

**Princeton Elementary Community Day
School Accountability Report Card
Reported Using Data from 2009–10 School Year
Published During 2010–11**



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

Data and Access

DataQuest

DataQuest is an online data tool located on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access



Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2010–11)

This section provides the school's contact information.

School		District	
School Name	Princeton Elementary Community Day	District Name	Princeton Joint Unified
Street	428 Norman Rd.	Phone Number	530-439-2261
City, State, Zip	Princeton , CA 95970	Web Site	www.pjUSD.org
Phone Number	530-439-2501	Superintendent	John Greene
Principal	John Greene	E-mail Address	jgreene@glenncoe.org
E-mail Address	jgreene@glenncoe.org	CDS Code	11- 62646- 6119218

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

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

School Profile

Princeton Elementary Community Day School is located in Princeton California, an unincorporated farming community, which lies on the county line bordering Colusa and Glenn Counties and is nestled along the beautiful Sacramento River on State Highway 45. Both schools serve students in grades kindergarten through six and follow a traditional 180 school day calendar.

At the beginning of the 2007-08 school year, 107 students were enrolled, including 24.3% qualifying for English Learner support.

At the beginning of 2008-09 school year, student enrollment at Princeton Elementary increased to 112 with 30.4% qualifying for English Language Development support. 18% were eligible for migrant education services, and 61.2% qualified for free or reduced price lunch. At the beginning of the 2009-10 school year dropped to 102 but grew to 113 by mid November. Forty one students or 40% received English Learner Support and Five students or 4% qualified for Migrant Education services.

Princeton Elementary & Community Day achieved a 2008 Academic Performance Index (API) score of 709; in 2009 the API climbed to 709 and thereby met state and local bench marks. For the 2009-10 school year Princeton Elementary made significant progress by increasing API their score to 765, a 56 point growth and meeting AYP benchmarks as well.

School Mission

To provide our students with the academic, social and emotional skills needed of pre-adolescent children so that they may be better prepared to meet the challenges of middle school, high school and beyond.

Principal's Message

I would like to extend to both new and returning families a sincere welcome to Princeton Elementary CDS and hope that upcoming school year proves to be positive and rewarding for all students. I am also inviting you to explore the Princeton Elementary School's annual School Accountability Report Card, a required document that provides valuable information about our school's instructional program, academic achievements, classroom materials, school safety, facilities, and staff.

Princeton Elementary Community Day provides a warm, stimulating environment where students are actively involved in the learning process in a rural setting with very attractive student/teacher ratios. Students receive a challenging, standards-based curriculum by delivered by professional, dedicated and caring staff members.

Ongoing evaluation of student progress and achievement helps us refine the instructional program so students can achieve academic proficiency. We have made a commitment to provide the very best educational program possible for Princeton Elementary Community Day School children, and welcome any suggestions or recommendations that will make our school even stronger and more effective. Together through our hard work our students will be challenged to reach their maximum potential. We sincerely encourage parent involvement and truly understand the importance of working together toward fulfilling our Mission.



Opportunities for Parental Involvement (School Year 2009–10)

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

Parents are encouraged to become involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events. Parents stay informed on upcoming events and school activities through the school web site, the school marquee, and flyers. Contact Mrs. Zoller or Mrs. Hansen at (530) 439-2261 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

- Classroom Helper
- Chaperone
- Fundraising

Committees

- School Site Council
- CPM/WASC Focus Groups
- Migrant Parent
- Advisory Committee

School Activities

- Back to School Night
- Open House
- Athletics
- Class Community
- Project Activities
- Field trips

School Safety Plan (School Year 2009–10)

