

School Accountability Report Card

Reported Using Data from the 2011–12 School Year

Published During 2012–13

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

Ed-Data Partnership Web Site

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

DataQuest

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

Internet Access

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

II. About This School

Contact Information (School Year 2012–13)

School		District	
School Name	Van Buren Elementary	District Name	Placentia-Yorba Linda Unified
Street	1301 East Orangethorpe Ave.	Phone Number	(714) 986-7000
City, State, Zip	Placentia, CA, 92870	Web Site	www.pylusd.org
Phone Number	(714) 986-7100	Superintendent	Doug Domene
Principal	Ken Valburg, Principal	E-mail Address	ddomene@pylusd.org
E-mail Address	kvalburg@pylusd.org	CDS Code	30666476030100

School Description and Mission Statement (School Year 2011–12)

Grades:	K-6
School Mascot:	Roadrunner
School Colors:	Blue and Yellow
School Description:	<p>Van Buren is a 2004, 2008 and 2012 California Distinguished School with a 45 year tradition of excellence and caring for students. The school is located in the primarily-residential cities of Placentia and Yorba Linda. Van Buren’s current API score is 878. The staff is dedicated to the education and well-being of every student by providing high quality instruction through the use research-based instructional strategies including Explicit Direct Instruction. The school-wide behavior expectations – STARS (Safe, There & Ready, Act responsibly, Respect, Show compassion) are taught and emphasized daily. All classrooms have Smartboard technology and surround sound systems as an effective tool to maximize student engagement. The programs offered foster opportunities for personal growth and the highest levels of academic achievement including the visual arts and instrumental music for fifth and sixth graders. The community and parents are involved in every aspect of campus life and PTA is a strong supporter of co- and extra-curricular programs. New buildings were recently constructed for the fourth through sixth grade classrooms as well as a new library-media center which houses a state-of-the-art computer lab. The students, staff, and community are proud of Van Buren Elementary School which is reflected in high levels of participation and involvement in all school activities and events.</p>
Mission Statement:	<p>Van Buren Elementary School is a community of staff, students and families partnering to promote academic achievement in an environment where students are safe, there and ready to learn, act responsibly, respectful, and show compassion.</p>

Opportunities for Parental Involvement (School Year 2011–12)

<p>Van Buren has a wide variety of opportunities for parental and community involvement. Our after-school child care program utilizes high school student volunteers, earning community service hours by tutoring, helping with homework, and providing positive role models. We offer a “Friends of the Library” program</p>

where parents give of their time in the library, assisting in the processing of library books, helping students choose age appropriate books, presenting short “book talks” to groups of students, repairing damaged books, and maintaining an enriching learning environment. Van Buren has a Student Valet Drop-Off Program, supervised by parent volunteers. They supervise one day a week at 7:30 am to ensure a safe, smooth drop off in the morning. Parents may also volunteer to assist in teaching our Meet-the-Masters fine arts curriculum in the classroom. The active PTA has a multitude of activities that require the help of many PTA members:

- Picture Day
- Musicals
- Hospitality
- 6th grade Outdoor Science School
- School Garden
- Jog-A-Thon
- Carnival
- PTA Reflections Fine Arts Competition
- Book Fair
- Yearbook
- Family Nights
- Classroom Helpers

Parents are also involved through the School Site Council and the English Language Advisory Council, providing input in to the Single Plan For Student Achievement.

Student Enrollment by Grade Level (School Year 2011–12)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	129	Grade 8	0
Grade 1	88	Ungraded Elementary	0
Grade 2	79	Grade 9	0
Grade 3	97	Grade 10	0
Grade 4	92	Grade 11	0
Grade 5	66	Grade 12	0
Grade 6	80	Ungraded Secondary	0
Grade 7	0	Total Enrollment	631

Student Enrollment by Student Group (School Year 2011-12)

Group	Percent of Total Enrollment
Black or African American	2.9%
American Indian or Alaska Native	0.2%
Asian	13.5%
Filipino	4.9%
Hispanic or Latino	29.8%

Native Hawaiian or Pacific Islander	0.0%
White	47.1%
Two or More Races	1.6%
Socioeconomically Disadvantaged	20.1%
English Learners	8.9%
Students with Disabilities	12.7%

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*			Avg. Class Size	2011–12 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	LEA Provided	LEA Provided	LEA Provided	LEA Provided	19.0	4	1	0	15.6	8	1	0
1	LEA Provided	LEA Provided	LEA Provided	LEA Provided	30.5	0	2	0	29.0	0	2	0
2	LEA Provided	LEA Provided	LEA Provided	LEA Provided	28.7	0	3	0	28.7	0	3	0
3	LEA Provided	LEA Provided	LEA Provided	LEA Provided	29.0	0	3	0	30.3	0	3	0
4	LEA Provided	LEA Provided	LEA Provided	LEA Provided	34.5	0	0	2	27.3	1	2	1
5	LEA Provided	LEA Provided	LEA Provided	LEA Provided	33.0	0	1	1	32.5	0	1	1
6	LEA Provided	LEA Provided	LEA Provided	LEA Provided	29.3	1	0	3	33.5	0	1	1
Other	LEA Provided	LEA Provided	LEA Provided	LEA Provided								

