

2010-11  
SCHOOL ACCOUNTABILITY REPORT CARD



**Frances Ellen Watkins Harper Junior High School**

**Davis Joint Unified District**

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**Principal:**  
**Zena Ingles**

**Address:**  
**4000 East Covell Blvd.**  
**Davis, California 95618**

**Phone:**  
**530-757-5330**

**Email:**  
**[zingles@djud.k12.ca.us](mailto:zingles@djud.k12.ca.us)**

**Website:**  
**<http://www.djud.k12.ca.us/harper/>**



## I. 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. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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

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

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

Frances Harper Junior High School is a comprehensive secondary school that serves students in grades 7 - 9. The school includes nearly 750 students, 40 teachers, 2 counselors, 1 librarian, 1 library tech, 4 office personnel and 12 para-educators. Harper provides a rigorous academic program and strives to provide each student with an engaging and relevant learning experience. All students are enrolled in five core subjects, including English, math, physical education, science and social studies. Since Harper operates with a seven period day, most students also complete two electives each year, choosing from Career & Technical Education, fine and performing arts, cross-age tutoring, leadership and world language. Students may also enroll in special support classes such as AVID, Reading, Writing, Math Tech, ELD, and Bridge.

In 2008-09, the staff worked diligently to arrive at a mission statement: "Harper Junior High School: Inspiring everyone to learn, achieve, and thrive in a caring community." Working in professional learning communities, the staff is focused on each grade level's developmental stages and specific activities which are planned for each grade level. There is also a great deal of attention given to high academic achievement and college readiness for all students, and all freshmen complete the Freshman Showcase. In this program, students compile a portfolio that features samples of their work, assessments, artifacts from projects, and a reflective paper. In the spring, students deliver a culminating presentation to a panel consisting of staff, parents and community members.

Harper's state testing results continue to be strong and put us on a par with the other high-performing schools in the district, all of which are in the top ten percent of schools in California. The Harper community is aware of the student groups that are under-achieving, however, and is providing these students with both the resources and the instruction needed to become higher performing students. With an emphasis on closing the achievement gap, intervention and support programs are provided for students needing additional skills. These programs include AVID, Bridge, Homework Club, Wednesday morning late start program, lunchtime activities and extended library hours. Based on the belief that a safe and healthy climate fosters good attitudes and promotes high achievement, Harper also provides programs such as WEB, peer helpers, peer tutors, and leadership. These programs are part of an overall concern for school climate and the desire to make Harper a safe, welcoming, inclusive school for all students.

### Opportunities for Parental Involvement (School Year 2010-11)

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

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There are a variety of opportunities for parents to become involved at Harper. Parents participate in our school through the Harper Parent-Teacher Organization (PTO), the School Site Council (SSC), the English Language Advisory Committee (ELAC), the Title 1 Committee and the School Climate Committee. The PTO focuses on the school community and supports teachers and students through fund-raising and event planning. The Harper PTO provides tremendous financial support to a variety of school programs. In recent years the PTO has purchased books and subscriptions for the school library, athletic equipment and AVID fieldtrips. The PTO continuously helps our school obtain items and fill special needs that enrich the school experience for all students. In addition, the PTO supports para professionals for EL students, provides staffing for Homework Club, and hosts an array of parent education programs for our school community. The SSC helps develop and implement the school improvement plan and allocates state/federal funds to meet identified goals. The School Climate Committee focuses on school safety and human relations. We invite parents to participate on short-term committees, such as Facilities Modernization, or on interview panels when we hire new teachers and other staff. Parents are also an important part of the Freshman Showcase, serving on panels when students complete their culminating presentations, and they are responsible for transporting students to numerous co-curricular events. To find out more about becoming involved at the school, parents are invited to contact the school office at 530-757-5330 or see the school website at: <http://www.djUSD.k12.ca.us/Harper/> or the Harper PTO website at: <http://groups.dcn.org/harperpto>

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

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

Grade Level	Number of Students
Grade 7	258
Grade 8	248
Grade 9	230
<b>Total Enrollment</b>	<b>736</b>

### Student Enrollment by Group (School Year 2010-11)

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

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	1.8	White	56.8
American Indian or Alaska Native	0.7	Two or More Races	4.3
Asian	14.4	Socioeconomically Disadvantaged	21.7
Filipino	1.5	English Learners	12.9
Hispanic or Latino	20.1	Students with Disabilities	6.4
Native Hawaiian/Pacific Islander	0.3		