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

The School Safety Plan is reviewed, updated, and discussed with school faculty annually. The plan establishes and defines procedures/guidelines for the safe and orderly response to earthquakes, fires, floods, intruders, and other emergency disasters. It outlines the protocol for teachers and staff, including the use of telephone trees. The Safety Plan also contains the numbers for each agency that should be contacted in the event of an emergency. To prepare our students and staff for potential disasters and in according law, all schools in the Princeton Joint Unified School District routinely participates in simulated emergency preparedness drills. Each year, there are safety checks by the state Fire Marshall as well as by our insurance carrier. The District is mandated to correct any safety deficiency. We do all we can to ensure the safety of our students, staff, and community at large. To insure safety on campus, supervisors or administrators routinely monitor appropriate behavior Campus supervisors are assigned to monitor appropriate behavior, and to ensure that all people are authorized to be on school property, all visitors must sign in when entering the campus. Our student discipline handbook is updated annually and shared with each student during a pre-selected period at the beginning of each school year. This helps to insure that all students are aware of behavior expectation and consequences; a copy is then mailed home to all parents/guardians. The District offers first aid training each year. Although all staff is encouraged to attend, it is mandatory training for all coaches and health aides.

For more information about how parents can receive more information, or view the School Safety Plan, contact the

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

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

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Princeton Elementary & Community Day's original facilities were built in 1973. Ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensures that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Every morning before school begins; the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian is assigned to Princeton Elementary & Community Day. The day custodian is responsible for:

- Grounds keeping
- Restroom
- Cafeteria Cleanup/Setup
- Office Area Cleaning

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Types of Services Funded (Fiscal Year 2009–10)

This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school's federal Program Improvement status) that are provided at the school through either categorical funds or other sources.

Princeton Elementary and Community Day School provides the following:

- Summer school
- Before and after school tutoring

Princeton Elementary Support Program Changes

SPARK Program

This program is by the 21st Century Safe Schools and Neighborhoods grant. The focus of this unique opportunity is to provide an after school academic assistance and recreation program for K-6 STUDENTS. This program was initiated in Princeton at the beginning of the 2005-06 school year.

SPARKLE Program

The Pre-K program first began in 2007 for 4 year old students. Children enrolled in the program are expected to enroll in our regular kindergarten program prior to the beginning of the new school year, each fall.

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

All training and curriculum development activities at Princeton Elementary & Community Day revolve around the California State Content Standards and Frameworks. Professional development activities support adoption of new curriculum, language arts and math curricula, and alignment of curriculum to state content standards. Decisions concerning selection of staff development activities are performed by the principal using tools such as teacher input, state assessment results, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. During the 2007-08 school year, Princeton Elementary & Community Day held three (3) staff development days devoted to the improvement of student achievement and to the development of safe schools. In 2008-09. Three (3) professional Development days were included in the Annual Calendar and during the 2009-10 three (days) were also included in the annual teacher calendar for the purpose of staff development. The district also offers ongoing support to new teachers through BTSA, and all teachers are highly encouraged to attend professional workshops and conferences to hone their skills. Classified support staff receives job-related training from department supervisors and the Glenn County Office of Education.

Student Enrollment by Grade Level (School Year 2009–10)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	# of Students	Grade Level	# of Students
Kindergarten		Grade 8	
Grade 1		Ungraded Elementary	
Grade 2		Grade 9	
Grade 3		Grade 10	
Grade 4	1	Grade 11	
Grade 5		Grade 12	
Grade 6		Ungraded Secondary	
Grade 7		Total Enrollment	

Student Enrollment by Group (School Year 2009–10)

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

Group	% of Total Enrollment	Group	% of Total Enrollment
Black or African American	0	White	0
American Indian or Alaska Native	100	Two or More Races	0
Asian	0	Socioeconomically Disadvantaged	0
Filipino	0	English Learners	0
Hispanic or Latino	0	Students with Disabilities	0
Native Hawaiian/Pacific Islander	0		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	2007–08				2008–09				2009–10			
	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												
1												
2												
3												
4												
5												
6												
K-3												
3-4												
4-8												
Other					2.0	1			1	1		

III. School Climate

Suspensions and Expulsions

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

Rate	School			District		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
Suspensions	66.7	0.0	0	9.4	0.8	11.2
Expulsions	0.0	100.0	0	0.4	0.8	0.0

IV. School Facilities

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

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



System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	n/a	X			
Interior: Interior Surfaces	n/a	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	n/a	X			
Electrical: Electrical	n/a	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	n/a	X			
Safety: Fire Safety, Hazardous Materials	n/a			X	Fire System in CDS building is not tied to District Alert System.
Structural: Structural Damage, Roofs	n/a	X			
External: Playground/School Grounds, Windows/Doors/Gates/Fences	n/a	X			
Overall Rating		X			



