

# School Accountability Report Card

## Reported Using Data from the 2010-11 School Year

### Published During 2011-12

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

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

## I. Data and Access

### EdData Partnership Web Site

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

### DataQuest

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

### Internet Access

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

## II. About This School

### Contact Information (School Year 2011-12)

School		District	
<b>School Name</b>	Arroyo Elementary School	<b>District Name</b>	Tustin Unified School District
<b>Street</b>	11112 Coronel Road	<b>Phone Number</b>	(714) 730-7301
<b>City, State, Zip</b>	Santa Ana, CA 92705	<b>Web Site</b>	<a href="http://www.tustin.k12.ca.us">www.tustin.k12.ca.us</a>
<b>Phone Number</b>	(714) 730-7381	<b>Superintendent</b>	Gregory A. Franklin, Ed.D.
<b>Principal</b>	Maggie Villegas	<b>E-mail Address</b>	<a href="mailto:gfranklin@tustin.k12.ca.us">gfranklin@tustin.k12.ca.us</a>
<b>E-mail Address</b>	<a href="mailto:mvillegas@tustin.k12.ca.us">mvillegas@tustin.k12.ca.us</a>	<b>CDS Code</b>	30-73643-6030548

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

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

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Our mission at Arroyo Elementary School is to ensure that EACH child succeeds.

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

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Families are involved in all aspects of Arroyo-curriculum, enrichment, classroom volunteers, and campus safety and beautification. Families are evident in each day's classroom activities and in the school-wide curriculum. Parents worked over 17,000 hours at the school last year. The parent volunteer work includes reading with students, assembling classroom instructional materials, assisting with our physical education program, facilitating in the computer lab, running Jr. Great Books groups, helping in the library and assisting students in math and writing. Parents assist with Art Masters, Class Act partnership, Rtl, and our Fit Tuesday PE Program. Our school hosts many events for our families including an Astronomy Night, Grandparents Day, Variety Show, Skate Night, Fitness Week, Mother/Daughter Tea, Father/Son event, Internet Safety Night, a school carnival and culturally enriching after school assemblies. A six-week after school enrichment program offers over 20 different classes, primarily taught by parents. Our parents are a vital and valued component of our school.

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

Grade Level	Number of Students
Kindergarten	93
Grade 1	100
Grade 2	96
Grade 3	109
Grade 4	101
Grade 5	110
<b>Total Enrollment</b>	<b>609</b>

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

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	1	White	74.7
American Indian or Alaska Native	0.3	Two or More Races	3
Asian	8.4	Socioeconomically Disadvantaged	2.8
Filipino	0.5	English Learners	2.1
Hispanic or Latino	11.7	Students with Disabilities	6.1
Native Hawaiian/Pacific Islander	0.2		

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

Grade Level	2008-09				2009-10				2010-11			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	28.3	0	3	0	28	0	3	0	15.5	6	0	0
1	19.8	6	0	0	23.25	0	4	0	29.7	0	3	0
2	20	5	0	0	30	0	3	0	30.3	0	4	0
3	19.8	5	0	0	29.67	0	3	0	31.7	0	3	0
4	34.7	0	0	3	36	0	0	3	33.7	0	0	3
5	34	0	0	3	34.33	0	0	3	36.7	0	0	3
Other												

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

### III. School Climate

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

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

In order for student learning to occur successfully, Arroyo's staff is concerned with providing a reassuring, safe, risk-free environment. To ensure safety during school hours, we ask our many parent volunteers to sign in at the office and use a visitor identification tag. Signs posted outdoors prohibit skateboarding, drug use, or unsupervised playground use. During school hours emergency preparedness drills are scheduled regularly. We have a comprehensive SEMS plan that coordinates with our district plan as well. Our SEMS plan clearly delineates emergency team responsibilities during situations such as fire, earthquake or attack. Teachers are trained in specific response tactics for teams including Command Center, Security and Utilities, Search and Rescue, First Aid, and Crisis Response. Several teachers have been trained to perform CPR, and this certification is updated regularly. A safety committee inspects our campus at least three times per year and reports potential problems and concerns for swift correction. Each classroom is equipped with a backpack filled with safety supplies including first-aid kits, flashlights and radios, and emergency information on each student. On November 9, 2011 the School Safety Plan was updated and approved by the SSC. On October 15, 2011 the School Safety Plan was discussed with the faculty.