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

III. School Climate

School Safety Plan (School Year 2011–12)

The school has a comprehensive Safety Plan that is reviewed and revised annually and is consistent with SEMS. Our Safety Plan was updated and reviewed with staff on November 16, 2011. Van Buren is a closed campus. During the instructional day, from 7:50 am to 2:15 pm, all visitors, students, and staff must enter and exit through the front office. All adult visitors must sign in and wear a “Visitors” sticker while on campus. A safety committee meets regularly throughout the year to discuss and solve issues that occur. Each

classroom has a phone that teachers and students may use to reach the office in an emergency. The school-wide positive behavior plan (STARS) includes presentations to students monthly to teach and review behavior standards and expectations. Teachers and students have been in-serviced in anti-bullying to provide a safe learning environment for every student. Annually, the school nurse trains teachers in the use of EPI pens and universal precautions. Our district provides Crisis Assessment Counselors, on call at every site. Monthly emergency drills (drop & cover, fire, and lockdown) are practiced to ensure the safe evacuation of student in the event of an emergency. In the event of an emergency requiring evacuation of the buildings, teachers and staff have a buddy system to make certain that no students or staff are left unattended. Staff members have specific duties and responsibilities in the event of an emergency. Students are checked out to parents or those whose names are on the emergency cards only.

Suspensions and Expulsions – This School

	School 2009–10	School 2010–11	School 2011–12
Suspensions		16	27
Expulsions	0	0	0
Suspensions Rate	0.03	0.03	0.04
Expulsions Rate	0.0	0.0	0.0

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

Suspensions and Expulsions – Districtwide

	District 2009–10	District 2010–11	District 2011–12
Suspensions		1367	1234
Expulsions		23	15
Suspensions Rate		.05	.04
Expulsions Rate	0.1	.00008	.00005

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

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2012–13)

Van Buren Elementary School

Inspected September, 2012: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant an/or impact a very small area of the school

School Facility Good Repair Status (School Year 2012–13)

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			Reglue edging. Work order submitted and repair made
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X			
Electrical: Electrical		X			Repair receptacle. Work order submitted and repair made
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X			Drinking fountain repair. Work order submitted and repair made.
Safety: Fire Safety, Hazardous Materials		X			
Structural: Structural Damage, Roofs		X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X			
Overall Rating	Good				

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2009–10	School 2010–11	School 2011–12	District 2011–12
With Full Credential	22	21	23	999
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	13

Teacher Misassignments and Vacant Teacher Positions

Indicator	2010–11	2011–12	2012–13
Misassignments of Teachers of English Learners	0	1	4
Total Teacher Misassignments*	0	1	4
Vacant Teacher Positions	0	0	0

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011–12)

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

<http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	Data pending from the State	Data pending from the State
All Schools in District	Data pending from the State	Data pending from the State
High-Poverty Schools in District	Data pending from the State	Data pending from the State
Low-Poverty Schools in District	Data pending from the State	Data pending from the State

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

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2011–12)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	LEA Provided
Counselor (Social/Behavioral or Career Development)	0	
Library Media Teacher (librarian)	0	
Library Media Services Staff (paraprofessional)	0.4375	
Psychologist	0.4	
Social Worker	0	
Nurse	0	
Speech/Language/Hearing Specialist	1	
Resource Specialist (non-teaching)	1	
Other	0.4	

Note: Cells shaded in black do not require data.

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

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012–13)

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: January 2012

ELEMENTARY SCHOOL

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption? Board approval	Percent students lacking own assigned copy
Reading/Language Arts	Houghton Mifflin Reading K-6 or The Language of Literature - McDougal-Littell, Grade 6	May 2003	0
	Language Circle Series/Project Read/Written Expressions	May 2003	
	Houghton Mifflin Medallions (upgrade) - K-5	September 2010	
Mathematics	Houghton Mifflin California Math - K-5	April 2009	0
Science	Full Option Science Systems, California Edition (FOSS) - Delta Education - K-5	April 2008	0
History-Social Science	History-Social Science for California - Scott Foresman - K-5	February 2007	0
Foreign Language	N/A		0
Health	Health Framework for California Public Schools - K-12 - (No textbook)	2002	0
Visual and Performing Arts	Visual and Performing Arts Framework for California Public Schools - K-12 (No textbook)	2004	0
Science Laboratory Equipment (grades 9-12)	N/A		0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010–11)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$7,220	\$2,311	\$4,909	LEA Provided
District			\$5,371	\$74,321
Percent Difference - School Site and District			-8.60%	LEA Provided
State			\$5,455	\$68,835

Percent Difference – School Site and State		-10.01%	LEA Provided
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Note: Cells shaded in black do not require data.

