

School Accountability Report Card

Reported Using Data from the 2010-11 School Year

Published During 2011-12

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

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

I. Data and Access

EdData Partnership Web Site

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

DataQuest

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

Internet Access

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

II. About This School

Contact Information (School Year 2011-12)

School		District	
School Name	Columbus Tustin Middle School	District Name	Tustin Unified School District
Street	17952 Beneta Way	Phone Number	(714) 730-7301
City, State, Zip	Tustin, CA 92780	Web Site	www.tustin.k12.ca.us
Phone Number	(714) 730-7352	Superintendent	Gregory A. Franklin, Ed.D.
Principal	Dean Crow	E-mail Address	gfranklin@tustin.k12.ca.us
E-mail Address	dcrow@tustin.k12.ca.us	CDS Code	30-73643-6030589

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

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

Columbus Tustin Middle School is a positive and supportive learning community where all students are expected to maximize their academic and social potential in order to adapt successfully to an ever-changing world.

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.

During the summer the administration held parent orientation meetings prior to registration to inform parents of the school policies and expectations. Parent education, general school site information and resources and referrals will be provided through at-risk conference meetings, parent-teacher conferences, Report Card Night, the Parent Teacher Organization (PTO), School Site Council, and the English Learner Advisory Committee (ELAC). The Principal's newsletter, an informative update of school related activities is sent home to assist parents with the current aspects of campus life. Additionally, an automated phone call-out system (NTI Connect Ed) is utilized to notify parents of school wide activities, upcoming events, projects, student attendance, and important notices. Columbus Tustin's parental involvement is increasing due to efforts by the administration and entire staff. Parents of all our students are invited to become an active participant in a number of ways:

1. S.S.C. Columbus Tustin's School Site Council is a body of parents, and school staff that collaborate on issues that drive culture, professional development and academic objectives. In addition, our S.S.C. serves as an advisory board for overall school improvement.
2. ELAC. Our English Language Advisory Council or ELAC, is a large group of parents representing our second language learners. These parents provide a wealth of information and support in reaching the overall school goals.
3. Magnet. C.T.'s Magnet Program has a solid parental backing for this "school within a school" program. Magnet Parents are encouraged to volunteer their time and resources to continue the strong showing of this high performance program.
4. P.T.O. The PTO is committed to making a difference by recognizing students, teachers and staff, and supporting Columbus Tustin Middle School by sponsoring events such as the "Bulldog of the Month" luncheon, Dino Dash, the art and music program, the Tustin Tiller Days Parade, and numerous fundraisers throughout the course of the year.

Each year Columbus Tustin hosts a Back-to-School Night where teachers meet with parents and present their programs and expectations. In February parents are invited to a report card night where they can pick up their students first semester report card and meet with teachers to discuss their child's academic progress. In May the campus hosts a showcase where parents can visit select classrooms and observe various student projects.

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

Grade Level	Number of Students
Grade 6	297
Grade 7	330
Grade 8	288
Total Enrollment	915

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	1.4	White	13.1
American Indian or Alaska Native	0.5	Two or More Races	0.2
Asian	5.2	Socioeconomically Disadvantaged	72.3
Filipino	2.3	English Learners	50.9
Hispanic or Latino	76.6	Students with Disabilities	7.4
Native Hawaiian/Pacific Islander	0.4		

Average Class Size and Class Size Distribution (Secondary)

Subject	2008-09				2009-10				2010-11			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	30.3	5	13	25	33.77		10	15	30.4	5	4	12
Mathematics	33	0	12	21	31.44		9	17	31.1	2	7	12
Science	31.9	0	14	14	32.25	1	8	18	35.7	0	2	15
Social Science	32.9	0	9	17	33.77		10	15	31.5	3	4	12

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

III. School Climate

School Safety Plan (School Year 2010-11)

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

The Columbus Tustin staff continues to plan, amend and provide crucial input to the School Safety and Emergency Preparedness plan. Our safety committee meets twice a year to discuss possible modification(s) and seeks to ensure that the plan meets the high expectations for safety design on all public school campuses. The Columbus Tustin administration and staff carry out emergency practice drills during the course of the year as a means to prepare in case of a direful situation. Students and staff are aware of the importance and seriousness of following the rules and procedures that govern such drills. All staff have a complete Emergency Kit and follow the protocols for student safety, location and communication as planned.

The SSP was reviewed and approved by the site team on 09/14/11

The SSP was reviewed by the SSC on 10/26/11

The SSP was updated and approved by the SSC on 10/26/11

The SSP was reviewed with the faculty in small groups on 10/05/11, 10/12/11, 11/02/11 and 11/09/11. It will also be re-visited during the 02/01/12 staff meeting.

Suspensions and Expulsions

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	9.13	11.63	12.13	4.62	4.38	4.87
Expulsions	0.54	0.11	0.55	0.18	0.19	0.55

* 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

The Columbus Tustin School facility continues the process of renewal as needed. All buildings and portable classrooms are in good working condition. The facility inspection upon which this report was generated was completed on December 7, 2011.

