

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

**Lakeview 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 mission of Lakeview Elementary is to inspire all students to be passionate, continuous learners and to prepare them with the skills to achieve their goals and flourish as responsible, caring citizens in a global community.

Lakeview Elementary School sits atop a hill in the midst of a newly developed subdivision overlooking views of the surrounding hills, attractive neighborhoods, and Folsom Reservoir. The campus was opened in August 2005 and is one of seven schools in Rescue Union School District. Located 28 miles east of Sacramento in the foothills of the Sierra Mountains, Lakeview serves a student body of approximately 600 students in grades kindergarten through fifth grade. The enrollment continues to grow as new families relocate to nearby neighborhoods and our reputation for offering excellence in education travels throughout the community. Lakeview is a place where our school motto, "Soaring to Success," is a true reflection of what is happening each and every day.

Lakeview Elementary School prides itself on a positive school climate and a commitment to ensuring success for all students. The curriculum is challenging and encompasses varied teaching strategies to best meet the needs of all learners. The core educational program provided to Lakeview students is based on the California Content Standards and is differentiated for both gifted students and those students with special needs. Under the guidance of dedicated staff members, students acquire high levels of knowledge, skills, and understanding that will open doors of opportunity and prepare them for thought and action in the wider world. Each student is known as a person and a learner who experiences the joys and challenges education brings. Further, we strive to ensure all children develop the skills, attitudes, and behaviors necessary to become principled, ethical citizens who are contributing members of society.

A nurse, health aide, psychologist, librarian, resource teacher, and speech/language specialist support Lakeview students. Our librarian is available eight hours a day each school day. The nurse and psychologist are on site two days a week. Our speech therapist offers services to students four days per week with our Learning Center teacher on staff 5 days a week. Our health aide works three hours a day to assist with medical and health related issues.

Our full-time resource specialist and 3 full-time aides serve those students with identified learning disabilities. Our support program services students using both the pullout and push-in model to meet the individual needs of all our students in the least restrictive environment.

The Student Success Team (SST) approach is utilized to provide assistance to children needing additional support. The SST, which consists of the parents, psychologist, nurse, teachers, and administrators meets as needed to develop educational assistance plans for children who have been referred by their teacher or parents.

Differentiated opportunities for gifted students are provided as an integrated part of the school day. Classes are offered to provide extensions and enrichment for gifted students in grades 3-5. during the regular school day and before/after school. In addition, district and/or county meetings and workshops are periodically held for parents of gifted children.

The SSC Single Plan for Student Achievement will continue to fund the technology instructional aide, additional curriculum materials, and educational opportunities to support and enhance student achievement. Lakeview Elementary School community is proud of the accomplishments achieved at the school.

### 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.

Parents are viewed as valued partners in education. At Lakeview, this partnership is strongly advocated and volunteers are both encouraged and welcomed on a regular basis. Parent input and contributions to our learning community are an integral part of our decision-making process. The Lakeview School Site Council (SSC) and Parent Teacher Organization (PTO) are two groups that encourage community involvement. The PTO organizes a host of events and fundraisers designed to offer financial support and bring families together in a social setting. Math, science, physical education, technology, language arts, and after school enrichment opportunities have been the focus of our PTO during the school year and will continue for the 2011-12 school year. The SSC develops Lakeview's Single Plan for Student Achievement and works with the school staff, PTO, and community to set yearly goals and objectives in reading/language arts, math/science and health, wellness, citizenship, and fitness. The PTO supports our annual goals by donating funds to help defray the cost of programs and resources.

### 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	106
Grade 1	86
Grade 2	114
Grade 3	106
Grade 4	94
Grade 5	86
<b>Total Enrollment</b>	<b>592</b>

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

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.7	White	66.6
American Indian or Alaska Native	0.2	Two or More Races	7.9
Asian	10.5	Socioeconomically Disadvantaged	4.8
Filipino	2.3	English Learners	3
Hispanic or Latino	11.4	Students with Disabilities	4.9
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	18.7	7			23		5		23.8	1	5	
1	19	6			23		5		25.2	1	4	
2	19.7	6			22		4		27.5		4	
3	19.4	5			24		4		23.5	1	3	
4	27.7		3		28		3		22.5	1	3	
5	27.3		3		29		3		31		3	
K-3	19	24			23		18					
3-4	24	5	3		26		7					
4-8	30		4		28		6					
Other												

### III. School Climate

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

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

Important to each staff member at Lakeview School is the climate we create through warm, positive, and uplifting interactions on a daily basis. We have established operating principles that serve as foundation for our attitudes and behavior. We believe happy teachers (and staff) foster happy children. Programs are in place to recognize positive choices and reinforce our expectations for appropriate behavior. A discipline program is in place that emphasizes the importance of learning from our mistakes and taking responsibility for our actions.

We will continue fostering school pride and school spirit by reciting our Eagle Pledge each morning and singing our school songs during school-wide assemblies and special events. Our Eagle Eye and Eagle's Nest programs have been successful in recognizing and reinforcing strong character traits and wise choices.

Lakeview's School Safety Plan includes goals and objectives relative to school climate and the safety of the physical environment. A site-based Safe and Civil Schools/Safety Team meets monthly and assumes a leadership role in the development and implementation of our goals. In addition, our team continually assesses school operations and procedures to ensure Lakeview is a safe and nurturing environment for our entire school community.

Our district-wide Character Counts program promotes positive character traits such as respect, caring, responsibility, trustworthiness, fairness, and good citizenship. Teachers and/or students nominate a student each month they feel demonstrates the emphasized trait.

