

2010-11
SCHOOL ACCOUNTABILITY REPORT CARD



Robert E. Willett Elementary School
Davis Joint Unified District

Published During
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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.

Mission: Willett is a community that strives to help all students reach their academic potential while fostering respect, responsibility and resourcefulness. 1. What all students should know, understand, and be able to do: Willett is a collaborative learning community in which the success and well-being of all children is a high priority. Math and reading/language arts are the focus of our curriculum. Our parents are very supportive. Staff members work in grade-level, academic conferencing, and site-based teams to plan together for student success. Thirty one different languages and dialects are spoken at Willett. Students who need extra assistance in reading, language arts, math, or English language acquisition participate in intensive support programs inside and outside of the classroom. Our school achieved a 931 Academic Performance Index (API) on the 2011 STAR. Expectations of positive character traits: Students and staff are expected to treat each other respectfully and act responsibly. Students are rewarded for positive behavior by obtaining a "High Five Referral" to the principal. Students receive this referral for going above and beyond what is expected of a student on campus. Students meet with the principal, contact a parent or guardian by phone to tell them the good news, receive a pencil and have their name on the office bulletin board. Students can also receive Willett Wonders for good citizenship. These tickets are given to students by custodians, noon supervisors and secretaries as a way of increasing positive interactions. One name is pulled per classroom per month and those students bring a friend and have popsicles with the principal. Monthly assemblies highlight students and classes being successful and having good character. These assemblies focus on a character trait that is reinforced on campus and in the classrooms. 3. Current research and practice: Teachers have been involved with Academic Conferencing to guide and align instruction. We will continue to support readers not achieving proficiency on the CST using appropriate classroom and reading lab instruction. We will continue to support all students with differentiated instruction as needed. We strive to integrate technology into the curriculum, to provide additional learning support and opportunities for students. Our teachers evaluate students' skills using oral questioning, written tests, and project-based evaluations. During the first weeks of school we administer the California English Language Development Test (CELDT) to students who are learning English. Students in the second through sixth grades take the California Standards Test. We are on a trimester system and have three report card periods each school year. We encourage parents to attend a parent-teacher conference after the first reporting period, which ends in early November. Parents may also attend conferences in the spring or at any other mutually agreeable time during the year. Holding students responsible for completing homework results in significant educational gains. Teachers direct assignments and parents support students to ensure that homework is completed. At Willett, teachers assign homework four days per week to complement classroom instruction. Homework is school-related, assigned work that students must complete outside the classroom. We provide after school support for 1st - 3rd graders in the computer lab, where students have the opportunity to complete Reading Counts quizzes and read or work on homework. We also expect students to read nightly for practice and enjoyment. The district's revised homework policy is available at: <http://www.djUSD.k12.ca.us>. The district provides three days of paid time for teachers to attend academic conferences with their grade levels, support staff and the principal. This is a time to look deeply at data and individual students to work towards the best possible educational program for the students. We dismiss students early on Wednesdays to provide time for teachers to collaborate, discuss best practices, and set goals for student achievement. Many teachers attend classes and workshops in the summer. We continue to work towards differentiating instruction within the classroom. At staff meetings, we are articulating within grade levels and across grade levels to ensure a smooth progression of concepts. 4. Collaboration among all segments of the school community: The Willett community works very closely together. Parents are actively involved in programs on campus including gardening, recycling, Kids in Motion, PE squads, math club, and classroom volunteering. Willett has an active PTA, ELAC and Site Council whose members collaborate often and are proactive about including new parents in the school. 5. Other elements of importance to school's vision/mission: The Willett staff is dedicated to high expectations for their students academically and socially. The staff works very closely together to create the best learning environment for students. Staff meetings include significant blocks of time to articulate within and between grade levels about curriculum and student growth. Grade level teams meet regularly to continue the high quality of education that families receive at the school. Enrichment activities and field trips are also a priority for the Willett staff to ensure the whole child is addressed and given opportunities to experience new things.

