

School Accountability Report Card Reported for School Year 2009-10 Published During 2010-11

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) SARC Web page 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

Contact Information (School Year 2010-11)

This section provides the school's contact information.

School		District	
School Name	Little Chico Creek Elementary School	District Name	Chico Unified School District
Street	2090 Amanda Way	Phone Number	(530) 891-3000
City, State, Zip	Chico, CA 95928	Web Site	www.chicousd.org
Phone Number	(530) 891-3285	Superintendent	Kelly Staley
Principal	David Murgia	E-mail Address	kstaley@chicousd.org
E-mail Address	dmurgia@chicousd.org	CDS Code	04-61424-6109722

School Description and Mission Statement (School Year 2009-10)

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

Little Chico Creek Elementary School is located on the east-side of Chico. Its boundaries extend south from Highway 32 to the Durham School District boundary, and, east from Highway 99 to and includes the Forest Ranch attendance area. The school neighborhood includes single family homes and many apartment complexes. The Chico Mall and extensive retail businesses are located to the south of the school with Marsh Junior High School and Little Chico Creek to the north and vacant fields to the west.

The facility contains twenty-four K-6 classrooms, a Resource Specialist classroom, a Title I Resource classroom, a Special Day Class classroom, a library and computer lab. All rooms are heated and air-conditioned.

Little Chico Creek Elementary School houses a variety of programs. A Severely Handicapped Special Day Class and a Resource Specialist class occupy two of our classrooms. We also have a speech teacher, school psychologist, English as a Second Language teacher, Physical Education Program, Music Program, Title I Reading and Math Program, Fine Arts Program, and PIP (Primary Intervention Program) that all utilize classroom space in our facility. Our staff includes nineteen classroom teachers, two special education teachers, one Title 1, five itinerant teachers (music, fine arts, PE, ELD, speech), nine instructional aides (special education, Title I, PIP, Second Step), four noon aides, office manager, attendance clerk, health aide, nurse on Wednesdays, (Title I project specialist) and a principal.

LCC School Parents have many opportunities to become involved in our school. Parents may serve on our School Site Council, School Advisory Committee, or participate in the many PTA sponsored activities throughout the year. Parents are also able to participate in Back to School Night, Open House, volunteer to assist in the classroom or drive on a field trip, Second Step parent training, kindergarten parent training, and a myriad of classroom and school-wide student performances. LCC teachers communicate regularly with parents in an effort to keep parents informed and involved. On any given day, you will find many LCC parents volunteering in the classrooms.

Little Chico Creek School provides English Language Development services for students who speak a language other than English. Instruction includes learning opportunities designed to meet the specific learning needs of all students; including students who are gifted, students who are learning to speak English and students who struggle with reading, writing and mathematics skills.

Mission

- To promote academic excellence
- To nurture respect for all persons
- To develop self-discipline and creativity
- To foster a partnership between school and community
- To create a positive environment in which learning is valued
- To share in the care of the environment

Vision

It is the vision of Little Chico Creek School to foster respect and acceptance of the diversity in our world. In our vision, all students will strive to be highly educated, responsible and productive citizens. Our school community is committed to developing academic excellence and nurturing creativity. Little Chico Creek School graduates will be prepared to pursue a lifelong love of learning.

Opportunities for Parental Involvement (School Year 2009-10)

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

Little Chico Creek school parents have many opportunities to become involved in our school. Parents may serve on our School Site Council, School Safety Team, School Advisory Committee, or participate in the many PTA sponsored activities throughout the year. Parents are also able to participate in Back to School Night, Open House, Carnival Night, volunteer to assist in the classroom or drive on a field trip, Second Step parent training, parenting class, Family Math Night, Book and Blanket Night, assisting with 6th grade fund raising to cover Environmental Education costs, and a myriad of classroom and school-wide student performances. Little Chico Creek teachers communicate regularly with parents in an effort to keep parents informed and involved. Please contact the main office for more information.

Student Enrollment by Grade Level (School Year 2009-10)

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

Grade Level	Number of Students
Kindergarten	68
Grade 1	84
Grade 2	81
Grade 3	73
Grade 4	92
Grade 5	80
Grade 6	96
Total Enrollment	574

Student Enrollment by Group (School Year 2009-10)

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
Black or African American	5.92	White	62.37
American Indian or Alaska Native	1.74	Two or More Races	
Asian	5.23	Socioeconomically Disadvantaged	48.4
Filipino	1.74	English Learners	11.0
Hispanic or Latino	17.94	Students with Disabilities	9.9
Native Hawaiian/Pacific Islander	1.05		

