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 webpage 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

EdData Partnership Web Site
EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and 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 webpage 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. 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	Mill Street Elementary School	**District Name**	Orland Unified School District
Street	102 Mill Street	**Phone Number**	(530) 865-1200
City, State, Zip	Orland, CA 95963	**Web Site**	http://www.orlandusd.net
Phone Number	(530) 865-1240	**Superintendent**	Chris Von Kleist
Principal	Kelly Haight	**E-mail Address**	cvonkleist@orlandusd.net
E-mail Address	khaight@orlandusd.net	**CDS Code**	11754816007488

School Description and Mission Statement (School Year 2010-11)
This section provides information about the school, its programs and its goals.

Mission:
Mill Street School exists to develop productive citizens who will demonstrate a love of learning by being engaged and purposeful learners. Students will demonstrate proficiency on essential state standards through the use of frequent multiple measures of assessment, and will be provided with tiered academic and/or behavioral intervention support as determined by assessment outcomes.

Vision:
Within a culture of collaboration, the Mill Street staff will provide research-based instructional strategies that maximize student engagement, mastery of standards, and positive relationships with our students and parent community.

Opportunities for Parental Involvement (School Year 2010-11)
This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Parent Involvement
Mill Street has an active parent participation component. We have a Parent Club that meets monthly to help the school organize annual events including the school carnival, activity nights, student health fair, and other special events. Each classroom has a "Room Parent" who organizes parent helpers in and out of the classroom and communicates important classroom information with other parents. Our parents also help teachers supervise students on field trips and with special activities in the classroom. Our parents serve on the ELAC and School Site Council. All parents go through a district screening before they can help in the classroom. Parents can contact the school principal, Kelly Haight, at (530) 865-1240 to find out how they can help.

Homework
Our teachers assign homework four days a week. They send home a packet on Monday for students to complete during the week and return on Friday. Many teachers require parents to review and sign the packet each week. Teachers also assign reading for at least 15 minutes per night. We offer homework assistance throughout the school year. Bilingual support is offered in the form of our bilingual services clerk as needed for families who need assistance with homework. Coordination with the County program (SPARK) has resulted in the creation of a homework club where qualifying students receive homework support daily.

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

Grade Level	Number of Students
Kindergarten	177
Grade 1	140
Grade 2	163
Total Enrollment	480

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.2	White	35.2
American Indian or Alaska Native	0.8	Two or More Races	0.6
Asian	3.8	Socioeconomically Disadvantaged	84.2
Filipino	0.8	English Learners	47.7
Hispanic or Latino	58.5	Students with Disabilities	8.1
Native Hawaiian/Pacific Islander	0		

Average Class Size and Class Size Distribution (Elementary)

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	18.9	10	1	0	25.1		7		24.4	0	7	0
1	19.4	10	0	0	25.6		5		24.4	1	6	0
2	18.4	8	0	0	26.6		6		23.1	1	6	0

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

III. School Climate

School Safety Plan (School Year 2010-11)
This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Our buildings are well maintained and safe. The school social environment is very positive, and the principal, teachers, staff, parents, and students actively work together to ensure everyone's safety. Parents receive a copy of our school rules in the Parent Handbook, and parents, students and teachers sign the Parent Compact at the beginning of each year. We teach the school rules in the classroom and all staff members enforce them uniformly. All classrooms utilize a uniform discipline system including colored cards, earned attendance to rewards assemblies, recess detention, and behavior citations. The principal and staff are alert and attentive to unsafe behavior and actions, and include parents in the resolution.

Emergency action decisions are made through school, district, police and fire personnel. Key elements of the Safe School Plan cover fire, earthquakes, chemical spills, explosion, weapons, bomb threats, and evacuation and relocation procedures. Notification of extreme emergencies are announced by the Principal via an appropriate warning device or written notice. Teachers have action, evacuation, and relocation procedures posted in each classroom. Supervisors, custodians, office personnel and teachers have access to phone or 2-way radio communication at all times. The school is free of graffiti and vandalism and security checks are regular. Emergency Action Plans are in place and staff and students perform monthly emergency/evacuation drills. The school safety plan is updated annually in accordance with Senate Bill 187.

We revised our School Safety Plan on December 10, 2010 to include updated safety procedures. We also upgraded our door locks to safety locks to insure safety during lockdown procedures. During the summer and early Fall of 2009, new 8 foot fencing was installed around the perimeter of our campus with locked gates, and our playground equipment and flooring were replaced to better serve and protect the students during recess.

