

2010-11
SCHOOL ACCOUNTABILITY REPORT CARD

Jackson Elementary School
Rescue Union Elementary District

Published During
2011-12

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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.

“The Jackson Elementary School staff, working in partnership with parents and our community will strive to provide excellence in academics and the thinking and interpersonal skills necessary for all students to reach their maximum potential. We are committed to providing a safe learning environment where all students are valued and respected.”

Jackson School is located in the beautiful oak-studded foothills, twenty-five miles northeast of Sacramento. The campus serves a student body of 444 students in grades kindergarten through fifth. The educational program is supported by a staff of 15 classroom teachers, one music teacher, and one PE teacher.

- Jackson School was recognized as a 2002 California Distinguished School.
- California Distinguished School Honorable Mention 2006

The core educational program provided to the Jackson students is based on the California State Standards, California Curriculum Framework Standards and Elementary Makes the Grade. Beyond the core curriculum, the Jackson educational program provides a wide range of reinforcement and enrichment programs. Outstanding examples include: a computer lab which supports and extends our core curriculum; language arts paraprofessionals supporting the individual needs of our student population; a physical education specialist providing a solid foundation for physical and social development; classroom music appreciation for upper grades; extensive Visual and Performing Arts opportunities and an award winning school garden.

Students with special needs are provided additional support through our Gifted and Talented Program, Speech and Language Services, Health Services, and the Resource Specialist Program. In addition to the support programs listed above, Jackson School has an active Student Success Team. The team, composed of parent(s), teacher(s), specialist(s), and the principal, collaboratively reviews and suggests program modifications to help students succeed and learn.

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.

Our school staff enjoys a high level of community support and involvement in all aspects of our educational programs. Parents participate in collaborative planning of our schoolbased program through monthly school site council meetings. Additionally, our PTO works with school staff to identify school-wide needs that can be supported through parent volunteers and community fund raising events. Outstanding examples of these events are the PTO Fall Festival, Boots, BBQ, and Boogie event, and Scrip sales. Proceeds from these events have provided our students with a computer lab, outdoor school garden, school-wide educational resources, steel school picnic tables, school marquee, kindergarten and elementary play structures, and many outstanding special events.

Parents have an opportunity to participate on a variety of levels. Parents assist with reading groups during class time and before school. Parents help in the school garden with classes and help with upkeep of the garden over the summer months. The library coordinator uses parent help in the library and in the classrooms. The PTO board also offers many opportunities to help support classrooms and school events.

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 | 54 |
| Grade 1 | 57 |
| Grade 2 | 53 |
| Grade 3 | 93 |
| Grade 4 | 75 |
| Grade 5 | 79 |
| Total Enrollment | 411 |

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 | 0.2 | White | 71.3 |
| American Indian or Alaska Native | 0.5 | Two or More Races | 5.8 |
| Asian | 5.6 | Socioeconomically Disadvantaged | 10.2 |
| Filipino | 0.7 | English Learners | 1.9 |
| Hispanic or Latino | 14.8 | Students with Disabilities | 12.9 |
| 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 | 20 | 2 | | | 23 | | 2 | | 26.5 | | 2 | |
| 1 | 20 | 4 | | | 23 | | 2 | | 27 | | 2 | |
| 2 | 19.3 | 3 | | | 24 | | 3 | | 19.3 | 1 | 2 | |
| 3 | 19 | 3 | | | 24 | | 3 | | 24.8 | 1 | 3 | |
| 4 | 28 | | 3 | | 28 | | 3 | | 30.5 | | 2 | |
| 5 | 28.5 | | 2 | | 29 | | 4 | | 28.7 | | 3 | |
| K-3 | 20 | 12 | | | 24 | | 10 | | | | | |
| 3-4 | 24 | 3 | 3 | | 26 | | 6 | | | | | |
| 4-8 | 26 | | 5 | | 28 | | 7 | | | | | |
| Other | | | | | | | | | | | | |

III. School Climate

School Safety Plan (School Year 2010-11)

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

The Ruppel Center, amphitheater, lunch facility, stage, and computer lab were completed in December 1999. Due to continued growth, the district is in the process of planning for additional future school sites. Jackson School is on a traditional schedule. Policies and procedures are in place regarding campus safety, fire drill exercises, earthquake preparedness and playground supervision. The Safe and Civil School team evaluate and implement rules and procedures for staff and students. The Safe School Plan sets goals each year for campus improvements and campus safety goals. The custodial staff maintains our campus to ensure cleanliness and maintenance.