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

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

Types of Services Funded (Fiscal Year 2011–12)

Narrative provided by the LEA.

Teacher and Administrative Salaries (Fiscal Year 2010–11)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,337	\$41,455
Mid-Range Teacher Salary	\$72,929	\$66,043
Highest Teacher Salary	\$91,493	\$85,397
Average Principal Salary (Elementary)	\$110,333	\$106,714
Average Principal Salary (Middle)	\$114,918	\$111,101
Average Principal Salary (High)	\$126,958	\$121,754
Superintendent Salary	\$274,381	\$223,357
Percent of Budget for Teacher Salaries	40.00%	39.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

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

IX. Student Performance

Standardized Testing and Reporting Program

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

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

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

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

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts	73%	72%	75%	67%	69%	71%	52%	54%	56%
Mathematics	75%	77%	75%	67%	69%	70%	48%	50%	51%
Science	68%	70%	80%	70%	75%	74%	54%	57%	60%
History-Social Science	0%	0%	0%	62%	68%	68%	44%	48%	49%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-	Mathematics	Science	History- Social

	Language Arts			Science
All Students in the LEA	71%	70%	74%	68%
All Students at the School	75%	75%	80%	0%
Male	74%	77%	82%	0%
Female	77%	73%	78%	0%
Black or African American	64%	64%	0%	0%
American Indian or Alaska Native	0%	0%	0%	0%
Asian	82%	86%	0%	0%
Filipino	75%	80%	0%	0%
Hispanic or Latino	64%	67%	59%	0%
Native Hawaiian or Pacific Islander				
White	80%	77%	83%	0%
Two or More Races	85%	92%	0%	0%
Socioeconomically Disadvantaged	53%	53%	71%	0%
English Learners	23%	38%	0%	0%
Students with Disabilities	36%	45%	0%	0%
Students Receiving Migrant Education Services				

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12

English-Language Arts				67%	75%	71%	54%	59%	56%
Mathematics				72%	73%	73%	54%	56%	58%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	29%	25%	45%	27%	42%	32%
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						

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2011–12)

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	7.60%	24.20%	53.00%
7	0.00%	0.00%	0.00%
9	0.00%	0.00%	0.00%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

X. Accountability

Academic Performance Index

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

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2009	2010	2011
Statewide	8	8	8
Similar Schools	1	2	4

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

Group	Actual API Change 2009–10	Actual API Change 2010–11	Actual API Change 2011–12
All Students at the School	16	5	3

Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	42	15	32
Native Hawaiian or Pacific Islander			
White	18	7	0
Two or More Races			
Socioeconomically Disadvantaged		32	17
English Learners			
Students with Disabilities			

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

Academic Performance Index Growth by Student Group – 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, LEA, and state level.

Group	2012 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	402	878	19,152	867	4,664,264	788
Black or African American	13	875	328	832	313,201	710
American Indian or Alaska Native	1		25	880	31,606	742
Asian	47	925	2,308	959	404,670	905
Filipino	20	906	346	913	124,824	869
Hispanic or Latino	110	820	7,086	794	2,425,230	740
Native Hawaiian or Pacific Islander	0		44	881	26,563	775
White	200	896	8,581	899	1,221,860	853
Two or More Races	10		286	919	88,428	849
Socioeconomically Disadvantaged	87	781	6,251	778	2,779,680	737
English Learners	35	743	3,629	748	1,530,297	716

Students with Disabilities	54	652	1,905	665	530,935	607
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Adequate Yearly Progress

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

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

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

Adequate Yearly Progress Overall and by Criteria (School Year 2011–12)

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	Yes	No
Met Percent Proficient - Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate	N/A	Yes

Federal Intervention Program (School Year 2012–13)

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

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		7

Percent of Schools Currently in Program Improvement		20.6%
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Note: Cells shaded in black do not require data.

XI. Instructional Planning and Scheduling

Professional Development

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

Preservice Days in 06/07 = 5 days

Preservice Days in 07/08 = 5 days

Preservice Days in 08/09 = 4 days

Preservice Days in 09/10 = 2 days

Preservice Days in 10/11 = 0 days

Preservice Days in 11/12 = 0 days

Preservice Days in 12/13 = 0 days

In the above years, schools were either on the weekly early release/late start (PLC's) or the (8) district staff development days.

Minimum days are separate.