Academic achievement is recognized through our school Honor Roll program. Fourth and fifth grade students receive certificates for earning A's & B's (honor roll) or straight A's (high honors).

Lakeview is the newest of seven schools in the Rescue Union School District. Opening in August 2005, the school is located at the western most end of the district and is currently at near capacity. The Lakeview community enjoys a well-cared for campus with a beautiful view of Folsom Lake. We have a fully equipped library that is adjacent to a high-tech computer lab filled with 30 Dell computers. In addition to a multi-purpose room, we have a full-size stage and an outdoor amphitheater and covered eating area. Classrooms are equipped with 4-6 student computers, TVs, ELMO Imaging cameras, DVD players and Promethean ActivBoards, with plenty of storage and more than adequate space. Lakeview provides staff with a foundation for teaching and learning.

We currently have two full-time and one .5 custodians who work diligently to keep the school in "tip top" shape. To maintain the beauty of our facilities and grounds, custodians work to ensure cleanliness both inside our rooms and throughout our campus.

For the safety of our students, each month a fire drill is conducted by the El Dorado Hills Fire Department and an emergency preparedness plan is in effect. In addition, monthly lockdown drills are performed to ensure preparation for an intruder. Campus supervision is provided according to policies established by the District Board of Trustees. We have an ongoing safety committee that meets monthly. All efforts to ensure building safety, cleanliness, and adequacy have been successful. Students in fifth grade serve as Safety Patrol Officers. They assist in keeping the campus safe before and after school.

#### Suspensions and Expulsions

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

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
<b>Suspensions</b>	0	0.3	0	5.2	4.4	
<b>Expulsions</b>	0	0	0	0.2	0.1	

## 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 building and grounds at Lakeview provide a clean, positive environment that is conducive to teaching, instruction, and learning. Staff and students restrooms are clean and well maintained. Floors, walls, roofs, and plumbing are maintained on a regular schedule. The campus is inspected once a week by principal and lead custodian to update any need for repair. The area for the Lakeview Garden has been mitigated and covered making the area ready for the construction of the planter boxes.

### 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: 8/4/2011	Repair Status				Repair Needed and Action Taken or Planned
System Inspected	Exemplary	Good	Fair	Poor	
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	—		—	—	
<b>Interior: Interior Surfaces</b>	—		—	—	
<b>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</b>	—		—	—	
<b>Electrical: Electrical</b>	—		—	—	
<b>Restrooms/Fountains: Restrooms, Sinks/Fountains</b>	—		—	—	
<b>Safety: Fire Safety, Hazardous Materials</b>	—		—	—	
<b>Structural: Structural Damage, Roofs</b>	—		—	—	
<b>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</b>	—		—	—	
<b>Overall Rating</b>		—	—	—	

## V. Teachers

### Teacher Credentials

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

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
Teachers with Full Credential	34	30	28	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
<b>Academic Counselor</b>		
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		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 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	\$6,390.00	\$1,377.00	\$5,013.00	\$64,257.00
District	N/A	N/A	\$5,256.00	\$63,743.00
Percent Difference - School Site and District	N/A	N/A	-4.62	0.81
State	N/A	N/A	\$5,455.00	\$65,524.00
Percent Difference - School Site and State	N/A	N/A	-8.1	-1.93

### 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.

### 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
<b>English-Language Arts</b>	77	74	75	76	76	75	49	52	54
<b>Mathematics</b>	85	81	79	74	74	71	46	48	50
<b>Science</b>	84	89	81	80	82	84	50	54	57
<b>History-Social Science</b>	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	75	79	81	0
Male	69	78	77	0
Female	81	80	84	0
Black or African American	0	0	0	0
American Indian or Alaska Native				
Asian	85	91	0	0
Filipino	0	0	0	0
Hispanic or Latino	59	66	0	0
Native Hawaiian or Pacific Islander				
White	75	79	83	0
Two or More Races	78	81	0	0
Socioeconomically Disadvantaged	40	45	0	0
English Learners	0	0	0	0
Students with Disabilities	48	61	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	8.8	25.3	52.7
7	0	0	0
9	0	0	0

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

### Academic Performance Index Ranks - Three-Year Comparison

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

API Rank	2008	2009	2010
<b>Statewide</b>	9	9	9
<b>Similar Schools</b>	2	3	1

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

This table displays, by student group, the actual API changes in points added or lost for the past three years. Note: N/A means that the student group is not numerically significant or data were not available.

Group	Actual API Change		
	2008-09	2009-10	2010-11
<b>All Students at the School</b>	20	-7	4
<b>Black or African American</b>			
<b>American Indian or Alaska Native</b>			
<b>Asian</b>			
<b>Filipino</b>			
<b>Hispanic or Latino</b>			
<b>Native Hawaiian or Pacific Islander</b>			
<b>White</b>	16	-11	3
<b>Two or More Races</b>			
<b>Socioeconomically Disadvantaged</b>			
<b>English Learners</b>			
<b>Students with Disabilities</b>			

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

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

Group	2011 Growth API		
	School	LEA	State
All Students at the School	901	886	778
Black or African American		834	696
American Indian or Alaska Native		807	733
Asian	942	939	898
Filipino		914	859
Hispanic or Latino	856	827	729
Native Hawaiian or Pacific Islander			764
White	899	891	845
Two or More Races	918	909	836
Socioeconomically Disadvantaged	776	768	726
English Learners	868	751	707
Students with Disabilities	794	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, four minimum days are scheduled for grade level collaboration (reviewing formative assessment data and planning intervention), five minimum days for parent conferences and three days for report card preparation.