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	2007-08				2008-09				2009-10			
	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	20.0	5	0	0	20.0	6	0	0	30		2	
1	19.8	4	0	0	19.8	4	0	0	30.5		2	
2	20.0	4	0	0	20.0	5	0	0	27.7		3	
3	20.0	4	0	0	18.4	5	0	0	28.5		2	
4	32.5	0	1	1	32.5	0	1	1	31		2	
5	34.0	0	0	3	31.5	0	1	1	32		2	
6	31.0	0	2	0	32.0	0	2	0	30.7		3	
K-3	20.0	3	0	0	20.0	1	0	0	29		1	
3-4	0.0	0	0	0	0.0	0	0	0	28		1	
4-8	29.0	0	1	0	27.0	0	3	0	27		2	
Other	0.0	0	0	0	0.0	0	0	0				

III. School Climate

School Safety Plan (School Year 2009-10)

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

It is LCC School's goal to create a physically, socially and emotionally safe learning environment for all students, staff and parents. The school buildings are well maintained and attractive, free of physical hazards, and designed to prevent criminal activities. Supervisors, custodians, office personnel and teachers have access to phone or two-way radio communication at all times. Surveillance cameras and gate alarms provide additional campus security. LCC School conducts earthquake, fire and code red drills as required. Staff members participate in on-going training in disaster preparedness. The school safety plan is updated annually in accordance with Senate Bill 187 and the School Safety Team, comprised of parents and staff members, meets monthly to monitor the overall safety of our school. Key components of our School Safety Plan are: traumatic incidents, code red, evacuation/relocation procedure, civil defense/disorder, bomb threat/bomb emergency, earthquake, chemical spill, crime in progress and fire/explosion.

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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	1.9	1.6	3.8	4.0	6.6	9.9
Expulsions	0.0	0.0	0.0	0.7	0.7	0.7

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010-11)

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.

Little Chico Creek School was completed in 1991. It was the first new school built in Chico since 1965. The facility contains twenty-four K-6 classrooms, a Resource Specialist classroom, a Title I Resource classroom, a Special Day Class classroom, a library, a multipurpose room, a computer lab and an administration building. All rooms are heated and air-conditioned. The campus is 10.5 acres with a large playground area and is enclosed with a perimeter fence. Little Chico Creek staff take great efforts to ensure that our school is clean, safe and functional. Teacher supervision of the school grounds is provided thirty minutes before school begins and twenty minutes after dismissal time. All recesses are supervised by teachers or trained school aides. All visitors must register in the school office before entering the school campus. District maintenance staff and our school site custodians ensure that the repairs necessary to keep the school in good repair and working order are completed. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The district has adopted cleaning standards and procedures for all schools in the district. The principal works daily with the custodial staff to implement cleaning schedules and procedures that ensure a clean and safe school.

School Facility Good Repair Status (School Year 2010-11)

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

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]	[]	Stained ceiling tile in Rooms 11 and 16. Paint tile with stain block paint. WO #42301
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

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
	2007-08	2008-09	2009-10	2009-10
With Full Credential	30	32	24	565
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	---

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	2008-09	2009-10	2010-11
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 by No Child Left Behind Compliant Teachers (School Year 2009-10)

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	Non-NCLB Compliant Teachers
This School	100%	0%
All Schools in District	96.35%	3.65%
High-Poverty Schools in District	96.80%	3.20%
Low-Poverty Schools in District	95.42%	4.58%

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009-10)

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		
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)		---
Library Media Services Staff (paraprofessional)		---
Psychologist	0.3	---
Social Worker		---
Nurse	0.2	---
Speech/Language/Hearing Specialist	1.0	---
Resource Specialist (non-teaching)		---
Other		---

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Updated and readily available resources are important if students are to perform at their best in class. The State of California adopts textbooks that meet quality standards established by the State Board of Education. The Chico Unified School District selects textbooks and other instructional materials from these state adoptions. Subjects are reviewed on a seven-year cycle. All of the textbooks currently in use meet these standards. They were selected to match the needs of Chico students by a Task Force comprised of teachers and administrators and approved by the Board of Education.

The CUSD convenes curricular task forces to review textbooks in core subject areas on the Kindergarten through 8th grade state adopted list concurrent with the adoption cycle. Currently adopted are:

2009 Math

K - 6 The Wright Group - Everyday Math

2006 History

K-6 Harcourt - Reflections

7-8 Glencoe – Discovering Our Past

2007 Science

K-5 Macmillan – California Science

6-8 Prentice Hall – Focus on California Science

2002 Reading/English

K-6 Houghton Mifflin – A Legacy of Literature

7-8 McDougal Littell – Language Arts

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	Meets State Guidelines	0	Yes
Mathematics	Meets State Guidelines	0	Yes
Science	Meets State Guidelines	0	Yes
History-Social Science	Meets State Guidelines	0	Yes
Foreign Language	Meets State Guidelines	0	Yes
Health	Meets State Guidelines	0	Yes
Visual and Performing Arts	Meets State Guidelines	0	Yes

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)