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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PARENT INVOLVEMENT PARENTAL INVOLVEMENT POLICY At Willett Elementary School staff, parents and students have the right and responsibility to participate in the educational process. Parents are an integral part of this effort and it is essential that they contribute their support to the teachers and children in our school. The more elements of good parenting, good teaching, and good schooling that children experience, the greater likelihood that they will achieve their potential. We are in this process together for the children. In order to work with the parent community in accomplishing this goal, the school shall:

- Provide ongoing opportunities for parents to give input to the organized parent groups that exist within the school. The secretaries will direct parents to provide input to the following groups: School Site Council, School Climate Committee, English Learner Advisory Committee and PTA.
- Publish membership information for the above committees in the parent handbook distributed prior to the start of school, and again in the school newsletter, Who's News.
- Have available the Annual School Plan upon request in the school office throughout the year.
- Encourage and provide ongoing opportunities for parents to volunteer in the classroom.
- Provide parents with timely information about the program, using all or a combination of the following:
 1. Parent Handbook
 2. Weekly Who's News
 3. Classroom newsletters
 4. Back-to-School Orientations in Fall
 5. Fall and Spring Parent Conferences
 6. Individual conferences with staff/principal upon request
 7. Open House in the Spring
 8. Opportunities to provide input at the district level through advertised meetings and events
 9. Curriculum reviews at the school site when the district is in the adoption process cycles
 10. School Site Council, School Climate Committee, ELAC (English Learner Advisory Committee) and PTA meetings
- Provide parents with information about school curriculum, types of assessment, about individual student assessment results and proficiency levels students are expected to meet through the following:
 1. Back-to-School Orientations
 2. District packet sent out at the start of school
 3. Fall and Spring Parent Conferences and report cards
 4. Individualized Education Plan and Student Study Team meeting for identified students
 5. Individually scheduled parent/teacher/principal conferences initiated by any party
 6. Communications regarding ways for parents to assist students during the summer
 7. Mailings (when necessary) of testing results with interpretative explanations
 8. Timely recommendations for possible retention, including suggested interventions

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
Kindergarten	63
Grade 1	59
Grade 2	72
Grade 3	70
Grade 4	91
Grade 5	90
Grade 6	85
Total Enrollment	530

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	4.5	White	51.9
American Indian or Alaska Native	0.2	Two or More Races	7.00
Asian	22.6	Socioeconomically Disadvantaged	18.9
Filipino	1.3	English Learners	17.5
Hispanic or Latino	12.3	Students with Disabilities	6.8
Native Hawaiian/Pacific Islander	0.2		

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	2008-09			2009-10			2010-11					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K				20	2	1		24.3		3		
1				21.7		3		24.5		2		
2				20.3	2	1		24.3		3		
3				20.25	2	2		23.3		3		
4				29		3		30.3		3		
5				31		1		30		3		
6				31		1		28.3		3		
K-3												
3-4												
4-8												
Other												

III. School Climate

School Safety Plan (School Year 2010-11)

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

We emphasize the safety of our students and staff members and review our emergency plans yearly. We also hold regular fire, earthquake, and other drills, and maintain clean and safety facilities. Facilities staff uses a scheduled preventive maintenance program to offset costly repairs in older sites. The Climate Committee has parents and staff working together to maintain a positive school climate. This year a Student Council was established after elections held in Spring for next year's Student Body Representatives. A k-3 conflict resolution program was established in next year calendar. Thanks to a donation from SIPAT a counselor will be hired to work with 4-6 students next academic year.

Yard supervisors and teachers supervise the playground and follow specific safety guidelines. Yard supervisors and parents supervise younger students during lunch time.

We have developed a consistent system of progressive discipline that allow the teacher and the principal to work with students and parents to make sure that the necessary steps for behavior modification are in place in the school to support the student.

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
Suspensions	1.2	2.2	0	5.9	5.1	4.55
Expulsions	0	0	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.

