

# School Accountability Report Card Reported for School Year 2009-10 Published During 2010-11

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

## 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

### Contact Information (School Year 2010-11)

This section provides the school's contact information.

School		District	
<b>School Name</b>	Myford Elementary School	<b>District Name</b>	Tustin Unified School District
<b>Street</b>	3181 Trevino Drive	<b>Phone Number</b>	(714) 734-1875
<b>City, State, Zip</b>	Irvine, CA 92602	<b>Web Site</b>	<a href="http://www.tustin.k12.ca.us">www.tustin.k12.ca.us</a>
<b>Phone Number</b>	(714) 734-1875	<b>Superintendent</b>	Richard Bray
<b>Principal</b>	Amy Fedderly	<b>E-mail Address</b>	<a href="mailto:rbray@tustin.k12.ca.us">rbray@tustin.k12.ca.us</a>
<b>E-mail Address</b>	<a href="mailto:afedderly@tustin.k12.ca.us">afedderly@tustin.k12.ca.us</a>	<b>CDS Code</b>	30-73643-6118772

### School Description and Mission Statement (School Year 2009-10)

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

Myford Elementary opened its doors in 2001 and is now in its 9th year of operation. The school services students in grades K-5 from the community of West Irvine. Myford is comprised of a very diverse population of over 800 students and over 22 native languages spoken. The academic program is standards based and provides all students with the ability to learn in a nurturing but challenging environment. All students participate in Response to Instruction for reading, a system of grouping students for reading instruction for a portion of the school day. This provides students with focused instruction at differentiated reading levels. GATE trained teachers implement a differentiated curriculum within their classrooms in order to provide all students, GATE identified or not, with an instructional program that incorporates elements of depth and complexity to further students' thinking skills. English Language Learners receive English Language Development opportunities daily, which incorporates structured language practice for 30 minutes/day. RSP (Resource Specialist Program) and Speech and Language programs are available to students qualifying for services through special education, and provide students with IEPs the necessary scaffolding or support that they need in order to be successful here at Myford and beyond.

#### Mission Statement:

Maximizing student learning and social responsibility with high expectations for all!

### Opportunities for Parental Involvement (School Year 2009-10)

This section provides information about opportunities for parents to become involved with school activities.

All Myford parents are provided with a multitude of opportunities to be involved at our school. Parents are active in school improvement efforts through the elected School Site Council and English Language Advisory Committee. Teachers give parents volunteering options at the beginning of the year at their "Back to School" information night. These volunteer opportunities range from helping with small groups in the classroom to assisting with the preparation of materials for classroom use. Teachers are aware that some parents are unable to come into the classroom to devote their time, so many teachers give parents the opportunity to help by taking things home to prepare for the class. The Myford P.T.O. is another way that interested parents can get involved. The PTO encourages parents to become involved by either becoming an active member on the PTO Board, or by volunteering time to work on or "chair" one of the many PTO committees that help to make Myford the school that we are today.

### Student Enrollment by Grade Level (School Year 2009-10)

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

Grade Level	Number of Students
Kindergarten	141
Grade 1	137
Grade 2	158
Grade 3	125
Grade 4	134
Grade 5	124
<b>Total Enrollment</b>	<b>819</b>

### Student Enrollment by Group (School Year 2009-10)

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

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0	White	32
American Indian or Alaska Native	0	Two or More Races	0
Asian	46.76	Socioeconomically Disadvantaged	7
Filipino	3	English Learners	12
Hispanic or Latino	9	Students with Disabilities	4
Native Hawaiian/Pacific Islander	0.37		

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

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

Grade Level	2007-08				2008-09				2009-10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
<b>K</b>	32.8	0	1	3	31.5	0	2	2	32.3	0	3	1
<b>1</b>	19.7	6	0	0	19.6	9	0	0	23.6	0	5	0
<b>2</b>	19.8	6	0	0	20.0	6	0	0	29.0	0	5	0
<b>3</b>	19.8	6	0	0	20.0	6	0	0	31.0	0	4	0
<b>4</b>	31.0	0	4	0	32.0	0	2	2	33.5	0	0	4
<b>5</b>	32.0	0	3	0	31.8	0	4	0	31.0	0	4	0
<b>K-3</b>	20.0	2	0	0	20.0	1	0	0	22.5	0	2	0

### III. School Climate

#### School Safety Plan (School Year 2009-10)

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

The Myford staff works diligently to provide a safe environment for all students. All visitors must enter through the front office where they sign in and receive a visitor's pass while on campus. Noon duty supervisors are trained to work with students during lunch recess. They are clearly identified by their orange safety vests, and are equipped with training in how to handle playground incidents in a fair and consistent way. The PTO has provided us with funding to secure emergency preparedness supplies for all students on campus. These supplies are organized and housed in designated areas on campus in the event of an emergency. School personnel work closely with the Irvine Police Department to ensure that our students are safe at school, as well as on their way to and from school. Staff take part in monthly fire, earthquake, and lock down drills to prepare students in the case of an emergency.

