

# Citrus Elementary School

## School Accountability Report Card

### Reported Using Data from the 2011-12 School Year

### Published During 2012-13

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 2012-13)

School Contact Information	
<b>School Name</b>	Citrus Elementary School
<b>Street</b>	1350 Citrus Avenue
<b>City, State, Zip</b>	Chico, CA 95926
<b>Phone Number</b>	(530) 891-3107
<b>Principal</b>	Shirley Williams
<b>E-mail Address</b>	swilliams@chicousd.org
<b>CDS Code</b>	04-61424-6002976

District Contact Information	
District Name	Chico Unified School District
Phone Number	(530) 891-3000
Web Site	www.chicousd.org
Superintendent	Kelly Staley
E-mail Address	kstaley@chicousd.org

### School Description and Mission Statement (School Year 2011-12)

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

The mission of Citrus Elementary School is to provide a safe, positive environment in which individual students have the opportunity to meet their full potential academically, socially, emotionally, and creatively. Students will learn to respect themselves and others, as well as the world in which they live. The responsibility for helping students develop these essential skills will be shared by parents, school staff, community members and the students themselves. We use a variety of resources and strategies to work toward this goal.

Citrus Elementary is a neighborhood school located in an older part of Chico. The main school building was built in 1936 making it the oldest operating school in the Chico Unified School District. We serve students in grades K - 6 who come to us with a variety of backgrounds given the ethnically and socio-economically diverse make-up of the neighborhood.

Citrus is a school-wide Title I school. We receive federal categorical funding for Title I, Title II, and Title III, as well as funding to support our breakfast and lunch programs. Additionally, Citrus is able to provide extensive afterschool programs through the 21st Century/ASES Grant where students receive academic assistance and enrichment for three hours each afternoon, as well as extra support for an hour each morning.

### Opportunities for Parental Involvement (School Year 2011-12)

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

Citrus Elementary welcomes and encourages parental involvement. We invite parents to become active members of our Parent Teacher Association. We have parents involved as members of our School Site Council and English Language Advisory Committee. We also encourage parents to be involved in our classrooms and to participate in their children's educational program throughout the year. They are invited to attend monthly awards assemblies, Parents and Pastries, monthly assemblies and a variety of other school-related activities and family-friendly events.

Citrus also offers different learning opportunities for parents throughout the year. These classes include Parenting Partners, Love and Logic, Parents on a Mission, English as a Second Language, as well as classes in nutrition. Our classes and parent activities are held in our Parent Center.

In addition to parent support and involvement, we are also extremely fortunate to be an adopted school of the Bidwell Presbyterian Church whose members provide countless hours of volunteer service to the students and staff at Citrus School.

### Student Enrollment by Grade Level (School Year 2011-12)

Grade Level	Number of Students
Kindergarten	59
Grade 1	47
Grade 2	54
Grade 3	48
Grade 4	60
Grade 5	61
Grade 6	65
Total Enrollment	394

### Student Enrollment by Group (School Year 2011-12)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	11.4	White	41.6
American Indian or Alaska Native	2.5	Two or More Races	1.3
Asian	13.5	Socioeconomically Disadvantaged	87.3
Filipino	0	English Learners	27.4
Hispanic or Latino	25.1	Students with Disabilities	12.9
Native Hawaiian/Pacific Islander	1.8		

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

Grade Level	2009-10				2010-11				2011-12			
	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	33		1	1	28.3	0	3	0	30	0	2	0
1	32		1		28	0	2	0	23	0	2	0
2	32		1		27.5	0	2	0	27	0	2	0
3	32		1	1	28.5	0	2	0	24	0	2	0
4	28.5		2		27	0	2	0	27.5	0	2	0
5	33			2	26	0	2	0	27.5	0	2	0
6	33.5			2	21.7	1	2	0	30	0	2	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 2011-12)

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.

The School Safety Plan is updated annually in accordance with Senate Bill 187. We reviewed and updated our plan in October and followed the template and training provided by CUSD. Our plan includes a description of our site, our school climate, an overview of our school discipline plan, our incident response team and a description of the responsibilities of the response team. Members of the team reviewed the plan, as did the School Site Council.

Staff and students regularly participate in training and drills related to school safety. Citrus also has a crisis response team, emergency phone tree and a specific emergency action plan to cover a variety of situations. We have telephones in every classroom and indoor/outdoor intercom capability. We also have two-way radio communication for each teacher and campus supervisors. Citrus provides student supervision before and after school, and during all recess breaks. All visitors must sign-in at the office and wear a badge while on school grounds.

In addition to our School Safety Plan, we have a comprehensive positive behavior support plan and school discipline plan that includes the major components of the Building Effective Schools Together Program. Additionally, we utilize the Second Step curriculum (violence reduction) with our students, the Primary Intervention Program (PIP) as well as work with students from the Chico High Peer Mediation class on bullying and respect. We have a comprehensive counseling staff to provide individual, small group and classroom social and emotional support and education to students, as well as a Targeted Case Manager.

