

Executive Summary School Accountability Report Card, 2010–11

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. Most data presented in this report are reported for the 2010–11 school year. School finances and school completion data are reported for the 2009–10 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2011–12 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 520 students, 56 staff members, (28 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.

Student Enrollment

Group	Enrollment
Number of students	521
Black or African American	0.02%
American Indian or Alaska Native	0.02%
Asian	0.003%
Filipino	0.005%
Hispanic or Latino	0.13%
Native Hawaiian or Pacific Islander	0.002%
White	0.83%
Two or More Races	n/a%
Socioeconomically Disadvantaged	0.439%
English Learners	0.015%
Students with Disabilities	13%

Teachers

Indicator	Teachers
Teachers with full credential	28
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	60.7%
Mathematics	60.9%
Science	77.5%
History-Social Science	67%

Academic Progress²

Indicator	Result
2011 Growth API Score (from 2011 Growth API Report)	823
Statewide Rank (from 2010 Base API Report)	6
Met All 2011 AYP Requirements	No
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 9 of 13
2011-12 Program Improvement Status (PI Year)	1

School Facilities

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

At the time of posting the SARC report there are no needed repairs to the Soulsbyville School campus. Our highly skilled maintenance staff make repairs immediately when needed. When the repair is beyond the scope of their expertise they contract out to more qualified technicians and engineers.

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	0%
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	\$4852
District	\$4852
State	n/a

¹ Standardized Testing and Reporting Program assessments used for accountability purposes 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.

School Accountability Report Card

Reported Using Data from the 2010–11 School Year

Published During 2011–12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC 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

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest 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 2011–12)

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 2010–11)

Soulsbyville School is a K-8 single school district with approximately 520 students, 56 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

Opportunities for Parental Involvement (School Year 2010–11)

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.

Student Enrollment by Grade Level (School Year 2010–11)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	48	Grade 8	72
Grade 1	52	Ungraded Elementary	
Grade 2	51	Grade 9	
Grade 3	54	Grade 10	
Grade 4	58	Grade 11	
Grade 5	61	Grade 12	
Grade 6	54	Ungraded Secondary	
Grade 7	71	Total Enrollment	

Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment
Black or African American	0.015%
American Indian or Alaska Native	0.015%
Asian	0.004%
Filipino	0.006%
Hispanic or Latino	13%
Native Hawaiian or Pacific Islander	0.002%
White	83%
Two or More Races	18%
Socioeconomically Disadvantaged	44%
English Learners	0.015%
Students with Disabilities	13%

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	17.0	3			17.3	3			19.2	2.5		
1	18	2.5			24		2		20.8	2.5		
2	18	2.5			27		2		25.5		2	
3	16.6	3			27.5		2		27		2	
4	26		2		22.7		3		29		2	
5	35.5		2		25.5		2		30.5		2	
6	24		3		25		3		27		2	
K-3					24	3	6		22.78		9	
3-4					25.1		5		22.4		5	
4-8					27.34		9	2	28.73		11	
Other												

* Number of classes indicates how many classes fall into each size category (a range of total students per classroom).

III. School Climate

School Safety Plan (School Year 2010–11)

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 academic and 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

Rate*	School 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
Suspensions	0.08	0.12	0.09	0.08	0.12	0.09
Expulsions	0.005	0.01	0.006	0.005	0.009	0.006

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011–12)

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. We are working on a new bus storage and maintenance facility.

School Facility Good Repair Status (School Year 2011–12)

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			

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2008–09	School 2009–10	School 2010–11	District 2010–11
With Full Credential	31	29	28	28
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	n/a	0	0	0

Teacher Misassignments and Vacant Teacher Positions

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

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010–11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* 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	Percent of Classes In Core Academic Subjects 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%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

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

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	
Library Media Teacher (librarian)	0	
Library Media Services Staff (paraprofessional)	1.0	
Psychologist	0	
Social Worker	0	
Nurse	0	
Speech/Language/Hearing Specialist	0	
Resource Specialist (non-teaching)	0	
Other	0	

Note: Cells shaded in black do not require data.

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

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

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: 2011 September

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	2009	100%	0%
Mathematics	2008	100%	0%
Science	2007	100%	0%
History-Social Science	2006	100%	0%
Foreign Language	-	-	-
Health	n/a	n/a	n/a
Visual and Performing Arts	-	-	-
Science Laboratory Equipment (grades 9-12)	n/a	n/a	n/a

VIII. School Finances

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$7230	\$2097	\$5133	\$61,156
District			\$5133	\$61,156
Percent Difference – School Site and District			0%	0%
State			\$8452	\$67,531
Percent Difference – School Site and State			0.85%	01.1%

Note: Cells shaded in black do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010–11)

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 and other programs not covered by State or Federal funding. 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 2009–10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,476	\$38,744
Mid-Range Teacher Salary	\$56,779	\$55,509
Highest Teacher Salary	\$73,262	\$70,567
Average Principal Salary (Elementary)	\$84,871	\$92,338
Average Principal Salary (Middle)	n/a	n/a
Average Principal Salary (High)	n/a	n/a
Superintendent Salary	\$104,014	\$109,381
Percent of Budget for Teacher Salaries	43%	36.6%
Percent of Budget for Administrative Salaries	5%	6.69%

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	64	59.8	60.7	64	59.8	60.7	50	54	56.2
Mathematics	53	60.9	60.9	53	60.9	60.9	46	57	58.4
Science	70	63	77.5	70	63	77.5	50	57	60
History-Social Science	47	49	67	47	49	67	41	47	50

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.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	60.7	60.9	77.5	67
All Students at the School				
Male	55.14	62.1	85.5	74
Female	67.7	60.9	69.5	62
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	46.6	56.1	0	0
Native Hawaiian or Pacific Islander				
White				
Two or More Races	63.9	62.8	78.5	70
Socioeconomically Disadvantaged	46.5	51.3	65	57
English Learners	0	0	0	0
Students with Disabilities	22	26.8	0	0
Students Receiving Migrant Education Services				

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.

California Physical Fitness Test Results (School Year 2010–11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tq/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	51%	31%	7%
7	37%	31%	22%
9	n/a	n/a	n/a

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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API 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	8	7	6
Similar Schools	4	4	5

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

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School	16	-7	+6
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	0	0	+36
Native Hawaiian or Pacific Islander			
White	+24	0	0
Two or More Races	N/D		
Socioeconomically Disadvantaged	+21	-21	-7
English Learners			
Students with Disabilities			-30

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	382	823	382	823	4,683,676	778
Black or African American	0		0		317,856	696
American Indian or Alaska Native	0				33,774	733
Asian	0				398,869	898
Filipino	0				123,245	859
Hispanic or Latino	58	797	58	797	2,406,749	729
Native Hawaiian or Pacific Islander	0				26,953	764
White					1,258,831	845
Two or More Races					76,766	836
Socioeconomically Disadvantaged	159	762	159	762	2,731,843	726
English Learners	5		5		1,521,844	707
Students with Disabilities	41	591	41	591	521,815	595

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate	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. For detailed information about PI identification, see the CDE *PI Status Determinations* Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	In PI	n/a
First Year of Program Improvement	2011-2012	n/a
Year in Program Improvement	Year 1	n/a
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		100%

Note: Cells shaded in black do not require data.

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.