A focus for the year was in making sure that there was increased supervision before and after school in front of the school and in the back as well. Teachers worked to ensure the safety of students arriving and departing school by reminding students to use the cross walks, facilitating the movement of traffic during pick-up and drop-off times, and general supervision of students waiting to be picked up by parents. Additionally, all staff members were trained in how to use the Epi-Pen for those students with extreme allergies. Teachers were also provided the opportunity to take part in CPR training, which was offered on campus for all teachers.

In order for teachers, students, and staff to feel more comfortable in the event of an emergency, we practiced doing our monthly drills, but added having all disaster teams such as command post, first aid, campus security, campus supervision, student release, and search and rescue reporting to their posts to carry out their duties. This helped the staff to determine further needs and areas to focus on in the future to guarantee safety on campus. Additionally, we practiced "lockdown" drills in order to be prepared in case of this type of an emergency.

School Safety Plan reviewed by the SSC: 10/1/09

School Safety Plan approved by the SSC: 10/1/09

School Safety Plan discussed with faculty: 10/7/09

#### Suspensions and Expulsions

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

Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	0.4	0.0	0.6	5.1	4.6	4.4
Expulsions	0.0	0.0	0.0	0.1	0.2	0.2

### IV. School Facilities

#### School Facility Conditions and Planned Improvements (School Year 2010-11)

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

Myford Elementary School officially opened its doors for students' first day of school on September 4th, 2001. The 57,000 square foot five-building campus includes 21 classrooms, 10 portables, a multipurpose room, and an outdoor amphitheater. The focal point of the campus is a high-tech multimedia and broadcast center that allows a variety of programs to be broadcast into classrooms from a television station-like control room. Each of the 31 classrooms is equipped with a SMART Board, or interactive whiteboard. These SMART Boards provide teachers and students with the technology needed to keep instruction engaging and interactive for students.

The facilities are maintained by one head custodian and one night custodian. The Myford Elementary staff and students strive to maintain a clean and orderly learning environment and participate in school wide programs which address these issues such as the "Golden Broom Awards". The "Green Team" work to ensure that we are doing our best to help the environment by recycling. This team of dedicated students help to manage the recyclables and generate ideas for campus beautification projects. The custodians and administration regularly assess school conditions, and repairs are performed in a timely manner. Students are given "Character Counts" for picking up trash and taking responsibility for the cleanliness of the school.

Myford's annual inspection was held on November 9, 2010 and received a rating of "good" in all categories.

### School Facility Good Repair Status (School Year 2010-11)

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

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

### V. Teachers

#### Teacher Credentials

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

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
<b>With Full Credential</b>	31	34	31	846
<b>Without Full Credential</b>	0	0	0	4
<b>Teaching Outside Subject Area of Competence</b>	0	0	0	---

#### Teacher Misassignments and Vacant Teacher Positions

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

Indicator	2008-09	2009-10	2010-11
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-10)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the 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 participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB 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	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	100	0

## VI. Support Staff

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

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (paraprofessional)	.74	---
Psychologist	.3	---
Social Worker	0	---
Nurse	.17	---
Speech/Language/Hearing Specialist	1	---
Resource Specialist (non-teaching)	0	---
Other	.8	---

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)

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

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On October 25, 2010, the Tustin Unified School District Board of Education verified by resolution that each student at Myford Elementary School has a textbook and/or instructional materials for each core subject area that are aligned to the content and cycles of the curriculum framework adopted by the State Board of Education.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
<b>Reading/Language Arts</b>	<p>State-Adopted Textbooks Textbooks and support materials are state-adopted and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Houghton Mifflin Reading: California, Medallion Edition (2010 is the state adopted textbook for the District.</p> <p>Supplemental Textbooks and Materials Santillana Intensive English Teacher's Resource Kit and EL Achieve lesson plans are used as supplemental materials for English Language Learners.</p>	0	Yes
<b>Mathematics</b>	<p>State-Adopted Textbooks Textbooks and support materials are state-adopted and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Houghton-Mifflin California Pupil Edition (2009) is the state adopted core curriculum for the district.</p> <p>Supplemental Textbooks and Materials In mathematics, we are using Math Pacing Guides developed through the University of California, Irvine Math Project, which provide standards-based alignment with our Houghton-Mifflin math text, as well as manipulative based, experiential learning activities.</p>	0	Yes
<b>Science</b>	<p>State-Adopted Textbooks Textbooks and support materials are state-approved and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Houghton-Mifflin California Science, Interactive Text (2007) is the state adopted textbook for the District.</p> <p>Supplemental Textbooks and Materials Beckman@Science is the supplemental science curriculum used for grades K-5. This curriculum sequentially defines age appropriate skills and concepts within the Life, Earth, and Physical science standards. A science curriculum guide for each grade level contains lesson plans and is available for teachers to use for classroom instruction. Science Kits containing materials for the entire class to use are provided to each classroom on a trimester rotation schedule.</p>	0	Yes

