

Executive Summary School Accountability Report Card, 2009–10

For Soulsbyville Elementary School

Address: 20300 Soulsbyville Rd., Soulsbyville, CA 95372
Principal: Bart Taylor

Phone: (209) 532-1419
Grade Span: K - 8

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. The data presented in this report are reported for the 2009–10 school year, except the School Finances and School Completion data that are reported for the 2008–09 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Soulsbyville School is a K-8 single school district with approximately 537 students, 58 staff members, (29 certificated personnel, including regular and special education teachers, administrators, a music instructor, highly qualified paraprofessionals) and about 340 families. It is located in Tuolumne County in a rural mountainous, unincorporated area. Most of our students are bused to school from dissimilar housing subdivisions and land parcels. The population has a range of 0-10 Limited English Speaking students. In spite of the diverse socioeconomic backgrounds from which they come, students interact very positively with one another at school. Our student population blends together with minimal friction based on social, cultural, or economic prejudice. Academically, Soulsbyville students have scored above the 800 mark on our STAR API scores for several years. Soulsbyville has been honored as a Distinguished School two times, the first year of the award's existence in 1986 and again in 2000.

Mission Statement

Soulsbyville School will provide a safe learning environment where:

- A family atmosphere prevails that includes nurturing relationships and expectations
- A caring, team approach that includes staff, parents and community, is used to ensure that ALL students achieve at their maximum level.
- Individual student success is measured against mastery and application of California grade level standards.
- Technology is embedded in our practices to improve teaching, learning and technology literacy.
- Everyone feels empowered to do his or her personal best.
- Teachers have all the knowledge/skills necessary to meet needs of every student so each one achieves at a proficient level or above in all core academic areas by the time they graduate from Soulsbyville School.
- Every student and faculty member is motivated by a resilient “can do” attitude that promotes individual contribution/participation and respect for learning.
- Students grow academically, gain self-confidence and self-discipline, practice responsible citizenship, and enjoy becoming life-long learners.
- Parents feel empowered to become partners with the school in their children’s learning.

Group	Enrollment
Number of students	537
Black or African American	1.3%
American Indian or Alaska Native	1.8%
Asian	0.7%
Filipino	0.4%
Hispanic or Latino	12%
Native Hawaiian/Pacific Islander	0.2%
White (not of Hispanic origin)	83%
Two or More Races	9%
Socioeconomically Disadvantaged	43%
English Learners	1.5%
Students with Disabilities	10.6%

Indicator	Teachers
Teachers with full credential	29
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on STAR ¹ Program Results
English-Language Arts	59.8%
Mathematics	60.1%
Science	63%
History-Social Science	49%

Academic Progress²

Indicator	Result
2010 Growth API Score (from 2010 Growth API Report)	818
Statewide Rank (from 2009 Base API Report)	825
Met All 2010 AYP Requirements	No
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 12 of 13
2010–11 Program Improvement Status (PI Year)	N/A

School Facilities

¹ Standardized Testing and Reporting Program assessments include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

² The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

Summary of Most Recent Site Inspection

Soulsbyville has been experiencing a loss of students the past few years. Our congested traffic condition of the past has been virtually eliminated by using our one-way through road. Our current growth project initiated in the late 1990's was completed during the '07-'08 school year. This has added additional parking space, a new multipurpose auditorium and permanent two story classroom buildings. Several existing portable buildings were moved during the summer of 2007 as a part of the new growth project.

Repairs Needed

None

Corrective Actions Taken or Planned

None

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	N/A
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$5100.00
District	\$5100.00
State	unavailable

School Accountability Report Card

Reported Using Data from 2009–10 School Year

Published During 2010–11

The School Accountability Report Card (SARC), which is required by law to be published by February 1 of each year, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability (e.g., 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 (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 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 2010–11)

This section provides the school's contact information.