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)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$8,074.77	\$2,755.22	\$5,319.55	\$64,678.67
District	---	---	\$4,990.77	63,194.00
Percent Difference: School Site and District	---	---	-1%	5%
State	---	---	5,681.00	66,478.00
Percent Difference: School Site and State	---	---	-12%	-2%

Types of Services Funded (Fiscal Year 2009-10)

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 these general fund monies, Little Chico Creek Elementary School receives supplemental funding from several sources. A School Based Coordinated Program budget supports our school improvement efforts and is budgeted by our elected School Site Council. The Title I budget provides extra services and materials for students who are identified by test scores as needing extra help in language arts and math. Approximately 80% of the School Based Program funds and the Title I funds are being used to fund a reading specialist teacher and instructional aides who provide extra academic support for students. Title II funds are used to provide additional professional training for teachers in the areas of curriculum and instructional strategies. All funds are budgeted and expended following state and district accounting procedures.

Teacher and Administrative Salaries (Fiscal Year 2008-09)

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	38,541.00	41,155.00
Mid-Range Teacher Salary	53,749.00	65,379.00
Highest Teacher Salary	84,597.00	85,049.00
Average Principal Salary (Elementary)	94,796.00	106,453.00
Average Principal Salary (Middle)	99,845.00	111,487.00
Average Principal Salary (High)	102,737.00	121,513.00
Superintendent Salary	166,688.00	194,802.00
Percent of Budget for Teacher Salaries	0.00	0.00
Percent of Budget for Administrative Salaries	0.00	0.00

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 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 for grades three through eight and science in grades five and eight 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 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	53	62	52	52	54	56	46	50	52
Mathematics	56	55	47	47	46	47	43	46	48
Science	42	51	53	57	60	64	46	50	54
History-Social Science	0	0	0	45	50	55	36	41	44

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
All Students in the LEA	55.5	46.6	57.8	55.1
All Student at the School	52.3	47.3	53.7	n/a
Male	47	52	57	n/a
Female	58	43	49	n/a
Black or African American	39	21	*	n/a
American Indian or Alaska Native	*	*	*	n/a
Asian	38	42	*	n/a
Filipino	*	*	*	n/a
Hispanic or Latino	33	34	46	n/a
Native Hawaiian/Pacific Islander	*	*	*	n/a
White	62	56	50	n/a
Two or More Races	*	*	*	n/a
Socioeconomically Disadvantaged	37	35	49	n/a
English Learners	17	31	*	n/a
Students with Disabilities	38	38	*	n/a
Students Receiving Migrant Education Services	*	*	*	n/a

California Physical Fitness Test Results (School Year 2009-10)

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	20.3%	40.5%	19%

X. Accountability

Academic Performance Index

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	2007	2008	2009
Statewide	7	7	7
Similar Schools	8	5	5

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		
	2007-08	2008-09	2009-10
All Students at the School	-5	14	-19
Black or African American	n/a	n/a	n/a
American Indian or Alaska Native	n/a	n/a	n/a
Asian	n/a	n/a	n/a
Filipino	n/a	n/a	n/a
Hispanic or Latino	-9	4	-22
Native Hawaiian/Pacific Islander	n/a	n/a	n/a
White	-4	15	-4
Two or More Races	n/a	n/a	n/a
Socioeconomically Disadvantaged	4	6	-17
English Learners	n/a	n/a	n/a
Students with Disabilities	n/a	n/a	n/a

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	797	789	767
Black or African American		718	685
American Indian or Alaska Native		735	728
Asian		766	889
Filipino			851
Hispanic or Latino	725	712	715
Native Hawaiian/Pacific Islander			753
White	827	820	838
Two or More Races			807
Socioeconomically Disadvantaged	751	713	712
English Learners		660	691
Students with Disabilities		601	580

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 2009-10)

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	No
Participation Rate: Mathematics	Yes	Yes
Percent Proficient: English-Language Arts	Yes	No
Percent Proficient: Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	N/A	Pend

Federal Intervention Program (School Year 2010-11)

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	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	---	9
Percent of Schools Currently in Program Improvement	---	38

XI. 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.

Staff training is the core of a quality instructional program. The LCC Elementary School teaching staff participated in school wide training in Response to Intervention and Professional Learning Communities as well as a variety of staff training/development activities during the 2007-08 and 2008-2009 school year. Staff also received training in Step Up to Writing, Everyday Math, and reading intervention programs. Staff training is designed to improve teaching skills and therefore improve student learning. All staff attend monthly on-site staff development on improving their understanding and implementation of Professional Learning Communities. Other staff development covers specific topics including reading comprehension, math instruction, student discipline, creating formative assessment, and use of technology to support academic content, California State Standards and continuous improvement of student learning. The staff will review student work and assessment data to determine whether students meet state academic standards, develop an improvement plan and then regularly utilize assessments to monitor student achievement of these standards. Classified staff members receive in-service on topics related to their various roles.