

# 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	
<b>School Name</b>	Rosedale Elementary - Two Way Immersion School	<b>District Name</b>	Chico Unified School District
<b>Street</b>	100 Oak Street	<b>Phone Number</b>	(530) 891-3000
<b>City, State, Zip</b>	Chico, CA 95928	<b>Web Site</b>	www.chicousd.org
<b>Phone Number</b>	(530) 891-3104	<b>Superintendent</b>	Kelly Staley
<b>Principal</b>	Claudia de la Torre	<b>E-mail Address</b>	kstaley@chicousd.org
<b>E-mail Address</b>	cdelator@chicousd.org	<b>CDS Code</b>	04-61424-6003081

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

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

Rosedale is located on the west side of Chico. Rosedale is the Two Way Immersion Magnet School and houses approximately 534 students on the traditional calendar.

### Our Mission:

The Rosedale community is committed to providing a culture of lifelong learning for all students through dual immersion by developing bilingualism and academic excellence in a multicultural environment.

Rosedale Two Way Immersion Elementary School's vision is a safe, educational community with collaboration between adults and children of all ages, cultures, and life experiences that are welcomed, respected, involved and valued.

Rosedale students are self-directed, life-long learners working towards their highest academic potential while taking responsibility for their role in an ever-changing world. Our school community will foster these attributes by utilizing a wide variety of resources and strategies. We value, model and reward character traits: respect, responsibility, honesty, compassion, conscientious, perseverance, positive cooperation, trustworthiness, and patience.

## Opportunities for Parental Involvement (School Year 2009-10)

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

Parents have many opportunities for involvement in school programs. There are parent volunteers who assist teachers in classrooms, as well as those who assist in outside projects such as field trip supervision, arts programs, gardening, lunch time activities, and organizing school events. Parent input is sought through a variety of venues such as School Site Council, English Language Learner Advisory Committee, and the Parent Teacher Association (PTA), through Target Case Managers, Bilingual Liaisons, and by an open door access to administration.

Staff on committees oversee parent invitations to school activities such as Family Nights and monthly Award Assemblies. Title I Program informational meetings are held annually. Parent conferences are also an excellent method for communication. To communicate on a regular basis with Rosedale families, weekly school newsletters are sent home in English and Spanish. 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	85
Grade 1	84
Grade 2	76
Grade 3	64
Grade 4	71
Grade 5	71
Grade 6	53
<b>Total Enrollment</b>	<b>504</b>

## 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	2.38	White	31.94
American Indian or Alaska Native	1.79	Two or More Races	
Asian	0.40	Socioeconomically Disadvantaged	59.4
Filipino	0.60	English Learners	41.5
Hispanic or Latino	60.12	Students with Disabilities	5.2
Native Hawaiian/Pacific Islander	0		

### Average Class Size and Class Size Distribution (Elementary)

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

Grade Level	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+
<b>K</b>	18.8	4	0	0	19.3	3	0	0	28.33		3	
<b>1</b>	18.3	3	0	0	19.0	3	0	0	28		3	
<b>2</b>	18.3	3	0	0	17.5	2	0	0	29.5		2	
<b>3</b>	19.0	3	0	0	19.5	2	0	0	29.5		2	
<b>4</b>	24.0	0	2	0	25.0	1	1	0	29		2	
<b>5</b>	28.0	0	2	0	25.0	0	1	0	28		2	
<b>6</b>	23.0	0	1	0	28.5	0	2	0	29		1	
<b>K-3</b>	19.0	2	0	0	18.3	3	0	0	22		1	
<b>3-4</b>	0.0	0	0	0	18.0	1	0	0				
<b>4-8</b>	30.0	0	1	0	27.0	0	1	0	25.5		2	
<b>Other</b>	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.

The school safety plan is reviewed and updated on a yearly basis in September-October. Emergency action decisions are made through school, district, police and fire personnel. Key elements of the Safe School Plan cover fire, earthquakes, chemical spills, explosion, weapons, bomb threats, and evacuation and relocation procedures. Potential traumatic incidents are reported to the Crisis Response Team. Notification of extreme emergencies are announced by the Principal via an appropriate warning device or written notice. Teachers have action, evacuation, and relocation procedures posted in each classroom. Supervisors, custodians, office personnel and teachers have access to phone or 2-way radio communication at all times. The school is free of graffiti and vandalism and security checks are regular. Emergency Action Plans are in place and staff and students perform monthly emergency/evacuation drills. The school safety plan is updated annually in accordance with Senate Bill 187.

#### 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
<b>Suspensions</b>	4.4	22.2	4.9	4.0	6.6	9.9
<b>Expulsions</b>	2.1	0.2	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.

The campus has 26 classrooms available. All classrooms, with the exception of one that is used for a staff room are being used for regular, special education, and additional support services for students. These rooms include space for the Reading Recovery Teacher, Title I Resource, intervention programs, a computer lab, and enrichment programs. Classrooms and seating arrangements are designed for adequate flow and provide easy and safe exit routes in the case of an emergency. Classroom bulletin boards are covered with fire-retardant paper. The bulletin boards encourage interaction, reference, and demonstration of student work. Rosedale has a closed-circuit television system that is used monthly for announcements about student activities and accomplishments, and for safety issues. A school wide intercom system is also used for announcements as necessary.