V. Teachers

Teacher Credentials

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

Teachers	School			District
	2007–08	2008–09	2009–10	2009–10
With Full Credential	1	1	1	17
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

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

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

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

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under the ESEA can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100%	0%
All Schools in District	100%	0%
High-Poverty Schools in District		
Low-Poverty Schools in District		

VI. Support Staff

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

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

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

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks & Instructional Materials (2010–11)

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



Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	% 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	New to Good	0%	Yes
Mathematics	New to Good	0%	Yes
Science	New to Good	0%	Yes
History-Social Science	New to Good	0%	Yes
Foreign Language	New to Good	0%	Yes
Health	New to Good	0%	Yes
Visual and Performing Arts	N/A	0%	N/A
Science Laboratory Equipment (grades 9-12)	New to Good	0%	No



VIII. School Finances

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$ 42,398	0	\$ 42,398	\$ 34,900
District	n/a	n/a	\$ 7,267	\$ 46,531
Percent Difference – School Site and District	n/a	n/a	483.43%	-25.00%
State	n/a	n/a	\$ 5,681	\$ 57,352
Percent Difference – School Site and State	n/a	n/a	646.31%	-39.15%

Teacher and Administrative Salaries (Fiscal Year 2008–09)

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

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,729	\$38,905
Mid-Range Teacher Salary	\$52,256	\$56,504
Highest Teacher Salary	\$65,065	\$71,750
Average Principal Salary (Elementary)	N/A	\$92,053
Average Principal Salary (Middle)	N/A	\$95,666
Average Principal Salary (High)	N/A	\$94,401
Superintendent Salary	\$97,000	\$111,055
Percent of Budget for Teacher Salaries	35.00 %	37.90 %
Percent of Budget for Administrative Salaries	10.60 %	6.80 %

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven. The CAPA includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

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

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
English-Language Arts	*	*		27	26		46	50	
Math	*	*		27	24		43	46	
Science	*	0		37	31		46	50	
History-Social Science	0	0		31	43		36	41	



I ♥ School

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	36	40	52	36
All Students at the School				
Male				
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				

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

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

(Note: This data was not available from the State CDE web site at the time of publication.)

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

X. Accountability

Academic Performance Index

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

Academic Performance Index Ranks – Three-Year Comparison

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

API Rank	2007	2008	2009
Statewide			
Similar Schools			

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			Growth API Score 2010
	2007–08	2008–09	2009–10	
All Students at the School	N/A	N/A	N/A	
Black or African American	N/A	N/A		
American Indian or Alaska Native	N/A	N/A	N/A	
Asian	N/A	N/A	N/A	
Filipino	N/A	N/A	N/A	
Hispanic or Latino	N/A	N/A	N/A	
Native Hawaiian/Pacific Islander	N/A	N/A	N/A	
White	N/A	N/A	N/A	
Two or More Races	N/A	N/A	N/A	
Socioeconomically Disadvantaged	N/A	N/A	N/A	
English Learners	N/A	N/A	N/A	
Students with Disabilities	N/A	N/A	N/A	

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

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

Group	2010 Growth API		
	School	LEA	State
All Students at the School		729	767
Black or African American			686
American Indian or Alaska Native			728
Asian			890
Filipino			851
Hispanic or Latino		698	715
Native Hawaiian/Pacific Islander			753
White		786	838
Two or More Races			808
Socioeconomically Disadvantaged		693	712
English Learners			692
Students with Disabilities			580

Adequate Yearly Progress

The federal Elementary and Secondary Education Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics

- Percent proficient on the state's standards-based assessments in ELA and mathematics

- API as an additional indicator

- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

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

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

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

Federal Intervention Program (School Year 2010–11)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	

XII. Instructional Planning and Scheduling

See the “Professional Development” narrative at the beginning of this document.



The information in the School Accountability Report Card (SARC) is provided by the California Department of Education with some information supplied by the school and the district office. All data is accurate as of 2/1/2011.

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