

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	Don Riggio School	District Name	Lincoln Unified School District
Street	3110 Brookside Rd	Phone Number	209-953-8700
City, State, Zip	Stockton, CA, 95219	Web Site	www.lusd.net
Phone Number	(209) 953-8753	Superintendent	Thomas Uslan
Principal	Joan Calonico	E-mail Address	tuslan@lusd.net
E-mail Address	jcalonico@lusd.net	CDS Code	39685696105738

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

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

Our Mission

We believe that all children can learn and we will establish high standards of learning that we expect all students to achieve. It is our job to create an environment in our classrooms that engages students in academic, intellectual and creative work that results in a high level of achievement. We are confident that with our support and help, students can master challenging curricula, and we expect them to do so. We are prepared to work collaboratively with colleagues, students, and parents to achieve this shared educational purpose.

Don Riggio School was founded in 1992 as Pacific School, a school of choice in Lincoln Unified School District; it had and still has no attendance boundaries of its own. When parents chose Pacific, they chose a unique educational experience for their child in which learning how to make appropriate and responsible choices was a primary goal for all children. Emphasis was on learning how to learn, taking risks, imagining, investigating, questioning and creating. The role of the teacher was to assist children in finding their own unique gifts and talents by challenging, remediating, accelerating, supporting and encouraging.

The school was organized around seven critical attributes that embodied the belief and philosophy for providing a balanced approach to district and state standards for all students. Those attributes were: Parent Participation, Integrated Curriculum, Team Collaboration, Multi-age Classrooms, Project-Based Learning, Authentic Assessment, and the Visual and Performing Arts.

Through the years the school faced many triumphs and challenges, including becoming a California Distinguished School in 1995. The school became known for its school wide projects, including musical theater productions involving students and adults working together in all aspects of the production. In January of 2002, the school moved onto its current campus and became Don Riggio School, named after a long time School Board Trustee. The building was designed with the school's unique program in mind.

In the fall of 2003, the school welcomed 100 English Learners who were placed there by the district in English Language Development classes designed to accelerate their learning. Over the course of the fifteen years, the school grew from six classrooms to 27. In 2005 the district was no longer able to support multi-age class groupings at 3rd and 4th grade because of class-size reduction. In 2005 the percentage of students on free and reduced lunch qualified Don Riggio for Title One funding. With the closure of Village Oaks School in 2007, some students were placed at Don Riggio as "overflow" students.

Although some children were placed at Don Riggio School, most families have chosen to be here because of the Visual and Performing Arts program and/or their interest in a unique project-based, multi-age program. The corresponding increase in staff, changes in leadership, and staff turnover have all contributed to the need to reestablish a shared mission and vision. Thanks to the generosity of the School Site Council and their desire to preserve the original attributes of the school as much as possible, the staff has embarked on a new journey to redesign the school.

The changes in the student demographics are a factor in the school's continuing appraisal of what makes for effective learning. As the number of English learners, Title One students and students overall have increased, and the needs of our community have evolved, so too have the instructional techniques, materials and role of our teachers. Many of the original tenets of the Don Riggio School design are being modified in order to ensure our program remains relevant and responsive to our students' needs.

Our school and the community it serves hold high expectations for all students. The staff as a whole endeavors to support all students in attaining high goals through quality instruction, rigorous project-based learning and intervention programs such as Title One, English Language Support, extended day tutoring, special education services and language support services. Special education staff may serve non-identified, general education students, as appropriate. These services may be provided in general or special education settings. As the law states, general education teachers will provide services to special education students in collaboration with special education teachers and as provided for in the Individual Education Plans for students.

The challenge is to meet the expectations of state and federal accountability systems while continuing to provide an educational experience for students and teachers that is meaningful, creative, and rich in learning. The staff continues to embrace the opportunity to examine its core beliefs to find the balance necessary for all students to learn and thrive.

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.

Many groups support our school. The PTSA is engaged in fund-raising, Back-to-School Nights, and musical programs. Parents and community members have the opportunity to become directly involved by serving on our leadership teams, including the PTSA, GATE advisory committee, School Site Council (SSC), English Learner Advisory Council (ELAC), and schoolwide informational forums.

We also involve parents in their child's education through weekly newsletters, special mailings, progress reports, parent information nights, and student-led conferences. Parents who wish to participate on Don Riggio's leadership teams or school committees, or who would like to volunteer, may contact the Principal Joan Calonico or the main office at (209) 953-8753.