School		District	
School Name	Soulsbyville Elementary	District Name	Soulsbyville Elementary
Street	20300 Soulsbyville Road	Phone Number	(209) 532-1419
City, State, Zip	Soulsbyville, CA 95372	Web Site	www.soulsbyville.k12.ca.us
Phone Number	(209) 532-1419	Superintendent	Jeff Winfield
Principal	Bart Taylor	E-mail Address	jwinfield@soulsbyville.k12.ca.us
E-mail Address	btaylor@soulsbyville.k12.ca.us	CDS Code	55-72397-6054928

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

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

Soulsbyville School is a K-8 single school district with approximately 537 students, 58 staff members, (29 certificated personnel, including regular and special education teachers, administrators, a music instructor, highly qualified paraprofessionals) and about 340 families. It is located in Tuolumne County in a rural mountainous, unincorporated area. Most of our students are bused to school from dissimilar housing subdivisions and land parcels. The population has a range of 0-10 Limited English Speaking students. In spite of the diverse socioeconomic backgrounds from which they come, students interact very positively with one another at school. Our student population blends together with minimal friction based on social, cultural, or economic prejudice. Academically, Soulsbyville students have scored above the 800 mark on our STAR API scores for several years. Soulsbyville has been honored as a Distinguished School two times, the first year of the award's existence in 1986 and again in 2000.

Opportunities for Parental Involvement (School Year 2009–10)

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

At Soulsbyville, there are many opportunities provided for parents to actively participate in the educational process with their children. PTA sponsors parent participation events – from manning fundraiser, to delivering the Halloween Carnival, or a talent show, or a fall, winter or spring activity. Parents volunteer in classrooms or the media center, providing a wide variety of support directly to students. Parents are especially welcome as chaperones on the many extended field studies taken by every grade level. Grandparents also volunteer in these activities and are honored in May at a special school wide Grandparents' Day Celebration. Our School Site Council is very involved in the maintaining of a positive school climate.

For additional information about organized opportunities for parent involvement at Soulsbyville Elementary, please contact the school office at (209) 532-1419.

III. School Climate

School Safety Plan (School Year 2009–10)

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

School Safety and Climate for Learning

Soulsbyville School conducts an annual Climate Survey through the Site Council. We have board policy ensuring that both normal and emergency operations and procedures are carried out effectively. Soulsbyville School has worked hard to establish and maintain a safe school climate. We have relatively few discipline problems which are dealt with through a Focus Room Coordinator in conjunction with the administration.

Soulsbyville maintains a strong School Safety Plan -- formulated with input from various law and service agencies throughout the county which is updated annually. There are very few acts of violence either on the campus or against the campus. We have a discipline policy and procedure in place and a very successful Community Day School in place for students needing alternate placement. All areas of the campus are carefully monitored with both personnel and surveillance equipment. All visitors are required to report to the office, sign in and wear visitor badges.

We believe that students who have regular opportunities to receive recognition and know the limits and consequences of inappropriate behavior perform better academically and socially. In following through with this belief, we have developed an extensive recognition / reward system and have a written set of rules and consequences for misbehavior. All staff members are committed to maintaining a safe and positive learning environment and are trained in a wide variety of classroom management techniques. Students are expected to attend school regularly and keep at least a 2.0 citizenship GPA to meet graduation requirements.

Our maintenance supervisor does monthly reviews of the facilities and reports to the Board quarterly. The Safety Plan is revised annually by Site Council and adopted by the School Board

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
Suspensions	0.1	0.08	0.12	0.1	0.08	0.12
Expulsions	0.0	0.005	0.01	0.0	0.005	0.009

IV. School Facilities

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

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

Information about the safety, cleanliness, and adequacy of school facilities, including the condition and cleanliness of the school grounds, buildings, and restrooms is available in the District Office. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Playground equipment is well maintained. Our congested traffic condition of the past has been virtually eliminated by using our one-way through road. Our current growth project initiated in the late 1990's was complete for the start of the '07-'08 school year. This has added additional parking space, a new multipurpose auditorium and permanent two story classroom buildings. Several existing portable buildings were moved during the summer of 2007 as a part of the new growth project.

Our annual Williams Report and Facility Inspection Tool reports indicate that all facilities are maintained in good to exemplary condition. We participate in the state Deferred Maintenance Program. We have a dedicated maintenance and custodial staff which cleans and maintains a safe, clean and functional campus. At this time we have no planned facility improvements.

