

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	Bijou Community School	District Name	Lake Tahoe Unified School District
Street	3501 Spruce Avenue	Phone Number	(530) 541-2850
City, State, Zip	South Lake Tahoe, CA 96150	Web Site	www.ltusd.org
Phone Number	(530) 543-2337	Superintendent	Dr. James Tarwater
Principal	Karen Gillis-Tinlin	E-mail Address	jtarwater@ltusd.org
E-mail Address	ktinlin@ltusd.org	CDS Code	09-61903-6005540

School Description and Mission Statement (School Year 2010-11)

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

Bijou Community School attendance boundaries encompass the areas between Stateline and the "Y" of South Lake Tahoe. Our student body is composed of 521 Hispanic, White, Filipino, Black, and Asian students. We serve grades kindergarten through fifth and also have a state preschool and a Head Start program on campus. Additional support services and interventions for our students are provided through NeverStreaming for our SDC students, intensive ESL, speech and language, and RSP. English Language Development programs are provided for all English Language Learners. Primary language support is also provided for many of our Limited English Proficient students. "Preppie" kindergarten classes have been added to our programs providing the "Gift of Time" for some kindergarten students. The majority of our parents are employed by the gaming and tourist industry and work a variety of shifts in this 24-hour community.

Low-income housing projects are located nearby, and many of our students reside there. Next door is a government-supported child care center, serving a number of our students both before and after school. Many of our student body attend the South Tahoe Boys and Girls Club housed on site.

Bijou Community School is a community-oriented school. On site is the Family Resource Center, a grant-funded multiservice center for our local community. The Family Resource Center offers an extensive array of services ranging from those provided by the El Dorado County Health Department to parenting classes sponsored by other community agencies. Lake Tahoe Community College provides an off-campus site for evening adult credit and non-credit ESL classes.

Our mission is to provide and teach a rigorous academic curriculum and improve student achievement, to be accepting of each other and to become self-reliant in order to become well-rounded world citizens.

Our school was awarded QEIA (Quality Education Investment Act) dollars beginning in September 2007. With the dollars received this year, a fourth grade Two Way Immersion teacher was hired, a kindergarten teacher was hired, a 4th grade teacher was hired, and intensive professional development has been provided.

In September 2007, Bijou Community School implemented a Two Way Immersion (TWI) program. The program expanded in 2009 with an additional class. The classes are composed of ten English speakers and ten Spanish speaking students. The mission of the TWI program is to prepare kindergarten through 5th grade students to attain high academic achievement in Spanish and English and become bilingual, bi-literate and develop positive cross-cultural attitudes.

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.

Bijou Community Schol has a very active and involved PTA (Parent Teacher Association) and SSC (School Site Council). Both groups are very supportive of our academic program, after school programs and enrichment clubs. Our PTA president is Jeanette Riva and she can be reached at 530-543-2337. Our SSC chairperson is Anita Castles and she can be reached at 530-543-2337. Parents with a child in our Two-Way Immersion must commit to volunteering an hour a week to the school. Two years ago our Community Liaison began an outreach program with our Spanish speaking population called Cafecitos. Cafecitos meets every week and discusses current social and school issues, provides a parent education class and supports school and district wide cultural events.

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

Grade Level	Number of Students
Kindergarten	115
Grade 1	102
Grade 2	70
Grade 3	78
Grade 4	63
Grade 5	64
Total Enrollment	492

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	1.4	White	19.1
American Indian or Alaska Native	0	Two or More Races	0.8
Asian	0.2	Socioeconomically Disadvantaged	85
Filipino	1	English Learners	69.5
Hispanic or Latino	76.8	Students with Disabilities	11.4
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	20.3	5	1	0	20.2	4	1	0	19.5	6	0	0
1	19.6	5	0	0	18.15	4	0	0	19.8	4	1	0
2	19.5	4	0	0	17.63	5	0	0	20.3	3	0	0
3	18.3	4	0	0	18.11	4	0	0	19.3	4	0	0
4	21	0	4	0	21.07	0	3	0	21	0	3	0
5	22.3	0	3	0	24.11	0	3	0	21	0	3	0
Other	0	0	0	0	0	0	0	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.

The school safety plan was reviewed and revisions were shared with the staff on October 19, 2011. The School Site Council approved the school safety plan on October 26, 2011. The plan includes school cleanliness and an anti-graffiti campaign. Through site, district and community efforts a new grass field was installed in the summer of 2010 and in the spring of 2011 Bijou's playground will be upgraded with new concrete picnic tables, boulders, trees, and pathways. Our staff strictly enforces our check in and check out visitor policy.