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

Grade Level	Number of Students
Kindergarten	78
Grade 1	98
Grade 2	98
Grade 3	93
Grade 4	66
Grade 5	101
Grade 6	71
Grade 7	66
Grade 8	51
Total Enrollment	722

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	9.4	White	31.2
American Indian or Alaska Native	0.3	Two or More Races	3.2
Asian	10.5	Socioeconomically Disadvantaged	56.8
Filipino	5.1	English Learners	29.8
Hispanic or Latino	39.6	Students with Disabilities	8.4
Native Hawaiian/Pacific Islander	0.7		

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	19.7	3	0	0	26	0	3	0	25.3	0	3	0
1	20	1	0	0	27	0	3	0	23.5	1	3	0
2	20	1	0	0		0	0	0	21.7	1	2	0
3	24	3	2	0		0	0	0	23	1	3	0
4	0	0	0	0	31	0	3	0	32	0	2	0
5	0	0	0	0	29	0	2	0	32.7	0	1	2
6	0	0	0	0	29	0	3	0	33	0	0	2
Other	17.3	4	0	0	19.1	0	8	0				

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2008-09				2009-10				2010-11			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25.4	1	10	0	25	0	5	0	23.4	2	3	0
Mathematics	24.6	4	2	4	25	0	5	0	23.4	2	3	0
Science	24.8	1	4	0	25	0	5	0	23.4	2	3	0
Social Science	22.6	2	3	0	25	0	5	0	23.4	2	3	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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.

We revise our School Safety Plan annually; the latest revision will go to the School Site Council on February 7, 2012. The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. We share the plan with all staff during a staff meeting before school starts and review it periodically throughout the year, especially when planning for or debriefing various drills. We practice fire drills monthly and lock down drills once or twice a year. The Safety Plan also includes district suspension and expulsion policies. Teachers keep a copy of the plan in their emergency folder in the classroom, also available for substitute teachers.

Suspensions and Expulsions

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	31.51	16.87	9.28	44.46	20.98	18.13
Expulsions	0	0.14	0	0.19	0.22	0.24

* 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: July 2011

We are fortunate to have a new facility at Don Riggio. Our school is ten years old and has state-of-the-art classrooms and buildings, especially our performing arts building and beautiful library. We are concerned about adequate parking and safety because our campus is so open and accessible. We anticipate the addition of a fence to enclose our campus and make it safer. This project will be funded by the District.

Our school includes 11 buildings, of which five are portables. On an average day, 800 students and staff occupy these buildings.

The bathrooms in our school contain 29 toilets, all of which were in good working order when we surveyed the building.

The school is cleaned on a regular basis. Our lead custodian works during the day when school is in session and we have 1 ½ night custodians to clean the classrooms and restrooms after the students have gone home. They take pride in the way our campus and grounds look. The District Maintenance crew mows regularly and is on call for repairs through our work order system.

Teachers and campus supervisors monitor the school grounds for 30 minutes before and after school as well as at all recesses and at lunch time. Teachers regularly review the rules for safe, responsible behavior in school and on the playground. We have a closed campus. Visitors are asked to enter the school through the main door and sign in at the office, where they receive a bright blue badge to wear throughout their stay.

We include students in the decision-making process about safety by holding classroom meetings centered around the Tribes Community Agreements of attentive listening, appreciations/no put-downs, the right to pass, and mutual respect.

We are currently in the process of creating an outdoor pavilion in front of our portable wing to use as a learning space, outdoor eating facility, and activity space for school events. We have moved the bike racks and a storage shed to create an open area for outdoor tables and a cover. Funds for this project are a joint effort between deferred maintenance, PTSA and bond money.

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	38	35	36	382
Without Full Credential	2	0	0	0
Teaching Outside Subject Area of Competence	0	13	4	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments	0	0	1
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	82.35	17.65
All Schools in District	92.83	7.17
High-Poverty Schools in District	93.28	6.72
Low-Poverty Schools in District	85.45	14.55

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

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	1.0	---
Library Media Teacher (Librarian)		---
Library Media Services Staff (paraprofessional)		---
Psychologist		---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist	1.0	---
Resource Specialist (non-teaching)		---
Other		---

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

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and 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: October 2011