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 |
| Suspensions | 3.8 | 1.4 | 2.43 | 5.2 | 4.4 | 3.69 |
| Expulsions | 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 Jackson 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. We currently have no new facility improvements planned.

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 | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | — |  | — | — | |
| Interior: Interior Surfaces | — |  | — | — | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | — |  | — | — | |
| Electrical: Electrical | — |  | — | — | |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | — |  | — | — | |
| Safety: Fire Safety, Hazardous Materials | — |  | — | — | |
| Structural: Structural Damage, Roofs | — |  | — | — | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | — |  | — | — | |
| Overall Rating |  | — | — | — | |

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 | 21 | 20 | 21 | 193 |
| Teachers without Full Credential | 0 | 0 | 0 | 0 |
| Teachers Teaching Outside Subject Area of Competence | 0 | 0 | 0 | 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 | | |
| Counselor (Social/Behavioral or Career Development) | | N/A |
| Library Media Teacher (Librarian) | | N/A |
| Library Media Services Staff (Paraprofessional) | 1 | N/A |
| Psychologist | 0.29 | N/A |
| Social Worker | | N/A |
| Nurse | 0.29 | N/A |
| Speech/Language/Hearing Specialist | 2 | N/A |
| Resource Specialist (non - teaching) | | N/A |
| Other | | 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 | N/A | | |
| Health | Botvin's LifeSkills Grades 3-5 | 0 | Yes |
| Science Laboratory Equipment (grades 9-12) | N/A | | |
| Visual and Performing Arts | N/A | | |

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 | \$7,077.00 | \$1,323.00 | \$5,754.00 | \$74,162.00 |
| District | N/A | N/A | \$5,256.00 | \$63,743.00 |
| Percent Difference - School Site and District | N/A | N/A | 9.47 | 16.35 |
| State | N/A | N/A | \$5,455.00 | \$65,524.00 |
| Percent Difference - School Site and State | N/A | N/A | 5.48 | 13.18 |

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 | 84 | 85 | 81 | 76 | 76 | 75 | 49 | 52 | 54 |
| Mathematics | 89 | 82 | 85 | 74 | 74 | 71 | 46 | 48 | 50 |
| Science | 86 | 81 | 90 | 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 | 81 | 85 | 90 | 0 |
| Male | 84 | 86 | 93 | 0 |
| Female | 79 | 84 | 85 | 0 |
| Black or African American | 0 | 0 | 0 | 0 |
| American Indian or Alaska Native | | | | |
| Asian | 94 | 94 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 59 | 77 | 0 | 0 |
| Native Hawaiian or Pacific Islander | | | | |
| White | 84 | 85 | 88 | 0 |
| Two or More Races | 94 | 94 | 0 | 0 |
| Socioeconomically Disadvantaged | 62 | 53 | 0 | 0 |
| English Learners | 0 | 0 | 0 | 0 |
| Students with Disabilities | 71 | 67 | 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 | 7.3 | 30.5 | 61 |
| 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 |
|------------------------|------|------|------|
| Statewide | 10 | 10 | 10 |
| Similar Schools | 4 | 6 | 4 |

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 |
| All Students at the School | 6 | -1 | -11 |
| Black or African American | | | |
| American Indian or Alaska Native | | | |
| Asian | | | |
| Filipino | | | |
| Hispanic or Latino | | | |
| Native Hawaiian or Pacific Islander | | | |
| White | 5 | -3 | -7 |
| Two or More Races | | | |
| Socioeconomically Disadvantaged | | | |
| English Learners | | | |
| Students with Disabilities | | | |

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 | 913 | 886 | 778 |
| Black or African American | | 834 | 696 |
| American Indian or Alaska Native | | 807 | 733 |
| Asian | 981 | 939 | 898 |
| Filipino | | 914 | 859 |
| Hispanic or Latino | 852 | 827 | 729 |
| Native Hawaiian or Pacific Islander | | | 764 |
| White | 918 | 891 | 845 |
| Two or More Races | 946 | 909 | 836 |
| Socioeconomically Disadvantaged | 804 | 768 | 726 |
| English Learners | | 751 | 707 |
| Students with Disabilities | 810 | 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 | Yes | No |
| Participation Rate - English-Language Arts | Yes | Yes |
| Participation Rate - Mathematics | Yes | Yes |
| Percent Proficient - English-Language Arts | Yes | No |
| Percent Proficient - Mathematics | Yes | 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 | | |
| First Year of Program Improvement | | |
| Year in Program Improvement | | |
| 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 appropriate instructional practices.

At the elementary sites, eight 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.