Suspensions and Expulsions

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	2.1	4.46	2.44	10.15	8.63	8.92
Expulsions	0	0	0	0.05	0	0.05

* 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:

Site custodians maintain our school in a clean and safe condition. A Modernization Project in September 2000 provided significant changes to our core building facilities. During the project some of the existing teaching/learning workspaces were revised. Our design allowed the staff to better adapt the space available to the changes in our site programs, especially in our intervention programs and in adult workspace. The Modernization Project completely reconditioned our restrooms, floors, walls, plumbing, electrical, and data delivery systems.

Our site takes pride in keeping the buildings and grounds free of litter and graffiti. All efforts to ensure building safety, cleanliness, and orderliness are carefully monitored to assist in the promotion of a safe and positive learning environment. The school is well maintained, clean and safe and provides a positive atmosphere for learning to take place. Regular school safety, evacuation, shelter-in-place, and lockdown drills reinforce our safety preparedness procedures that are reviewed with all students and staff. Campus supervision is provided by teachers and classified personnel.

The unit ventilators/fan coils in the classrooms are in good working condition and will remain. They were replaced in the 2000 modernization project. The hot water heaters are in good condition. A new control system is recommended at new buildings. Electrical power and natural gas service does not have the capacity to accommodate for expansion or new loads. Areas that have been modernized have upgraded to T8 lighting. Fire alarm and PA/intercom/master clock system is recommended to be upgraded with future expansion.

The site houses 13 relocatable classrooms, some 19 years of age that would benefit from replacement with a permanent classroom facility in the future. Implementation of the Two-way Bilingual Immersion Program has created a need for six additional classrooms. Since the site has only two kindergarten rooms that meet state classroom size requirements, the District would like to construct six new kindergarten rooms and convert two existing kindergarten spaces into a new library center to accommodate students. In addition, provide internal connection to the existing building, construct a new 20-foot wide fire access lane, and develop hard-court area for kindergarten students. Improve circulation for safety for students who ride the bus and students who walk to school which includes curbs and gutters.

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]	[]	[]	[]	
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]	[]	[]	

V. Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	31	30	30	203
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	-		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	99.68	0.32
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	93.75	6.25

* 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	0
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (paraprofessional)	.7	---
Psychologist	0.5	---
Social Worker	0	---
Nurse	.25	---
Speech/Language/Hearing Specialist	1	---
Resource Specialist (non-teaching)	1	---
Other	.09	---

* 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:

The district has established a regular procedure for review of current district curricula and resources; selection and piloting of new materials; adoption of textbooks and related materials; and an ongoing monitoring program for use of adopted materials. These steps are carried out for each curricular area, paralleling the state textbook adoption cycle. Each step takes about a year to complete depending on curricular area, and care is taken in the selection process to ensure the highest quality possible. Different steps of the cycle will be occurring at the same time for different curricular areas. We have adopted materials in both language arts and math in the 2003 and 2008 school years.

Increasing technological resources and student access to resources is an integral part of our program. We have trained all teachers and some of our classified employees in the use of technology for multimedia approaches to instruction. All third, fourth and fifth grade students are assigned Netbooks for classroom and homework use.

Curriculum Improvement

A site Leadership Governance/Professional Learning Community team meets to analyze and improve programs and curriculum in English Language Arts, Math, and English Language Development. Training continues to be provided in computer literacy, English Language Development, Language Arts, Math, and other curricular areas.

Instruction

Bijou's instructional program is fully aligned to the State Frameworks in the core curricular areas.

Bijou School has two major focus areas in assessment. We have strategically analyzed past performance in the STAR testing and have collaboratively revised instruction to include required areas of learning. Secondly, we have site-based ongoing assessments at each grade level. Every six weeks grade level teachers collaborate, reviewing Language Arts assessment data, goals are developed, and teaching strategies are designed to meet these goals. Program revisions and interventions are determined from the student progress reported. Continual progress school wide and for our numerically significant subgroups has been an ongoing focus.

We are fortunate to provide a bilingual and English Immersion program with primary language support, ESL pullout, NeverStreaming/Special Day Class, an RSP program, literacy intervention, and Title I services. We continue to develop and support our Language Arts and Math intervention programs. Staff from our special education programs work closely with general education staff to meet the needs of all students. Program staff meets together on a regular basis to plan, coordinate and monitor student progress. Most students move to a less restrictive environment as their educational goals are met. Many special needs students are mainstreamed in regular classes for part of their day as applicable.