Following a public hearing on October 11, 2011, the LUSD Board of Education has found that sufficient textbooks and instructional materials are available to each student in Reading/Language Arts, Mathematics, Science History/Social Science and Health. All students, including English Learners have a textbooks or instructional materials, or both, to use in class or to take home.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	McDougal Littell Language of Literature California 2002 Adoption Year 2004 Houghton Mifflin Reading/California 2003 Adoption Year 2004	No	0%
Mathematics	Holt CA Algebra 1 2008 Adoption Year 2008 UCLA Math Intro to Algebra 2007 Adoption Year 2008 Holt CA Course 2: Pre-Algebra 2008 Adoption Year 2008 Scott Foresman enVision Math 2009 Adoption Year 2009 Holt CA Course 1: Numbers to Algebra 2008 Adoption Year 2008 SRA - Number World Adoption Year 2008	Yes	0%
Science	Glencoe/McGraw-Hill Focus on Science 2007 Adoption Year 2007 Harcourt 2007 California Science Adoption Year 2007	Yes	0%
History-Social Science	Harcourt California Reflections 2006 Adoption Year 2006 Scott Foresman History/Social Science for California 2006 Adoption Year 2006 Teacher's Curriculum Institute History Alive California Middle School Program Adoption Year 2006	Yes	0%
Foreign Language			0%
Health			0%
Visual and Performing Arts			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	\$3,446	\$503	\$2,943	\$58,108
District	---	---	\$4,878	\$60,769
Percent Difference: School Site and District	---	---	40%	4%
State	---	---	\$5,455	\$66,511
Percent Difference: School Site and State	---	---	47%	13%

* **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.

Federal Title 1 funds pay for a full time support teacher and one instructional aide who work with small groups of children who are not reading at grade level and a full-time counselor. Title One also provides funds for instructional supplies and professional development for teachers. Economic Impact Aide from the state help fund primary language tutors for our English Language learners and extended day learning programs. School Improvement money from the state is used to implement educational goals in our school plan.

Last year our PTSA raised money to fund several educational assemblies, purchase technology, and support field trips.

Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,784	\$41,284
Mid-Range Teacher Salary	\$57,953	\$65,173
Highest Teacher Salary	\$77,004	\$83,460
Average Principal Salary (Elementary)	\$97,957	\$102,834
Average Principal Salary (Middle)	\$98,769	\$108,953
Average Principal Salary (High)	\$124,004	\$118,384
Superintendent Salary	\$167,174	\$179,397
Percent of Budget for Teacher Salaries	44%	40%
Percent of Budget for Administrative Salaries	6%	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	49	47	47	49	53	53	49	52	54
Mathematics	59	49	48	52	53	52	46	48	50
Science	33	56	51	51	58	61	50	54	57
History-Social Science	31	42	42	43	45	46	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	53	52	61	46
All Student at the School	47	48	51	42
Male	43	46	59	47
Female	50	51	44	35
Black or African American	43	38	45	0
American Indian or Alaska Native	0	0	0	0
Asian	43	51	64	0
Filipino	71	74	0	0
Hispanic or Latino	35	37	46	33
Native Hawaiian/Pacific Islander	0	0	0	0
White	59	60	55	44
Two or More Races	0	0	0	0
Socioeconomically Disadvantaged	32	38	47	38
English Learners	26	38	46	36
Students with Disabilities	27	32	0	0
Students Receiving Migrant Education Services	0	0	0	0

* 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	12.8	18.1	22.3
7	19.4	17.9	17.9

* 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	4	5	4
Similar Schools	1	3	2

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	30	-15	4
Black or African American			
American Indian or Alaska Native			
Filipino			
Hispanic or Latino	24	-11	9
Native Hawaiian/Pacific Islander			
White	27	-11	3
Two or More Races	N/D		
Socioeconomically Disadvantaged	17	-13	22
English Learners	31	5	10
Students with Disabilities			

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

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

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	511	768	6,558	789	4,683,676	778
Black or African American	42	710	753	712	317,856	696
American Indian or Alaska Native	2		46	831	33,774	733
Asian	57	754	690	840	398,869	898
Filipino	30	892	330	849	123,245	859
Hispanic or Latino	191	725	2,405	754	2,406,749	729
Native Hawaiian/Pacific Islander	5		75	753	26,953	764
White	174	819	2,152	832	1,258,831	845
Two or More Races	9		100	713	76,766	836
Socioeconomically Disadvantaged	293	711	3,612	743	2,731,843	726
English Learners	151	716	1,269	736	1,521,844	707
Students with Disabilities	59	622	796	608	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	Yes	Yes
Met Graduation Rate (if applicable)	N/A	Yes

Federal Intervention Program (School Year 2011-12)

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

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2009-2010
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	---	9
Percent of Schools Currently in Program Improvement	---	81.8

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.)?
-

Professional development is designed to provide continuous learning opportunities for administrators, teachers, and classified personnel. Professional Development is an essential component of effective instruction and student learning.

Teachers new to the District received three days of professional development prior to the beginning of the school year focused on orientation to District and school site policies, and services, classroom management, curriculum and pacing, and setting up the classroom.

Our district has a professional development emphasis in language arts, and mathematics. Specific workshops teachers attended in the 2010-11 school year included: Six Traits of Writing, GLAD, Language!, SB 472 enVision Math, SB 472 Holt Math, Number Fluency, Professional Learning Communities, Cultural Proficiency, and No Bully.

Every Monday, students are released early from school to allow teachers to participate in collaboration time.