### Average Class Size and Class Size Distribution (Secondary)

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

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	14	15	2	24.2	12	17	1	27.7	5	16	7
Mathematics	24.6	17	12	4	25.1	6	22	1	25.5	9	18	3
Science	30.2	2	14	9	30.3	1	17	5	31		16	6
Social Science	31	1	16	5	29.4	2	13	6	30.3	1	17	6

### III. School Climate

#### School Safety Plan (School Year 2010-11)

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

Harper places the highest priority on student safety. Maintaining a closed campus, staff help supervise at lunches, before and after school. Harper also has campus supervisors who monitor the grounds and assist students throughout the day. We have developed a safe school plan and schedule a safety week twice each year during which we hold fire, earthquake, and other safety drills. There are safety supplies located in classrooms and in strategic locations around campus. We also provide annual training to staff and students on safety procedures. All campus facilities have both phone and intercom access. In addition, the Harper community focuses on providing a caring and safe environment for all students. The Climate Committee meets monthly and is open to all students, parents and staff to attend. Honest, open communication is encouraged and the Climate Committee serves as a communication link with student clubs, PTO, Site Council and district administration. Harper all has very active student groups that focus on school climate, including Peer Helpers, WEB and student government. These groups hold students accountable for bullying, disrespect, and levels of misconduct.

#### 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		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
<b>Suspensions</b>	9.2	7.2	4.76	5.9	5.1	4.55
<b>Expulsions</b>	0	0.1	0	0.1	0.1	0.05

## IV. School Facilities










### School Facility Conditions and Planned Improvement (School Year 2011-12)

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.

Frances Ellen Watkins Harper Junior High school is in good repair, according to the criteria established by the Office of Public School Construction. Facility deficiencies are minor ones resulting from common wear and tear, and there are few of them.

### School Facility Good Repair Status. (School Year 2011-12)

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

Inspected On: 1/9/2012	Repair Status				Repair Needed and Action Taken or Planned
System Inspected	Exemplary	Good	Fair	Poor	
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	—		—	—	
<b>Interior: Interior Surfaces</b>	—		—	—	
<b>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</b>	—		—	—	
<b>Electrical: Electrical</b>	—		—	—	
<b>Restrooms/Fountains: Restrooms, Sinks/Fountains</b>	—		—	—	
<b>Safety: Fire Safety, Hazardous Materials</b>	—		—	—	
<b>Structural: Structural Damage, Roofs</b>	—		—	—	
<b>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</b>	—		—	—	
<b>Overall Rating</b>		—	—	—	

## 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
	2008-09	2009-10	2010-11	2010-11
Teachers with Full Credential	37	45	39	439
Teachers without Full Credential	1	0	0	0
Teachers Teaching Outside Subject Area of Competence	0	0	0	N/A

### 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	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	1	1	1
Total Teacher Misassignments	1	1	0
Vacant Teacher Positions	0	0	0

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

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	79.34	20.66
All Schools in District	77.29	22.71
High-Poverty Schools in District	95.08	4.92
Low-Poverty Schools in District	76.08	23.92

## VI. Support Staff

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

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	2	
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)	0.5	N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	0.5	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non - teaching)		N/A
Other		N/A

## VII. Curriculum and Instructional Materials

### Description of school's program towards meeting William's Settlement Requirements

Harper is compliant with progress towards meeting William's Settlement requirements.

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

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	Percent 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	These text materials are aligned with state content standards and officially adopted for use in the classroom.	0	Grades 7-8 Prentice Hall, Prentice Hall Literature: Timeless Voices, Timeless Themes, 2002

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Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
<b>Mathematics</b>	These text materials are aligned with state content standards and officially adopted for use in the classroom.	0	Grade 7, CGP Education, California Mathematics, Course 2, 2007, College Preparatory Mathematics (CPM) CA Algebra Connections, 2008, College Preparatory Mathematics (CPM) CA Geometry Connections, 2008, UCLA, Introduction to Algebra, 2007, Pearson Prentice Hall, Connecting to Algebra, Algebra Readiness Program, 2009
<b>Science</b>	These text materials are aligned with state content standards and officially adopted for use in the classroom.	0	Grades 7-8 CPO Science, Focus on Earth, Life and Physical Science, 2006
<b>History-Social Science</b>	These text materials are aligned with state content standards and officially adopted for use in the classroom.	0	Grade 7 TCI, History Alive! The Medieval World and Beyond, 2006, Grade 8 Prentice Hall, America: History of Our Nation, 2006
<b>Foreign Language</b>	These text materials are aligned with state content standards and officially adopted for use in the classroom.	0	Spanish I, II, & III, Prentice Hall, Paso A Paso, 2000, French I & II EMC Paradigm, C'est á Toi!, 2007
<b>Health</b>	These text materials are aligned with state content standards and officially adopted for use in the classroom.	0	Holt, Rinehart and Winston, Holt Decisions for Health
<b>Science Laboratory Equipment (grades 9-12)</b>	The district has adopted resolutions to define "sufficiency" and verifies there is a sufficient supply of materials and equipment to conduct labs.	0	N/A
<b>Visual and Performing Arts</b>	These text materials are aligned with state content standards and officially adopted for use in the classroom.	0	N/A