The school library is fully computerized and annually stocked with new book titles. Athletic facilities include a multipurpose room, four outside basketball courts, two softball fields, two soccer fields and play apparatus. The field was recently leveled and reseeded to provide a safe playing field for students. The parking areas were reconstructed during 2000-01 and a new playground structure installed. A new play apparatus was purchased by our PTA and installed by district personnel. The school grounds are graffiti free and used by a wide variety of school groups. Signs are posted for public use after 4:30 p.m., however, groups and organization must complete a Use of Facilities Form and comply to district guidelines if space is requested on our campus.

Supervision is provided in the multipurpose room at the beginning of the breakfast program, 7:30 a.m. until 8:20 a.m. for students eating breakfast and all other students who arrive early. Certificated staff supervises morning recess until 8:20 a.m. Approximately 40 students participate in morning programs through the 21st Century/ASES Program and are supervised starting at 7:00 a.m. by certificated and classified staff. Students are not allowed in unsupervised areas.

Rosedale also participates in the grant funded ASES/21st Century After School Program in collaboration with CARD from 2:20 p.m. to 6:00 p.m. Monday - Friday. Students participate in both academic and enrichment activities.

### 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	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[ ]	[X]	[ ]	[ ]	Room was very warm during visit. HV AC unit repaired. WO #41556
<b>Interior:</b> Interior Surfaces	[X]	[ ]	[ ]	[ ]	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[ ]	[ ]	[X]	[ ]	Electrical panel blocked by cabinet. Move cabinet. WO #42311
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	[ ]	
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[ ]	[ ]	[X]	[ ]	Stained ceiling tile in Rooms 1 and 22. Paint ceiling tile with stain block paint. WO #42301
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	[ ]	
<b>Overall Rating</b>	[ ]	[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	27	21	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	0.5	---
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. 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:

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

2009 Math  
 K-6 McGraw Hill/Wright Group - Everyday Math

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	\$8,425.94	\$3,120.79	\$5,305.15	\$61,670.01
District	---	---	\$4,990.77	63,194.00
Percent Difference: School Site and District	---	---	-2%	-1%
State	---	---	5,681.00	66,478.00
Percent Difference: School Site and State	---	---	-12%	-8%

### 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.

---

Rosedale receives funding from several sources. All funds are budgeted & expended according to state and district guidelines.

## 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	36	35	43	52	54	56	46	50	52
Mathematics	42	40	40	47	46	47	43	46	48
Science	49	50	57	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	43.0	40.5	54.3	n/a
Male	41	44	53	n/a
Female	45	37	61	n/a
Black or African American	n/a	n/a	n/a	n/a
American Indian or Alaska Native	n/a	n/a	n/a	n/a
Asian	n/a	n/a	n/a	n/a
Filipino	n/a	n/a	n/a	n/a
Hispanic or Latino	30	30	36	n/a
Native Hawaiian/Pacific Islander	n/a	n/a	n/a	n/a
White	70	61	10	n/a
Two or More Races	n/a	n/a	n/a	n/a
Socioeconomically Disadvantaged	24	26	24	n/a
English Learners	18	19	22	n/a
Students with Disabilities	23	15	n/a	n/a
Students Receiving Migrant Education Services	n/a	n/a	n/a	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	15.9%	33.3%	36.2%

## 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	2	4	2
Similar Schools	2	4	2

### 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	64	-9	9
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	67	-10	-4
Native Hawaiian/Pacific Islander	n/a	n/a	n/a
White	64	-2	51
Two or More Races	n/a	n/a	n/a
Socioeconomically Disadvantaged	52	0	-42
English Learners	58	0	-16
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	738	789	767
Black or African American		718	685
American Indian or Alaska Native		735	728
Asian		766	889
Filipino			851
Hispanic or Latino	681	712	715
Native Hawaiian/Pacific Islander			753
White	861	820	838
Two or More Races			807
Socioeconomically Disadvantaged	651	713	712
English Learners	638	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	No	No
Participation Rate: English-Language Arts	Yes	No
Participation Rate: Mathematics	Yes	Yes
Percent Proficient: English-Language Arts	No	No
Percent Proficient: Mathematics	No	No
API	Yes	Yes
Graduation Rate	N/A	Pending

### 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	In PI	In PI
First Year of Program Improvement	2003-2004	2004-2005
Year in Program Improvement	Year 5	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.

---

In-service training for certificated and classified staff is based on needs assessed at the start of the school year. Areas of emphasis focus on Data Analysis, Language Arts and Math. In addition, staff is encouraged to attend workshops and training in line with the designated focus for personal growth. Training sessions are also held for classroom aides to increase skills for working with students. All training is aligned with the goal of improved instruction through curriculum development.