

**2010-11**  
**SCHOOL ACCOUNTABILITY REPORT CARD**

**Rescue Elementary School**  
**Rescue Union Elementary District**

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## 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

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

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

Rescue School, which serves students in grades K-5, is a quiet oasis in a rapidly growing and changing Sierra Nevada foothill community. School buses pass the school on a road where cows are grazing with deer and wild turkeys appearing from time to time. Approaching on Green Valley Road from the west, you will see the Sierra Nevada Mountains in the background, covered with snow in winter. Farms, fields, and houses are scattered along the hillside.

Rescue is a friendly place where people know each other and take the time to stop and talk. The bus drivers, principal, teachers, and secretaries are your neighbors. You meet them at the game, at the store, or at the Rescue Post Office. The school itself is part of the neighborhood, serving as a gathering place for meetings, soccer and Little League, Boy/Girl Scouts, community craft shows, carnivals, and recreational activities. Although Rescue School was built in 1958, it has been well maintained and remodeled to improve the buildings for safety and comfort.

The Mission Statement at Rescue School is as follows: At Rescue School we are committed to respecting the similarities and differences of others on our playgrounds, in our classrooms and community. We are dedicated to providing our students an excellent education in a safe, clean, and nurturing environment. We hold high expectations for all students and provide them with the support to meet their full potential.

At our site, we have an El Dorado County autistic class for preschoolers and kindergartners. The students share our kindergarten playground and are mainstreamed as appropriate. We also have a State Preschool in the morning and a Head Start preschool in the afternoon located on our site. These programs serve many of our future students. We continue to enjoy the services of our county provided morning and afternoon Extended Day daycare programs. They serve 32 children in the before-school program, 15 children in the kindergarten program and 45 children in the afternoon program.

Students are challenged to meet their full potential at Rescue School. The California Content Standards and the California Curriculum Frameworks drive the instructional program. The district has adopted curriculum for four subject areas for kindergarten through fifth grade. Open Court Reading is the adoption for language arts, Houghton Mifflin math in kindergarten through 2nd grade and Harcourt Brace math for third through fifth grades and Scott Foresman for both science and social studies. The curriculum is differentiated for both gifted and talented students and special education students to meet their divergent needs.

A fully equipped computer lab with 30 computers supports our student technology program. Kindergarten through 3rd grade students receive instruction in the lab from their classroom teachers and a lab assistant weekly (August - December). Fifth grade students receive instruction each week in the lab from their teacher.

Gifted and talented (GATE) students at Rescue School receive a differentiated curriculum in the regular classroom. Students who are formally designated as GATE students are clustered in groups in the classrooms. Appropriate learning experiences are provided during the school day, usually in the regular classroom. Learning plans are provided to parents describing the type of differentiation that their child may receive in the classroom. Parents of GATE students are invited to attend meetings of the District GATE Advisory Committee where they learn strategies for working with their children and ways they can be proactive in developing and evaluating GATE programs. Many of our teachers are GATE certified teachers. Site resources have been purchased to support the learning needs of identified GATE and high achieving students.

The Parent Teacher Council offers enrichment classes throughout the year after school in the area of sports. Through the fund raising efforts of our Parent Teacher Council, assemblies tied to the California State Standards are provided including an anti-bullying assembly.

Rescue School has been reassessing the student discipline system and school management system which has been in place for 6 years which was created using the Building Effective Schools Together program developed and researched at the University of Oregon. The tool being used is Safe and Civil Schools by Randy Sprick which, like BEST, promotes teaching and reinforcing the classroom and playground rules throughout the school year.

Rescue School is supported by the services of a nurse, psychologist, and a speech and language specialist. Our nurse is available 1 day a week to meet the health needs of students including vision and health screenings. The district psychologist performs evaluations and also meets with students as appropriate. The speech/language specialist works with students five days a week. A Learning Center exists to support those children with identified learning disabilities. Rescue School also participates in Academic Assessment/Program

Modification, and the Individual Education Program (IEP) planning process. During leveled reading, students are grouped by their reading level so that all students receive appropriate instruction. Reading aides also work with groups of students during leveled reading in order to achieve the lowest possible teacher student ratio. The overall goal is bringing all students to benchmark, and challenging advanced learners.

The Student Success Team (SST) approach is utilized to provide assistance to children experiencing difficulties. The SST, consisting of a teacher, parents, and the principal, meets regularly to develop an educational assistance plan for children referred by their teacher or parents.

Rescue School is an excellent example of what can be achieved when parents, staff, and teachers work together to provide a strong educational foundation and create a meaningful and memorable school experience for their children.

Montessori classrooms are available for students in grades K-1 upon parent request. Specific teachers have received Montessori training thru the Montessori training center or an on-line course.

### Opportunities for Parental Involvement (School Year 2010-11)

This section provides information about opportunities for parents to become involved with school activities, including contact information pertaining to organized opportunities for parental involvement.