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

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	\$8,832.00	\$2,487.00	\$6,345.00	\$60,759.00
District	N/A	N/A	\$6,287.00	\$65,683.00
Percent Difference - School Site and District	N/A	N/A	0.92	-7.5
State	N/A	N/A	\$5,455.00	\$66,511.00
Percent Difference - School Site and State	N/A	N/A	16.32	-8.65

### Types of Services Funded (Fiscal Year 2010-11)

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.

In 2010-11 Harper Junior High School received categorical funding and services through the following federal, state and local resources: Title I, Part A Basic Grant; Title II Professional Development; Economic Impact Aid - Limited English Proficiency; Davis Schools Foundation; Davis School Arts Foundation and parcel tax funding.

### Teacher and Administrative Salaries (Fiscal Year 2009-10)

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	\$35,081	\$41,284
Mid-Range Teacher Salary	\$55,886	\$65,173
Highest Teacher Salary	\$77,965	\$83,460
Average Principal Salary (Elementary)	\$100,355	\$102,834
Average Principal Salary (Middle)	\$106,819	\$108,953
Average Principal Salary (High)	\$113,477	\$118,384
Superintendent Salary	\$199,742	\$179,397
Percent of Budget for Teacher Salaries	42	40
Percent of Budget for Administrative Salaries	6	6

## IX. Student Performance

### Standardized Testing and Reporting Program

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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		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
<b>English-Language Arts</b>	77	80	80	75	75	75	49	52	54
<b>Mathematics</b>	65	73	72	66	69	68	46	48	50
<b>Science</b>	82	80	82	81	81	82	50	54	57
<b>History-Social Science</b>	73	72	77	75	71	76	41	44	48

### 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	75	68	82	76
All Students at the School	80	72	82	77
Male	81	74	86	80
Female	81	71	77	74
Black or African American	72	61	0	0
American Indian or Alaska Native	0	0	0	0
Asian	86	82	96	86
Filipino	92	85	0	0
Hispanic or Latino	56	44	55	54
Native Hawaiian or Pacific Islander	0	0	0	0
White	88	80	85	81
Two or More Races	0	0	0	0
Socioeconomically Disadvantaged	55	42	59	51
English Learners	21	24	42	15
Students with Disabilities	38	29	64	29
Students Receiving Migrant Education Services				

### California Physical Fitness Test Results (School Year 2010-11)

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.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	0	0	0
7	13.9	27	41.3
9	15.7	22.4	52

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the 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 at 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	2008	2009	2010
<b>Statewide</b>	9	9	10
<b>Similar Schools</b>	2	2	4

### 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		
	2008-09	2009-10	2010-11
<b>All Students at the School</b>	4	26	-10
<b>Black or African American</b>			
<b>American Indian or Alaska Native</b>			
<b>Asian</b>		8	-8
<b>Filipino</b>			
<b>Hispanic or Latino</b>		55	-31
<b>Native Hawaiian or Pacific Islander</b>			
<b>White</b>	16	23	-5
<b>Two or More Races</b>			
<b>Socioeconomically Disadvantaged</b>	-20	41	-19
<b>English Learners</b>			
<b>Students with Disabilities</b>			

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

This table displays, by student group, the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API		
	School	LEA	State
All Students at the School	883	874	778
Black or African American	823	771	696
American Indian or Alaska Native		776	733
Asian	939	928	898
Filipino	982	899	859
Hispanic or Latino	738	746	729
Native Hawaiian or Pacific Islander		801	764
White	917	903	845
Two or More Races			836
Socioeconomically Disadvantaged	731	738	726
English Learners	728	752	707
Students with Disabilities	559	638	595

### 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 at 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 2010-11)

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	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	No
API	Yes	Yes
Graduation Rate	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. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	12.5

## XII. 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.

Time is reserved weekly for staff collaboration by sites in grade level or departmental teams under the direction of site administrators. Categorical dollars are also used to support staff participation in professional development.