Robert E. Willett Elementary 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: 1/10/2012	Repair Status				Repair Needed and Action Taken or Planned
System Inspected	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	—		—	—	
Interior: Interior Surfaces	—		—	—	F29--Ceiling tile damaged. D19--Missing ceiling tile. E26--Damaged floor tile. Work orders issued to repair 1-12-2012.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	—		—	—	
Electrical: Electrical	—		—	—	B11--Light not working. E26--Missing electrical cover. Work orders issued to correct 1-12-2012.
Restrooms/Fountains: Restrooms, Sinks/Fountains	—		—	—	
Safety: Fire Safety, Hazardous Materials	—		—	—	
Structural: Structural Damage, Roofs	—		—	—	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	—		—	—	
Overall Rating	—		—	—	

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	27	26	27	439
Teachers without Full Credential	0	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	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 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	61.29	38.71
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		
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	0.6	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

Willett Elementary School is in compliance 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	K-5 Houghton Mifflin, Houghton Mifflin Reading: A Legacy of Literacy, 2003, 6-8 Prentice Hall Literature: Timeless Voices, Timeless Themes, 2002
Mathematics	These text materials are aligned with state content standards and officially adopted for use in the classroom.	0	K-5 Wright Group / McGraw Hill, Everyday Mathematics, 2007, 6-8 Glencoe / McGraw Hill, California Mathematics: Concepts, Skills, and Problem Solving, 2008
Science	These text materials are aligned with state content standards and officially adopted for use in the classroom.	0	K-5 Delta Education, Full Option Science System (FOSS), 2007, 6-8 CPO Science, Focus on Earth, Life and Physical Science, 2006
History-Social Science	These text materials are aligned with state content standards and officially adopted for use in the classroom.	0	K-5 Harcourt, Reflections: California Series, 2006, 6-8 TCI, History Alive! Middle School Program, 2006
Foreign Language	N/A		N/A
Health	N/A		N/A
Science Laboratory Equipment (grades 9-12)	N/A		N/A
Visual and Performing Arts	N/A		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	\$8,275.00	\$2,274.00	\$6,001.00	\$71,600.00
District	N/A	N/A	\$6,287.00	\$65,683.00
Percent Difference - School Site and District	N/A	N/A	-4.55	9.01
State	N/A	N/A	\$5,455.00	\$66,511.00
Percent Difference - School Site and State	N/A	N/A	10.01	7.65

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, Willett received categorical funding and services through the following federal, state and local resources: Economic Impact Aid-Limited English Proficient; 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

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
English-Language Arts	86	84	84	75	75	75	49	52	54
Mathematics	85	82	82	66	69	68	46	48	50
Science	83	90	91	81	81	82	50	54	57
History-Social Science	0	0	0	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	84	82	91	0
Male	80	81	90	0
Female	90	83	91	0
Black or African American	60	27	0	0
American Indian or Alaska Native	0	0	0	0
Asian	86	93	86	0
Filipino	82	82	0	0
Hispanic or Latino	64	64	0	0
Native Hawaiian or Pacific Islander	0	0	0	0
White	91	84	98	0
Two or More Races	0	0	0	0
Socioeconomically Disadvantaged	64	56	92	0
English Learners	45	67	0	0
Students with Disabilities	70	77	0	0
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	23.3	28.9	38.9
7	0	0	0
9	0	0	0

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
Statewide	10	10	10
Similar Schools	6	2	1

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
All Students at the School	-10	-4	-3
Black or African American			
American Indian or Alaska Native			
Asian	10	2	-7
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White	-11	-3	2
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

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	931	874	778
Black or African American	730	771	696
American Indian or Alaska Native		776	733
Asian	974	928	898
Filipino	908	899	859
Hispanic or Latino	857	746	729
Native Hawaiian or Pacific Islander		801	764
White	946	903	845
Two or More Races			836
Socioeconomically Disadvantaged	815	738	726
English Learners	918	752	707
Students with Disabilities	822	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	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	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		
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.