Rescue enjoys support for school programs on many levels. Parents are actively involved and interested in every aspect of their children's education from classroom assistance to participation in the Parent-Teacher Council, School Site Council, and school-wide events. The Back-to-School Bop and the Fiesta (formerly Chili) Chomp and Stomp have a long history of bringing together the Rescue School community for food and fun. Muffins for Mom and Donuts for Dad are the morning reading event that brings our parents to school to share good literature with their children. Our student council raises funds to support their goals and school-wide activities. The council also sponsors school spirit days and special events. Families are encouraged to participate in our Grandparents' Day/Special Friend Day in September and our Veterans' Day event in November.

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

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

Grade Level	Number of Students
Kindergarten	74
Grade 1	66
Grade 2	60
Grade 3	60
Grade 4	77
Grade 5	75
Total Enrollment	412

### Student Enrollment by Group (School Year 2010-11)

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	0.7	White	78.4
American Indian or Alaska Native	0.5	Two or More Races	3.9
Asian	0.7	Socioeconomically Disadvantaged	28.9
Filipino	1.2	English Learners	2.4
Hispanic or Latino	14.6	Students with Disabilities	10.4
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	2008-09				2009-10				2010-11			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	17.5	4			24		3		24.7		3	
1	19.8	4			21	1	2		22	3	2	
2	18.4	5			19	3			27		2	
3	18	6			20	1	2		26.7		3	
4	22.7	1	2		28		3		27		3	
5	28		3		25		3		27.7		3	
K-3	19	19			21	5	7					
3-4	21	6	3		24	1	5					
4-8	0	26		6	27		6					
Other												

### III. School Climate

#### School Safety Plan (School Year 2010-11)

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

Rescue School was the first school built in the district (1956). Currently the campus contains 16 regular education classrooms, a library, a Learning Center, a gymnasium, a technology center, an extended day room, and an administrative office. Students in grades 1-5 have access to a swing set, climbing apparatus and bars, asphalt play area, and an open grass field. The custodial staff maintains campus cleanliness.

In recent years, four classrooms, the library, and the office were completely modernized. Bathrooms attached to the Library building were completely rebuilt and the campus was made ADA accessible. A new Kindergarten complex with three classrooms was built and includes its own fenced play area with play equipment.

Rescue School is on a traditional schedule to maximize the use of facilities. Safety is a top priority at Rescue School. A school safety committee meets regularly to discuss and address school safety issues. Fire department and insurance officials inspect the campus on a regular basis. The district has adopted a comprehensive preparedness plan which is reviewed with staff every year. Emergency backpacks with items needed during a crisis are in every classroom. Staff members receive annual training re: child protective services. Teachers and aides supervise the playground with a ratio of approximately 1 adult to 75 students.

#### 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		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
<b>Suspensions</b>	6.7	7.5	8.01	5.2	4.4	3.69
<b>Expulsions</b>	0	0	0	0.2	0.1	0.25

## IV. School Facilities

### School Facility Conditions and Planned Improvement (School Year 2011-12)










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.

School buildings and grounds at Rescue School provide a clean, positive environment that is conducive to teaching, instruction, and learning. Staff and student rest rooms are clean and well maintained. Floors, wall, roof, and plumbing are maintained on a regular schedule.

During the summer of 2009, the Rescue School blacktop was slurry sealed and the boundaries and game lines were repainted. It made a huge difference in the way our blacktop looked. The finishing touch was put on the kindergarten building in October, when sod was laid between the kindergarten playground and the C wing. Our campus is looking good!

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

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

Inspected On: 1/13/2012	Repair Status				Repair Needed and Action Taken or Planned
System Inspected	Exemplary	Good	Fair	Poor	
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	—		—	—	
<b>Interior: Interior Surfaces</b>	—		—	—	
<b>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</b>	—		—	—	
<b>Electrical: Electrical</b>	—		—	—	
<b>Restrooms/Fountains: Restrooms, Sinks/Fountains</b>	—		—	—	
<b>Safety: Fire Safety, Hazardous Materials</b>	—		—	—	
<b>Structural: Structural Damage, Roofs</b>	—		—	—	
<b>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</b>	—		—	—	
<b>Overall Rating</b>		—	—	—	

## 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
	2008-09	2009-10	2010-11	2010-11
Teachers with Full Credential	30	26	21	193
Teachers without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence	0	0	1	N/A

### 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	2009-10	2010-11	2011-12
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 Highly Qualified Teachers (School Year 2010-11)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a 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 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. More information on teacher qualifications required under the ESEA 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 Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	98.94	1.06
High-Poverty Schools in District	0	0
Low-Poverty Schools in District	98.88	1.12

## VI. Support Staff

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

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	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	0.29	N/A
Social Worker	0	N/A
Nurse	0.29	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non - teaching)	0	N/A
Other	0	N/A

## VII. Curriculum and Instructional Materials

### Description of school's program towards meeting William's Settlement Requirements

All materials are current, high quality and available to all students.