## Suspensions and Expulsions

Rate*	School			District		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
<b>Suspensions</b>	6.16	21.66	21.57	10.03	8.95	4.57
<b>Expulsions</b>	0.24	0	0	0.73	0.59	0.62

\* 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 2012-13)

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:** November 2012

Citrus School, the oldest school plant in operation in the Chico Unified School District, was built in 1936. It is one of 12 elementary schools in the District. Our facility houses 16 classes. Citrus also has a library media center, multi-purpose room, intervention rooms, counseling rooms, a staff work room, a staff development room, a staff lunch room and a Parent Center. It was renovated during the 1989 school year with central air conditioning and heating added. The playground has been painted to include a holistic playground which provides learning activities for students to utilize. The entire exterior of the facility was painted this past summer through the volunteer efforts of LOVE Chico, in collaboration with CUSD.

Citrus provides before-school playground supervision for all students from 7:55-8:15 a.m. Our breakfast program operates from 7:15-8:00 a.m. each morning and a 21st Century Community Learning Center program operates from 7:00-8:15 a.m. Citrus also offers an after-school program through the 21st Century Grant from 2:20-6:00 p.m. on a daily basis. During 'after school' times academic support and enrichment opportunities in the 21st Century Learning Center Program are provided. Citrus works with approximately 200 students and parents on a monthly basis during these extended school day times.

All visitors are required to register at the school office and obtain a visitor badge. All staff members monitor the campus and ensure that visitors register in the office. Although Citrus is the oldest campus in CUSD, it is very well maintained both structurally and cosmetically. Our classrooms, restrooms and offices are cleaned on a daily basis. Our CUSD maintenance department repairs our facility as needed and provides weekly landscape support. Additionally, volunteers from Bidwell Presbyterian support the appearance of the campus through projects around the school campus.

### School Facility Good Repair Status (School Year 2012-13)

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	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[ ]	[ ]	[X]	[ ]	Room 17 Very Hot: We could find no problems
<b>Interior:</b> Interior Surfaces	[X]	[ ]	[ ]	[ ]	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	[ ]	

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Electrical:</b> Electrical	[ ]	[ ]	[X]	[ ]	Repair/Replace Exhaust Fan in Girls Hallway Bathroom. WO# 50447
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	[ ]	
<b>Safety:</b> Fire Safety, Hazardous Materials	[ ]	[ ]	[ ]	[X]	Fire Extinguishers Not Serviced: Reported to North State Fire Protection.
<b>Structural:</b> Structural Damage, Roofs	[ ]	[X]	[ ]	[ ]	Replace Missing Shingles; WO# 50446
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	[ ]	
<b>Overall Rating</b>	[ ]	[X]	[ ]	[ ]	

## V. Teachers

### Teacher Credentials

Teachers	School			District
	2009-10	2010-11	2011-12	2011-12
<b>With Full Credential</b>	19	19	21	574
<b>Without Full Credential</b>	0	0	0	1
<b>Teaching Outside Subject Area of Competence</b>	0	0	0	---

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2010-11	2011-12	2012-13
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	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.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011-12)

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 Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	100	0
<b>All Schools in District</b>	98.55	1.45
<b>High-Poverty Schools in District</b>	98.17	1.83
<b>Low-Poverty Schools in District</b>	100	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 2011-12)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	.5	---
Library Media Teacher (Librarian)	.5	---
Library Media Services Staff (Paraprofessional)		---
Psychologist	0.26	---
Social Worker		---
Nurse	0.2	---
Speech/Language/Hearing Specialist	0.4	---
Resource Specialist	1.0	---
Other		---

\* 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 2012-13)

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 instruction 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:** October 2012

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.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	McMillan/McGraw Hill / California Treasures	Yes	0
Mathematics	McGraw Hill/Wright Group / Everyday Math - 2009	Yes	0
Science	K-5: McMillan/McGraw Hill / California Science - 2007 6-8: Prentice Hall / Focus on California Science - 2007	Yes	0
History-Social Science	Harcourt / Reflections - 2006	Yes	0
Foreign Language	Meets State Guidelines		0
Health	Meets State Guidelines		0
Visual and Performing Arts	Meets State Guidelines		0

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$8,864.19	\$4,202.30	\$4,661.89	\$65,228.27
District	---	---	\$4,731.04	\$65,065.00
Percent Difference: School Site and District	---	---	98.53%	100.25%
State	---	---	\$5,455.00	\$68,488.00
Percent Difference: School Site and State	---	---	85.46%	95.24%

\* **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 2011-12)

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

Citrus receives the following funding:

- **Economic Impact Aid/Limited English Proficient (EIA/LEP)** state funds to support programs and activities to assist English learners achieve proficiency in the English language as rapidly as practicable and to support programs and activities to improve the academic achievement of English learners.
- **Economic Impact Aid/State Compensatory Education (EIA/SCE)** state funds to support programs and activities designed to assist educationally disadvantaged students achieve state standard proficiency.
- **Safe Schools** funds to provide training, resources, and technical assistance to establish a school/community environment which is physically and emotionally safe, well-disciplined, and conducive to learning.
- **Title II** federal funds to provide ongoing staff development for teachers and principals.
- **Title I** funds due to Free and Reduced Lunch qualifications. The intent of this funding is to meet the educational needs of low-achieving students enrolled in the highest poverty schools and to provide parent education.
- **21st Century Grant** federal funds and **ASES** (After School Education and Safety Program) state funds to provide improved academic achievement; enrichment services that reinforce and complement the academic program; family literacy and related educational development services; and services to help the students meet state and local standards in core content areas. Programs are planned through a collaborative process that includes parents, youth, and representatives of participating schools or local educational agencies, governmental agencies, community organizations, and the private sector. Instructional aides, parent aides, and resource teachers are all part of an intense instructional program to assist students' learning. Library clerks, guidance aides, a Targeted Case Manager and language liaison aides are also a part of this interdisciplinary team.

#### Teacher and Administrative Salaries (Fiscal Year 2010-11)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,121	\$40,932
Mid-Range Teacher Salary	\$53,164	\$65,424
Highest Teacher Salary	\$83,676	\$84,596
Average Principal Salary (Elementary)	\$89,920	\$106,806
Average Principal Salary (Middle)	\$97,238	\$111,776
Average Principal Salary (High)	\$102,804	\$120,858
Superintendent Salary	\$164,900	\$204,089
Percent of Budget for Teacher Salaries	41%	39%
Percent of Budget for Administrative Salaries	4%	5%

\* 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	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English-Language Arts	38	30	38	56	58	58	52	54	56
Mathematics	40	30	34	47	51	51	48	50	51
Science	47	30	21	64	67	68	54	57	60
History-Social Science				55	59	56	44	48	49

\* 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	58	51	68	56
All Student at the School	38	34	21	
Male	29	33	10	
Female	48	34	30	
Black or African American	46	30		
American Indian or Alaska Native				
Asian	24	39		
Filipino				
Hispanic or Latino	47	36	21	
Native Hawaiian/Pacific Islander				
White	35	35	37	
Two or More Races	50	17		
Socioeconomically Disadvantaged	36	33	23	
English Learners	27	31	6	
Students with Disabilities	29	29		
Students Receiving Migrant Education Services				

\* 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 2011-12)

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	11.1	14.8	31.5

\* 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	2009	2010	2011
Statewide	2	2	1
Similar Schools	2	2	1

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

Group	Actual API Change		
	2009-10	2010-11	2011-12
All Students at the School	-4	-51	35
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	25	-33	69
Native Hawaiian/Pacific Islander			
White	-30	-52	-11
Two or More Races			
Socioeconomically Disadvantaged	-3	-42	42
English Learners	2	-26	79
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 - 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, district, and state level.

Group	2012 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	247	703	8,920	797	4,664,264	788
Black or African American	25	749	325	713	313,201	710
American Indian or Alaska Native	6		167	737	31,606	742
Asian	32	679	596	768	404,670	905
Filipino	0		58	869	124,824	869
Hispanic or Latino	62	712	1,922	726	2,425,230	740
Native Hawaiian/Pacific Islander	4		53	797	26,563	775
White	107	694	5,605	828	1,221,860	853
Two or More Races	1		45	730	88,428	849
Socioeconomically Disadvantaged	216	693	4,259	724	2,779,680	737
English Learners	72	684	1,350	683	1,530,297	716
Students with Disabilities	34	579	1,026	603	530,935	607

### 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 2011-12)

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	No

### Federal Intervention Program (School Year 2012-13)

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	2003-2004	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	---	11
Percent of Schools Currently in Program Improvement	---	37.9

## 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, and data reporting, etc.)?

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Staff members have the opportunity to participate in the District Advisory Committee, Assessment Sub-committees, Task Forces and the Instructional Leadership Team. On the site, grade level teaching teams meet twice monthly as a Professional Learning Community (P.L.C.) to discuss student learning and determine the best instructional strategies and materials to use for their students. Through the analysis of data and staff discussion, we are focusing on the areas for staff development: Formative Assessment (Assessment for Learning), Building Effective Schools Together, Aeries Implementation, Treasures Language Arts Curriculum, Everyday Math Curriculum and English Language Development Techniques in Language Star. Teachers have had the opportunity to attend our district-wide staff development day and follow-up grade level meetings, and receive on-going professional development and support in the areas of mathematics, language arts and English Language Development from our Support Teachers. Additionally, staff has access to the district's coordinator for Illuminate and can receive support and training as requested.