All students, parents and staff are treated equitably. Our staff and administration have an increased awareness of the special needs of our students and parents, making equal treatment and access to all educational programs of the utmost importance.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin (2003), grades 1-5, ratio 1:1; Big Books (K-1).		0
Mathematics	MacMillan/McGraw-Hill: California Triumphs and Intervention (2008/09): K-2 workbooks; Grades 3-5, ratio 1:1.		0
Science	McMillan/McGraw Hill (2007/08); California Science: K-1: one Big Book set per class; grade 2: ratio 1:1 or one Big Book set per class; grades 3-5: ratio 1:1.		0
History-Social Science	McMillan/McGraw Hill (2006-07); K-2: one Big Book set per class; grades 3-5: ratio 1:1.		0
Foreign Language			
Health	Included in Science		Included in Science

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Visual and Performing Arts	Instrumental Music – grades 4-6: Standards of Excellence Comprehensive Band Method Book 1; Mueller Rausch String Method, Book 1. Instrumental Music –grades 6-8: Standards of Excellence Comprehensive Band Method Book 2 and 3; Essentials of Music Theory, Alfred Books 1-3; Mueller Rausch String Method, Books 1-3. All Levels: Various band and orchestral arrangements of band and orchestral literature.		0

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	\$10,006	\$3,592	\$6,414	\$65,148
District	---	---	\$5,850	\$65,898
Percent Difference: School Site and District	---	---	10%	-1%
State	---	---	\$5,455	\$63,062
Percent Difference: School Site and State	---	---	23%	9%

* **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 assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Transportation is provided for 80% of our students. We have a bilingual school psychologist and PIP aide.

Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,803	\$39,074
Mid-Range Teacher Salary	\$60,829	\$60,172
Highest Teacher Salary	\$84,772	\$78,468
Average Principal Salary (Elementary)	\$102,262	\$95,926
Average Principal Salary (Middle)	\$124,304	\$99,356
Average Principal Salary (High)	\$107,069	\$107,041
Superintendent Salary	\$159,973	\$148,555
Percent of Budget for Teacher Salaries	42%	38%
Percent of Budget for Administrative Salaries	5%	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	29	30	28	50	51	54	49	52	54
Mathematics	44	50	48	49	51	52	46	48	50
Science	10	20	27	55	54	60	50	54	57
History-Social Science	N/A	N/A	N/A	34	32	38	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	54	52	60	38
All Student at the School	28	48	27	N/A
Male	23	44	28	N/A
Female	33	54	26	N/A
Black or African American	0	0	0	N/A
American Indian or Alaska Native				N/A
Asian				N/A
Filipino	0	0	0	N/A
Hispanic or Latino	22	42	22	N/A
Native Hawaiian/Pacific Islander				N/A
White	50	78	0	N/A
Two or More Races	0	0	0	N/A
Socioeconomically Disadvantaged	23	44	24	N/A
English Learners	16	38	0	N/A
Students with Disabilities	27	39	0	N/A
Students Receiving Migrant Education Services				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
5	6.5	37.1	37.1

* 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	1	1	2
Similar Schools	1	2	3

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	64	29	-17
Black or African American			
American Indian or Alaska Native			
Filipino			
Hispanic or Latino	76	32	-19
Native Hawaiian/Pacific Islander			
Two or More Races	N/D		
Socioeconomically Disadvantaged	59	28	-23
English Learners	75	32	-16
Students with Disabilities	157	-2	

* "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	260	701	2,675	780	4,683,676	778
Black or African American	5		28	708	317,856	696
American Indian or Alaska Native	0		25	823	33,774	733
Asian	0		48	821	398,869	898
Filipino	4		113	801	123,245	859
Hispanic or Latino	206	681	1,072	692	2,406,749	729
Native Hawaiian/Pacific Islander	0		8		26,953	764
White	43	805	1,340	845	1,258,831	845
Two or More Races	1		29	820	76,766	836
Socioeconomically Disadvantaged	229	683	1,583	722	2,731,843	726
English Learners	183	663	782	648	1,521,844	707
Students with Disabilities	48	635	420	659	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	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	No	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	2003-2004	2007-2008
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	---	5
Percent of Schools Currently in Program Improvement	---	62.5

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.)?

Our primary focus for staff development is English Language Arts, ELD, math, GLAD and Professional Learning Communities. Staff collaborates weekly and every six to eight weeks to look at assessment data. Guided reading groups and intensive intervention groups are re-evaluated and appropriate curriculum is discussed. Professional development is delivered either through conference or workshop attendance, district or site provided trainings.