#### Suspensions and Expulsions

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
<b>Suspensions</b>	0.17	0	0.99	4.62	4.38	4.87
<b>Expulsions</b>	0	0	0	0.18	0.19	0.15

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

### IV. School Facilities

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

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

**Year and month in which data were collected:** December 2011

During the summer of 2007 Arroyo received a new roof. In the past few years the Arroyo PTA has worked in coordination with TUSD to complete several renovation projects on the campus. A new kindergarten playground area was completed that included new play structures, grass, and slurring. Also, new concrete was poured in the quad area to eliminate muddy areas in the center quad. The front of the school was completely re-landscaped. Six years ago further renovations were done to the campus through a bond that included: renovated restrooms, new drinking fountains, a new parking lot, new sinks and cabinets in each classroom, new classroom doors, and a renovated office building which included an additional restroom. The facility inspection upon which this report was generated was completed on December 5, 2011. In the Fall of 2010 a new electronic marquee was purchased and installed by our PTA at the front entrance of the school.

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

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[ ]	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[ ]	[X]	[ ]	[ ]	

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<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

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
<b>With Full Credential</b>	28	22	19	735
<b>Without Full Credential</b>	0	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0	---

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
<b>Misassignments of Teachers of English Learners</b>	1	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

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

\*\* "Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

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

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

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
<b>This School</b>	100	0
<b>All Schools in District</b>	99.52	0.48
<b>High-Poverty Schools in District</b>	99.03	0.97
<b>Low-Poverty Schools in District</b>	99.85	0.15

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

## VI. Support Staff

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (paraprofessional)	1	---
Psychologist	.2	---
Social Worker	0	---
Nurse	.2	---
Speech/Language/Hearing Specialist	.6	---
Resource Specialist (non-teaching)	1	---
Other	1	---

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

## VII. Curriculum and Instructional Materials

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

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

**Year and month in which data were collected:** September 2011

Where the state has identified instructional materials aligned with state and district standards, Arroyo has acquired these resources to support the curriculum. Our math, ELA, social studies and science textbooks and programs are state approved and in compliance with both California state and Tustin district standards. To select appropriate materials for standards-based instruction, primary and intermediate teachers are responsible for piloting a selection of state-approved textbooks and materials for ELA, math and subject content areas. These teachers report to a district committee and to staff at their respective sites. During this process, Arroyo staff takes responsibility to closely peruse the materials using a district developed rubric to determine standards alignment. Materials are also considered carefully for their appropriateness in meeting the needs of our diverse school population. Parents and other community members are invited to an open review of all materials being considered for adoption by the district. The piloting committee then selects and recommends a series for adoption to the School Board for final approval. Core curriculum is consistent across the district; however, supplemental materials are chosen to reflect our school's individual student needs. The basic core materials are supplemented with many other outside resources to provide a variety instructional materials and strategies that meet the needs of all learner groups. Core curriculum and additional resources are continually evaluated to ensure their alignment with current standards.

On October 10, 2011, the Tustin Unified School District Board of Education verified by resolution that each student at Arroyo 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	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	<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>	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<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. We are also implementing Cognitively Guided Instruction (CGI) problem-solving strategies and structures in our K-3 classes.</p>	Yes	0%
<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>	Yes	0%
<b>History-Social 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. Harcourt Reflections (K-5), 2007 is the state adopted core curriculum for the district.</p> <p>Supplemental Textbooks and Materials</p>	Yes	0%
<b>Foreign Language</b>			

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Health	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		
Visual and Performing Arts	Supplemental Textbooks and Materials		

## VIII. School Finances

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$5,726	\$969	\$4,756	\$66,801
District	---	---	\$4328	\$73,154
Percent Difference: School Site and District	---	---	9.89%	-8.68%
State	---	---	\$5,455	\$68,179
Percent Difference: School Site and State	---	---	-12.81%	-2.02%

\* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

\*\* **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

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

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

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Tier III funding and EIA funding are utilized to provide additional instructional support for our RTI Program. Materials, resources and support personnel provide additional support in the classroom 10 hours a week are all funded through these funds.

The Cotsen Family Foundation Art of Teaching Program is completely funded through this private grant and provides a select group of teachers with a mentor teacher, professional development program, and funds for classroom materials/resources.

Enrichment programs in the visual and performing arts are provided through grants from The Pacific Symphony Orchestra and our PTA. Technological equipment such as SMARTBoards, projectors, classroom computers, and our computer lab are completely funded by our PTA.

