library on a weekly or bi-weekly basis. This schedule offers students access to a variety of books and materials. The After School Study Program offers students an opportunity to do research and complete class assignments/projects. Extended Day intervention programs are directed toward providing extra support to students in developing reading and math skills.

Instruction for students that have been identified for our GATE program occurs in a variety of settings. GATE instruction primarily occurs within the regular classroom setting and during the English Language Enrichment block rotation that happens four days a week. In addition, a variety of extension activities are offered to GATE students to provide academic enrichment. Schaefer Elementary is also piloting the Renzulli Learning Program, which is a software program that offers GATE students unique opportunities to engage in more challenging learning.

Teacher and Administrative Salaries (Fiscal Year 2009-10)

| Category | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$42,649 | \$41,183 |
| Mid-Range Teacher Salary | \$59,509 | \$63,647 |
| Highest Teacher Salary | \$85,113 | \$80,955 |
| Average Principal Salary (Elementary) | \$79,129 | \$102,400 |
| Average Principal Salary (Middle) | \$0 | \$106,158 |
| Average Principal Salary (High) | \$0 | \$124,133 |
| Superintendent Salary | \$138,031 | \$151,742 |
| Percent of Budget for Teacher Salaries | 44% | 41% |
| Percent of Budget for Administrative Salaries | 7% | 6% |

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>.

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

| Subject | School | | | District | | | State | | |
|------------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2008-09 | 2009-10 | 2010-11 | 2008-09 | 2009-10 | 2010-11 | 2008-09 | 2009-10 | 2010-11 |
| English-Language Arts | 61 | 57 | 57 | 53 | 51 | 56 | 49 | 52 | 54 |
| Mathematics | 63 | 66 | 62 | 57 | 55 | 59 | 46 | 48 | 50 |
| Science | 60 | 65 | 63 | 53 | 54 | 61 | 50 | 54 | 57 |
| History-Social Science | N/A | N/A | N/A | 36 | 33 | 50 | 41 | 44 | 48 |

* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

| Group | Percent of Students Scoring at Proficient or Advanced | | | |
|---|---|-------------|---------|------------------------|
| | English-Language Arts | Mathematics | Science | History-Social Science |
| All Students in the LEA | 56 | 59 | 61 | 50 |
| All Student at the School | 57 | 62 | 63 | N/A |
| Male | 59 | 65 | 61 | N/A |
| Female | 54 | 58 | 67 | N/A |
| Black or African American | 73 | 57 | 0 | N/A |
| American Indian or Alaska Native | 0 | 0 | 0 | N/A |
| Asian | 56 | 74 | 0 | N/A |
| Filipino | 0 | 0 | 0 | N/A |
| Hispanic or Latino | 43 | 52 | 47 | N/A |
| Native Hawaiian/Pacific Islander | 0 | 0 | 0 | N/A |
| White | 69 | 67 | 69 | N/A |
| Two or More Races | | | | N/A |
| Socioeconomically Disadvantaged | 48 | 57 | 62 | N/A |
| English Learners | 39 | 55 | 36 | N/A |
| Students with Disabilities | 36 | 36 | 0 | N/A |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | N/A |

* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at <http://www.cde.ca.gov/ta/tg/pf/>.

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | 21.4 | 23.2 | 32.1 |

* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

| API Rank | 2008 | 2009 | 2010 |
|-----------------|------|------|------|
| Statewide | 6 | 7 | 7 |
| Similar Schools | 3 | 7 | 6 |

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

| Group | Actual API Change | | |
|----------------------------------|-------------------|---------|---------|
| | 2008-09 | 2009-10 | 2010-11 |
| All Students at the School | 46 | 7 | -19 |
| Black or African American | | | |
| American Indian or Alaska Native | | | |
| Filipino | | | |
| Hispanic or Latino | 73 | 2 | -22 |
| Native Hawaiian/Pacific Islander | | | |
| White | 32 | 4 | -10 |
| Two or More Races | N/D | | |
| Socioeconomically Disadvantaged | 58 | 26 | -15 |
| English Learners | 67 | 13 | -19 |
| Students with Disabilities | | | |

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

| Group | 2011 Growth API | | | | | |
|----------------------------------|-----------------|------------|---------------|------------|---------------|------------|
| | School | | LEA | | State | |
| | # of Students | Growth API | # of Students | Growth API | # of Students | Growth API |
| All Students at the School | 301 | 817 | 831 | 803 | 4,683,676 | 778 |
| Black or African American | 15 | 855 | 41 | 791 | 317,856 | 696 |
| American Indian or Alaska Native | 5 | | 12 | 761 | 33,774 | 733 |
| Asian | 34 | 841 | 80 | 827 | 398,869 | 898 |
| Filipino | 7 | | 11 | 838 | 123,245 | 859 |
| Hispanic or Latino | 122 | 767 | 319 | 750 | 2,406,749 | 729 |
| Native Hawaiian/Pacific Islander | 2 | | 12 | 845 | 26,953 | 764 |
| White | 116 | 855 | 354 | 845 | 1,258,831 | 845 |
| Two or More Races | 0 | | 2 | | 76,766 | 836 |
| Socioeconomically Disadvantaged | 147 | 788 | 410 | 767 | 2,731,843 | 726 |
| English Learners | 121 | 771 | 290 | 761 | 1,521,844 | 707 |
| Students with Disabilities | 31 | 689 | 106 | 676 | 521,815 | 595 |

Adequate Yearly Progress

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

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

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

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

| AYP Criteria | School | District |
|---|--------|----------|
| Made AYP Overall | 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 Criteria | Yes | Yes |
| Met Graduation Rate (if applicable) | N/A | N/A |

Federal Intervention Program (School Year 2011-12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

| Indicator | School | District |
|---|-----------|-----------|
| Program Improvement Status | In PI | In PI |
| First Year of Program Improvement | 2011-2012 | 2011-2012 |
| Year in Program Improvement | Year 1 | Year 1 |
| Number of Schools Currently in Program Improvement | --- | 3 |
| Percent of Schools Currently in Program Improvement | --- | 60 |

XI. Instructional Planning and Scheduling**Professional Development**

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
 - What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
 - How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?
-