Suspensions and Expulsions

Rate	School			District		
	2008-09	**2009-10**	**2010-11**	**2008-09**	**2009-10**	**2010-11**
Suspensions	0.97	1.91	2.86	25.02	17.4	10.5
Expulsions	0	0	0	0.4	0.14	0.09

*   The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

•   Description of the safety, cleanliness, and adequacy of the school facility
•   Description of any planned or recently completed facility improvements
•   The year and month in which the data were collected
•   Description of any needed maintenance to ensure good repair

Year and month in which data were collected: 9-26-11

Overall our facilities are very good. The district continues to maintain the facilities, providing upgrades during the summer months and throughout the year. To assist in this effort, the district uses a Facility Inspection Tool developed by the State of California Office of Public School Construction. The results of this survey are available at the school office, at the district office, or on the Internet at http://www.orlandusd.net/Schools/Accountability/index.html.

This school has 28 classrooms, a cafeteria, a library media center, and an administration building. Each classroom is cleaned every other day and bathrooms are cleaned daily by our custodians. There is one playground with age-appropriate equipment to meet the unique needs of the kindergarten students and two playground areas for first and second graders. The school site has a security system in place, along with a public address system and bell system. Each classroom is carpeted and equipped with age-appropriate furnishings. Students are supervised on the playground beginning at 7:30 am, at all recesses, and while waiting to board the buses in the afternoon.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. During the 2008-2009 school year, HIlliard Co was hired to map out a custodial schedule to make sure adequate time was allotted to each campus to ensure cleanliness. During the 2009-2010 year, local bond funds (Measure K), and state matching funds were used to install new air conditioning units for all buildings, install the perimeter fence, and upgrade the playground equipment and flooring.

School Facility Good Repair Status (School Year 2011-12)
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[ ]	[X]	[ ]	[ ]	HVAC unit on cafeteria needs to be upgraded.
Interior: Interior Surfaces	[ ]	[X]	[ ]	[ ]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[ ]	[X]	[ ]	[ ]	
Electrical: Electrical	[ ]	[ ]	[ ]	[X]	Insufficient electrical outlets in Administration Office, Media Center, and classrooms 2-20 due to increase of computers in the classroom.
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]	[ ]	[ ]	Some windows have lost their seal.
Overall Rating	[ ]	[X]	[ ]	[ ]	

V. Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	32	24	22	103
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	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

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

** "Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

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* webpage at: http://www.cde.ca.gov/nclb/sr/tq/

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	0	0

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

*   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 instruction 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, December

For several years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks and assessments we use are based on these content standards, and our teachers are expected to be firmly focused on them. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation. You can find the content standards for each subject at each grade level on the Web site of the California Department of Education (CDE).

Reading and Writing
During the 2011-2012 school year, Mill Street School teachers will use the 2002 Houghton Mifflin English Language Arts curriculum in combination with supplemental material for one half of the year. Beginning in late January, each grade level will begin to use the materials from the newly purchased and delivered McGraw Hill curriculum "Treasures". In Kindergarten, students are expected to identify and know the sound of every letter of the alphabet and begin to read C-V-C words. By the end of first grade, students should be reading a level 17 book with appropriate fluency and comprehension and be able to write a cohesive paragraph with few errors. When students leave our school at the end of second grade, they are expected to be able to write a two paragraph essay and read small chapter books. Student progress is measured using the curriculum-embedded assessments as well as teacher created district progress assessments.

Math

Using the math adoption of McGraw Hill's Every Day Math (purchased in 2009-2010), teachers are building foundational skills in number sense, algebra, measurement and geometry to prepare students for the next year and to take the CST for the first time. Each trimester, student progress in math is measured in two ways. First, the curriculum based measurements assess how well students have mastered the skills that were taught within a specified time frame using the adopted curriculum. In addition, students are given a district progress assessment three times during the year to show growth on the essential standards and to predict student success on the second grade CSTs in the spring.

Science

Students learn the science standards starting in first grade. The curriculum covers physical, earth, and life sciences. The scientific method of experimentation and investigation is woven through all of our science courses.

Social Science

Students learn about citizenship starting in first grade. In second grade, we explore the lives of people who affect our students' everyday lives and learn about extraordinary people from history.

Textbooks

Our language arts, math, ELD, social studies and science curriculum were selected from the SBE approved publisher's list. Each student has access to this curriculum and to his or her own textbook in every curricular area.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill "Treasures" Adopted Curriculum (2011) Houghton Mifflin California Adopted Curriculum (2002) Scholastic Reading Counts Read Naturally SIPPS	Yes	0
Mathematics	Wright Group/McGraw-Hill California Adopted Curriculum --"Everyday Math" Accelerated Math	Yes	0
Science	Houghton Mifflin California Adopted Curriculum	Yes	0
History-Social Science	Pearson Scott Foresman California Adopted Curriculum	Yes	0
Foreign Language			
Visual and Performing Arts			

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	$4,827	$639	$4,188	$62,378
District	---	---	$5,519	$59,125
Percent Difference: School Site and District	---	---	31.4%	.01%
State	---	---	$5,455	$63,062
Percent Difference: School Site and State	---	---	16.79%	.76%

*   **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 webpage 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 webpage 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)
This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

During the 2010-2011 school year, our Title I funds were used to pay for two 3-hour paraprofessionals, one Title I reading intervention teacher, professional development for teachers and support staff, parent involvement materials and activities, and before and after school intervention classes to assist underperforming students in math and language arts.