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
<b>History-Social Science</b>	State-Adopted Textbooks Textbooks and support materials are state-approved and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Harcourt Reflections (K-5), 2007 is the state adopted core curriculum for the district.  Supplemental Textbooks and Materials	0	Yes
<b>Foreign Language</b>		N/A	Yes
<b>Health</b>	State-Adopted Textbooks Textbooks are state-adopted, in good condition, and are available consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. Health curriculum materials are incorporated in the Science textbooks in elementary school.  Supplemental Textbooks and Materials	0	Yes
<b>Visual and Performing Arts</b>	Supplemental Textbooks and Materials	0	Yes

## VIII. School Finances

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
<b>School Site</b>	4,479	295	4,184	71,005
<b>District</b>	---	---	5,239	70,959
<b>Percent Difference: School Site and District</b>	---	---	17.93	3.51
<b>State</b>	---	---	5,681	68,179
<b>Percent Difference: School Site and State</b>	---	---	21.99	0.31

### Types of Services Funded (Fiscal Year 2009-10)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

Myford receives money from EIA or Economic Impact Aid funding . This money is used to further support the instructional program for our English Language Learners and includes materials, supplies, and technology to further the needs of these students. This funding also provides training and materials for Systematic ELD instruction. EIA funds also help to provide additional support personnel needed to run the Response to Instruction program. In addition, Myford receives ELAP funds which are used to support the instructional program for all 4th and 5th English Language Learners. Resources such as leveled readers for the content areas are purchased to help address specific needs that upper grade English language learners may have.

Additionally, the Myford PTO provides Myford with funds through the annual membership drive. These funds further support our educational program through educational assemblies, Art Masters, field trips, and much more.

## Teacher and Administrative Salaries (Fiscal Year 2008-09)

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

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	45,210	42,377
Mid-Range Teacher Salary	72,930	67,667
Highest Teacher Salary	97,074	87,102
Average Principal Salary (Elementary)	115,168	108,894
Average Principal Salary (Middle)	121,646	113,713
Average Principal Salary (High)	138,251	124,531
Superintendent Salary	252,906	223,323
Percent of Budget for Teacher Salaries	43.9	40.2
Percent of Budget for Administrative Salaries	5.8	5.5

## 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 CSTs 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 ten through eleven. The CAPA includes ELA, 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 includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. 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. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

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

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

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

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	83	87	87	61	66	66	46	50	52
Mathematics	88	88	88	56	60	60	43	46	48
Science	77	90	90	63	70	70	46	50	54
History-Social Science	0	0	0	50	59	59	36	41	44

## 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				
All Student at the School				
Male	83	88	87	
Female	90	89	94	
Black or African American	*	*	*	
American Indian or Alaska Native				
Asian	92	96	97	
Filipino	72	83	*	
Hispanic or Latino	68	62	80	
Native Hawaiian/Pacific Islander	*	*	*	
White	85	86	87	
Two or More Races	85	85	79	
Socioeconomically Disadvantaged	67	67	*	
English Learners	68	83	*	
Students with Disabilities	75	83	*	
Students Receiving Migrant Education Services				

## California Physical Fitness Test Results (School Year 2009-10)

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

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

## 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	2007	2008	2009
Statewide	10	10	10
Similar Schools	5	5	5

### 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, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change		
	2007-08	2008-09	2009-10
All Students at the School	5	11	4
Black or African American			
American Indian or Alaska Native			
Asian	7	19	11
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	-3	-5	13
Two or More Races			
Socioeconomically Disadvantaged			
English Learners		13	16
Students with Disabilities			

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

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

Group	2010 Growth API		
	School	LEA	State
All Students at the School	949	850	767
Black or African American		774	686
American Indian or Alaska Native			728
Asian	982	955	890
Filipino		902	851
Hispanic or Latino		765	715
Native Hawaiian/Pacific Islander			753
White	934	908	838
Two or More Races		919	808
Socioeconomically Disadvantaged		757	712
English Learners	946	751	692
Students with Disabilities		690	580

### Adequate Yearly Progress

The federal NCLB 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 2009-10)

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

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 2010-11)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found 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
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	4
Percent of Schools Currently in Program Improvement	---	14.3

## XI. Instructional Planning and Scheduling

### Professional Development

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

Teachers are given the opportunity to participate in Professional Development through district offerings, as well as through the school site. Summer institutes are in place so that teachers can sign up to attend trainings of their choice. Effective School Conferences were held during the summer and provided teachers with trainings in the areas of GATE instruction, PLCs, and Systematic English Language Development. Professional development opportunities throughout the school year are determined by teacher surveys in conjunction with assessment data. Our site is planning to offer in-service training this year on Creating Common Assessments, technology use in the classroom, differentiation for math instruction, and Rtl refinement. On our Banking Minutes Wednesdays, teachers are given the opportunity to take part in these training sessions which are led by trained teachers on staff.