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

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,210	\$42,017
Mid-Range Teacher Salary	\$72,930	\$67,294
Highest Teacher Salary	\$97,074	\$86,776
Average Principal Salary (Elementary)	\$127,113	\$108,534
Average Principal Salary (Middle)	\$131,967	\$112,893
Average Principal Salary (High)	\$138,109	\$123,331
Superintendent Salary	\$252,906	\$226,417
Percent of Budget for Teacher Salaries	41%	38%
Percent of Budget for Administrative Salaries	6%	5%

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

**IX. Student Performance**

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

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

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

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

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

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	88	83	88	64	66	68	49	52	54
Mathematics	88	88	94	58	60	64	46	48	50
Science	86	80	94	66	70	75	50	54	57
History-Social Science	N/A	N/A	N/A	55	59	63	41	44	48

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

## Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	68	64	75	63
All Student at the School	88	94	94	N/A
Male	87	94	97	N/A
Female	90	95	90	N/A
Black or African American	0	0	0	N/A
American Indian or Alaska Native	0	0	0	N/A
Asian	85	97	0	N/A
Filipino	0	0	0	N/A
Hispanic or Latino	86	90	0	N/A
Native Hawaiian/Pacific Islander	0	0	0	N/A
White	89	95	94	N/A
Two or More Races	100	100	0	N/A
Socioeconomically Disadvantaged	69	85	0	N/A
English Learners	0	0	0	N/A
Students with Disabilities	85	97	0	N/A
Students Receiving Migrant Education Services				N/A

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

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

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	10	13.6	76.4

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

## X. Accountability

### Academic Performance Index

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

### Academic Performance Index Ranks - Three-Year Comparison

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

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

API Rank	2008	2009	2010
Statewide	10	10	10
Similar Schools	7	5	2

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

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	17	-14	26
Black or African American			
American Indian or Alaska Native			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	13	-12	24
Two or More Races	N/D		
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

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

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

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

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	412	952	17,141	857	4,683,676	778
Black or African American	4		374	771	317,856	696
American Indian or Alaska Native	2		36	871	33,774	733
Asian	33	956	2,775	958	398,869	898
Filipino	3		334	907	123,245	859
Hispanic or Latino	49	942	7,607	779	2,406,749	729
Native Hawaiian/Pacific Islander	1		84	815	26,953	764
White	307	952	5,611	912	1,258,831	845
Two or More Races	13	997	246	922	76,766	836
Socioeconomically Disadvantaged	13	907	6,771	769	2,731,843	726
English Learners	7		5,506	761	1,521,844	707
Students with Disabilities	39	920	1,649	689	521,815	595

**Adequate Yearly Progress**

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

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

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) webpage at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	Yes

### Federal Intervention Program (School Year 2011-12)

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

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement	---	8
Percent of Schools Currently in Program Improvement	---	27.6

## XI. Instructional Planning and Scheduling

### Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

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At Arroyo we continue to learn passionately from each other as we strive to improve student achievement levels and meet each child's unique needs. As a staff we have put into practice the work of Richard DuFour in building a strong professional learning community focused on results. As a staff we attended two professional development trainings in PLC's and continue to implement his practices in our school culture. Our schools professional development plan encompasses the professional development plan of our district which is presented via our Effective Schools Conference three times a year. All teachers enroll through a web-based system that allows them to view our district professional development courses, register for courses, and print a transcript. In this way Arroyo teachers are able to attend professional development throughout the year that is pertinent and aligned with our school's goals. Over the past several years more than 12 Arroyo teachers have attended UC Irvine's Math Project Training and our entire staff was trained in Response to Instruction for reading. The staff has collaborated for many hours to put this instructional delivery model successfully into place for our students in all grades. We are also extremely fortunate to be participating in the COTSEN family foundation Art of Teaching Program for the second time. Through this program one of our teachers has the opportunity to work at the school site as a full-time mentor supporting a team of seven selected teachers. They are focusing on their individual learning needs as outstanding teachers in selected areas of emphasis and are receiving a full professional development program.

All teachers participate in school decision making by meeting weekly to evaluate curriculum, plan lesson delivery based on assessment data, share research, reflect on classroom practices, and confer about specific student challenges. Arroyo teachers are responsible for initiating the "Banking Minutes" program in our district, which enables instructional minutes to be added to four teaching days to allow for an early dismissal every Wednesday. Teachers and staff take advantage of two to three hours of designated time for school site planning, curriculum and grade level planning, staff meetings, and site and district staff development.

Arroyo teachers are also given regular release time and grade-level planning days to work together on school-wide accountability for state and district academic standards. In grade-level teams we conduct ongoing analyses of student performance data and adjust curriculum and long-range lesson plans accordingly. Grade level teams continue to map out strategies to meet standards and compare results of assessments to plan for additional staff development. By sharing strategies, teachers are able to pool understanding and organization of subject matter and develop meaningful data from assessments, as defined by the California State standards for teaching and learning.