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

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.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	Open Court Reading Grades K-5	0	Yes
Mathematics	Houghton Mifflin California Mathematics Grades K-2	0	Yes
	Harcourt Mathematics Grades 3-5		
Science	Scott Foresman Science Grades K-5	0	Yes
History-Social Science	Scott Foresman History-Social Science for California Grades K-5	0	Yes
Foreign Language			
Health	Botvin's LifeSkills Grades 3-5	0	Yes
Science Laboratory Equipment (grades 9-12)			
Visual and Performing Arts			

## VIII. School Finances

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

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 / Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$6,981.00	\$1,438.00	\$5,543.00	\$63,451.00
District	N/A	N/A	\$5,256.00	\$63,743.00
Percent Difference - School Site and District	N/A	N/A	5.46	-0.46
State	N/A	N/A	\$5,455.00	\$65,524.00
Percent Difference - School Site and State	N/A	N/A	1.61	-3.16

### Types of Services Funded (Fiscal Year 2010-11)

This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school's federal Program Improvement status) that are provided at the school through either categorical funds or other sources.

All Rescue schools receive equal allocations per student of general fund support for instructional materials, supplies and other uses. Funding for the support services such as maintenance of buildings and grounds, utilities, and student transportation is budgeted on a districtwide, centralized basis and provided to each school site based on the unique needs of the individual school.

In addition, to its support from the local general fund, each school in the Rescue Union School District receives yearly allocations from some state and federal categorical programs. The purpose of these categorical programs range from improving the quality of the total instructional program for all students to addressing the unique needs of special groups of students - such as English Learners, Gifted and Talented (GATE), academically deficient and students at risk of failing.

### Teacher and Administrative Salaries (Fiscal Year 2009-10)

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	\$42,636	\$41,183
Mid-Range Teacher Salary	\$61,016	\$63,647
Highest Teacher Salary	\$79,791	\$80,955
Average Principal Salary (Elementary)	\$98,780	\$102,400
Average Principal Salary (Middle)	\$100,097	\$106,158
Average Principal Salary (High)		\$124,133
Superintendent Salary	\$135,869	\$151,742
Percent of Budget for Teacher Salaries	46	41
Percent of Budget for Administrative Salaries	7	6

## 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 assessments under the STAR program 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 nine through eleven. The 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 CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and 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. On each of these assessments, 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		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	63	63	57	76	76	75	49	52	54
Mathematics	66	62	59	74	74	71	46	48	50
Science	56	88	84	80	82	84	50	54	57
History-Social Science	0	0	0	64	68	69	41	44	48

### 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	75	71	84	69
All Students at the School	57	59	84	0
Male	48	53	89	0
Female	66	66	78	0
Black or African American	0	0	0	0
American Indian or Alaska Native	0	0	0	0
Asian	0	0	0	0
Filipino	0	0	0	0
Hispanic or Latino	40	40	0	0
Native Hawaiian or Pacific Islander				
White	60	62	87	0
Two or More Races	0	0	0	0
Socioeconomically Disadvantaged	40	42	75	0
English Learners	0	0	0	0
Students with Disabilities	48	34	0	0
Students Receiving Migrant Education Services				

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

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	34.2	27.6	25
7	0	0	0
9	0	0	0

## 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	2008	2009	2010
<b>Statewide</b>	5	7	7
<b>Similar Schools</b>	1	3	3

### 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. Note: N/A means that the student group is not numerically significant or data were not available.

Group	Actual API Change		
	2008-09	2009-10	2010-11
<b>All Students at the School</b>	57	12	-20
<b>Black or African American</b>			
<b>American Indian or Alaska Native</b>			
<b>Asian</b>			
<b>Filipino</b>			
<b>Hispanic or Latino</b>			
<b>Native Hawaiian or Pacific Islander</b>			
<b>White</b>	47	18	-23
<b>Two or More Races</b>			
<b>Socioeconomically Disadvantaged</b>	67	21	-39
<b>English Learners</b>			
<b>Students with Disabilities</b>			

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

This table displays, by student group, the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API		
	School	LEA	State
All Students at the School	820	886	778
Black or African American		834	696
American Indian or Alaska Native		807	733
Asian		939	898
Filipino		914	859
Hispanic or Latino	715	827	729
Native Hawaiian or Pacific Islander			764
White	837	891	845
Two or More Races		909	836
Socioeconomically Disadvantaged	725	768	726
English Learners		751	707
Students with Disabilities	718	737	595

### Adequate Yearly Progress

The federal Elementary and Secondary Education 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 2010-11)

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 six AYP criteria described above.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	No
API	Yes	Yes
Graduation Rate	N/A	N/A

### Federal Intervention Program (School Year 2011-12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. 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	2011-2012	2011-2012
Year in Program Improvement	Year 1	Year 1
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	28.6

## XII. 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.

Teachers receive professional development and will work collaboratively on a regular, ongoing basis to target key standards, analyze formative assessment data, and develop effective instructional practices.

At the elementary sites, four minimum days are scheduled for grade level collaboration (reviewing formative assessment data and planning intervention), five minimum days for parent conferences and three days for report card preparation.