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

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

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

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007–08	2008–09	2009–10	2009–10
With Full Credential	31	31	29	29
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	n/a	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Indicator	2008–09	2009–10	2010–11
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2009–10)

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	100%	0
High-Poverty Schools in District	100%	0
Low-Poverty Schools in District	100%	0

VI. Support Staff

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

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	n/a
Counselor (Social/Behavioral or Career Development)	0	n/a
Library Media Teacher (librarian)	-	n/a
Library Media Services Staff (paraprofessional)	1	n/a
Psychologist	-	n/a
Social Worker	-	n/a
Nurse	-	n/a
Speech/Language/Hearing Specialist	-	n/a
Resource Specialist (non-teaching)	-	n/a
Other	0.4	n/a

VII. Curriculum and Instructional Materials

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

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

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	Yes	0%	Yes
Mathematics	Yes	0%	Yes
Science	Yes	0%	Yes
History-Social Science	Yes	0%	Yes
Foreign Language	-	-	-
Health	Yes	0%	Yes
Visual and Performing Arts	-	-	-

VIII. School Finances

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

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$8,355	\$1,854	\$6,501	\$58,774
District	\$8,355	\$1,854	\$6,501	\$58,774
Percent Difference – School Site and District	n/a	n/a	n/a	n/a
State	\$8,275	n/a	n/a	\$55,324
Percent Difference – School Site and State	n/a	n/a		

Types of Services Funded (Fiscal Year 2009–10)

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.

The types of services funded by Soulsbyville School are comprised of Federal Title I (funds used to assist low achieving children) and the Limited English Proficient program. State Improvement Program (SIP) funds are used to pay for classroom aides. Lottery funds are used to support the schools music program. We use Safe and Drug Free Schools funds to provide the students with prevention programs. Class Size Reductions funds support salaries and benefits.

Teacher and Administrative Salaries (Fiscal Year 2008–09)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,476	\$38,873*
Mid-Range Teacher Salary	\$55,188	\$55,324*
Highest Teacher Salary	\$69,111	\$71,776*
Average Principal Salary (Elementary)	\$84,151	\$92,054*
Average Principal Salary (Middle)	n/a	n/a
Average Principal Salary (High)	n/a	n/a
Superintendent Salary	\$100,014	\$110,960*
Percent of Budget for Teacher Salaries	45%	Not available at this time
Percent of Budget for Administrative Salaries	5%	Not available at this time

* from K. Sadler @ SSC districts w/1,000 & under ADA

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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	56	64	59.8	56	64	59.8	46	50	54
Mathematics	53	53	60.9	53	53	60.9	43	46	57
Science	66	70	63	66	70	63	46	50	57
History-Social Science	37	47	49	35	47	49	36	41	47

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	59.9	60.9	63.0	69.0
All Students at the School	59.8	30.9	63.0	69.0
Male	57.7	59.6	N/A	N/A
Female	61.6	58.4	N/A	N/A
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	45.9	42.9	N/A	N/A
Native Hawaiian or Pacific Islander				
White	63.8	62.3	N/A	N/A
Two or More Races	40.0	58.3	N/A	N/A
Socioeconomically Disadvantaged	40.0	42.9	N/A	N/A
English Learners				
Students with Disabilities	23.5	22.6	N/A	N/A
Students Receiving Migrant Education Services				

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

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	n/a	n/a	n/a
7	n/a	n/a	n/a
9			

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. Detailed information about the API can be found on the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2007	2008	2009
Statewide	8	8	7
Similar Schools	4	4	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		
	2007–08	2008–09	2009–10
All Students at the School	-20	16	-7
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	24		0
Two or More Races	N/A		
Socioeconomically Disadvantaged	21		
English Learners			
Students with Disabilities			

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

This table displays, by student group, the 2010 Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	818	818	782
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	763	763	729
Native Hawaiian/Pacific Islander			
White	832	832	855
Two or More Races	N/A	N/A	N/A
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

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 on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2009–10)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the six AYP criteria described above.

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

Federal Intervention Program (School Year 2010–11)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator

(API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	n/a	n/a
First Year of Program Improvement	n/a	n/a
Year in Program Improvement	n/a	n/a
Number of Schools Currently in Program Improvement	n/a	n/a
Percent of Schools Currently in Program Improvement	n/a	n/a

XI. School Completion and Postsecondary Preparation

N/A

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.

On average in the last three years, two meetings of approximately one hour each are held monthly for staff development. In addition to that, there is an annual end of the year meeting to sum up staff development progress with the entire staff. All combined the time totals about 24 hours yearly dedicated towards staff development. The focus of our staff development has been on both character development for students and improving cross-grade level articulation of curriculum, time on task, checking for understanding and STAR test results and planning.