EIA/LEP funds were used to pay the salaries of one certificated teacher to provide intervention for English Learners and one bilingual services clerk, supplies for ELD, and professional development in the area of ELD.

Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$41,380	$39,074
Mid-Range Teacher Salary	$56,191	$60,172
Highest Teacher Salary	$76,542	$78,468
Average Principal Salary (Elementary)	$79,907	$95,926
Average Principal Salary (Middle)	$83,624	$99,356
Average Principal Salary (High)	$93,727	$107,041
Superintendent Salary	$131,000	$148,555
Percent of Budget for Teacher Salaries	39%	38%
Percent of Budget for Administrative Salaries	7%	6%

*   For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at http://www.cde.ca.gov/ds/fd/cs/.

IX. Student Performance

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	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	45	34	41	37	39	38	49	52	54
Mathematics	58	48	53	31	33	37	46	48	50
Science	0	0	0	35	44	41	50	54	57
History-Social Science	N/A	N/A	N/A	30	39	35	41	44	48

* 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	38	37	41	35
All Student at the School	41	53	0	N/A
Male	42	56	0	N/A
Female	39	49	0	N/A
Black or African American	0	0	0	N/A
American Indian or Alaska Native	0	0	0	N/A
Asian	0	0	0	N/A
Filipino	0	0	0	N/A
Hispanic or Latino	35	47	0	N/A
Native Hawaiian/Pacific Islander				N/A
White	53	68	0	N/A
Two or More Races	0	0	0	N/A
Socioeconomically Disadvantaged	35	48	0	N/A
English Learners	28	36	0	N/A
Students with Disabilities	32	45	0	N/A
Students Receiving Migrant Education Services	0	0	0	N/A

* 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 webpage at http://www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	**Five of Six Standards**	**Six of Six Standards**

* 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 webpage 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	6	5	2
Similar Schools	9	3	1

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

Group	Actual API Change		
	2008-09	**2009-10**	**2010-11**
All Students at the School	-8	-57	28
Black or African American			
American Indian or Alaska Native			
Filipino			
Hispanic or Latino	-24	-73	53
Native Hawaiian/Pacific Islander			
White	15	-33	
Two or More Races	N/D		
Socioeconomically Disadvantaged	-25	-54	33
English Learners	-82	-45	47
Students with Disabilities			

* "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					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	157	744	1,600	727	4,683,676	778
Black or African American	1		9		317,856	696
American Indian or Alaska Native	1		18	650	33,774	733
Asian	10		47	710	398,869	898
Filipino	3		5		123,245	859
Hispanic or Latino	88	721	938	711	2,406,749	729
Native Hawaiian/Pacific Islander	0		1		26,953	764
White	49	799	568	757	1,258,831	845
Two or More Races	1		8		76,766	836
Socioeconomically Disadvantaged	125	716	1,221	707	2,731,843	726
English Learners	65	663	397	641	1,521,844	707
Students with Disabilities	21	678	203	575	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)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) webpage 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	Yes	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	Yes

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 webpage: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2008-2009	2009-2010
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement	---	4
Percent of Schools Currently in Program Improvement	---	57.1

XI. Instructional Planning and Scheduling

Professional Development
This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

Built into the school year are seven "minimum" school days that allow for teacher professional development. Teachers in collaboration with the administrator work together at the beginning of the year as a committee to plan the content of these days according to the previous year's assessment data and the school-wide professional development goals. This year the professional development on these days will include a presentation by the police department on gangs, several school-wide PLC focused on data, and grade level analysis of our writing program.

Other major areas of focus for professional development the year 2011-2012 are the Systematic Instruction in Phoneme Awareness, Phonics, and Sight
Words (SIPPS) Program, SBE adopted math curriculum "Everyday Math", the newly purchased SBE approved Language Arts series "Treasures", and Professional Learning Communities. Delivery of this staff development will be by release time to attend workshops during the day or "extra duty" paid hours on weekends and/or vacations. During implementation of this staff development, teachers are supported through in-class coaching, teacher-principal meetings, and collaboration with their grade level teams.

In addition to the above described "minimum" days, every Wednesday is a "modified" school day where students are released 45 minutes early and teachers meet in their grade level professional learning teams. This collaboration time consists of focused discussions around essential standards, curricular pacing schedules, effective teaching strategies, formative assessment, student achievement data, and student intervention and enrichment groups.