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

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

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

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

V. Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	34	33	30	735
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	6	3	2	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	3	2	2
Vacant Teacher Positions	0	0	0

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

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

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

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

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	100	0
All Schools in District	99.52	0.48
High-Poverty Schools in District	99.03	0.97
Low-Poverty Schools in District	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	1.5	617
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (paraprofessional)	1	---
Psychologist	.4	---
Social Worker	0	---
Nurse	.2	---
Speech/Language/Hearing Specialist	.5	---
Resource Specialist (non-teaching)	0	---
Other	1.4	---

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

VII. Curriculum and Instructional Materials

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

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

Year and month in which data were collected: September 2011

On October 10, 2011, the Tustin Unified School District Board of Education verified by resolution that each student at Columbus Tustin Middle 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 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. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Holt, Rinehart and Winston Literature and Language Arts (2003) is the state adopted textbook for the District.</p> <p>Supplemental Textbooks and Materials Hampton Brown High Point (2002) and Steck Vaughn Gateways (2008) are used as a supplemental material with English Language Learners.</p>	Yes	0%
Mathematics	<p>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. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Holt, Rinehart, and Winston Course 1: Numbers to Algebra (2008) – Grade 6 and Course 2: Pre-Algebra (2008), Pearson/Prentice Hall California Algebra I (2009), and McDougall Littell Geometry (2007) are the state adopted textbooks for the District.</p> <p>Supplemental Textbooks and Materials</p>	Yes	0%
Science	<p>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. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Pearson/Prentice Hall Focus on Earth Science California Edition (2008), Focus on Life Science California Edition (2008), and Focus on Physical Science California Edition (2008) are the state adopted textbooks for the District.</p> <p>Supplemental Textbooks and Materials</p>	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	<p>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. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Holt, Rinehart and Winston World History – Ancient Civilizations (2006), World History – Medieval to Early Modern Times (2006), and U. S. History – Independence to 1914 (2006) are the state adopted textbooks for the District.</p> <p>Supplemental Textbooks and Materials</p>	Yes	0%
Foreign Language	<p>State-Adopted Textbooks Textbooks for Spanish, French, and exploration foreign language instruction are 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. Holt, Rinehart and Winston Adelante (1999) and En Camino (1999) are the state adopted Spanish textbooks for the District. Glencoe/McGraw Hill Bienvenue (1998) and Prentice Hall Bon Voyage (2001) are the state adopted French textbooks for the District.</p> <p>Supplemental Textbooks and Materials</p>	Yes	0%
Health	<p>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 middle school.</p> <p>Supplemental Textbooks and Materials</p>	Yes	0%
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	\$5,745	\$1,311	\$4,433	\$75,137
District	---	---	\$4,328	\$73,154
Percent Difference: School Site and District	---	---	2.43%	2.71%
State	---	---	\$5,455	\$69,207
Percent Difference: School Site and State	---	---	-18.73%	10.21%

* **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.

Columbus Tustin Middle School receives categorical funding from Title 1, EIA(Economic Impact Aid), and ELAP(English Language Acquisition Program). These funds are used to support student learning and academic success in a variety of ways, including the following supplemental services to enhance our regular educational program:

- Intervention sections within the master schedule to support students not meeting grade level standards in English Language Arts or Mathematics
- Afterschool Connection (ASC) is a program that seeks to provide both homework support and student activities after the regular school day has ended.
- Instructional materials that are a supplement to and not a replacement of the general education program lend further support to our teachers in the classroom.
- Extended school day for students not meeting grade level standards
- Data analysis to identify those students in need of additional time and/or support
- Tutorial program embedded with-in the regular school day

All resources used in the Columbus Tustin instructional program are designed to meet the specific needs of our students and are aligned with the guidelines of each funding source.

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	50	57	60	64	66	68	49	52	54
Mathematics	48	48	44	58	60	64	46	48	50
Science	65	72	82	66	70	75	50	54	57
History-Social Science	40	45	52	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	60	44	82	52
Male	57	44	85	59
Female	64	45	80	46
Black or African American	57	7	0	0
American Indian or Alaska Native	0	0	0	0
Asian	89	79	94	89
Filipino	95	71	0	0
Hispanic or Latino	53	39	78	44
Native Hawaiian/Pacific Islander	0	0	0	0
White	84	64	97	79
Two or More Races	0	0	0	0
Socioeconomically Disadvantaged	53	39	78	42
English Learners	25	23	58	13
Students with Disabilities	40	17	31	12
Students Receiving Migrant Education Services				

* 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
7	14.6	26	26.9

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

X. Accountability

Academic Performance Index

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

Academic Performance Index Ranks - Three-Year Comparison

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

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

API Rank	2008	2009	2010
Statewide	8	7	7
Similar Schools	10	10	10

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	-14	26	3
Black or African American			
American Indian or Alaska Native			
Filipino			
Hispanic or Latino	-19	40	3
Native Hawaiian/Pacific Islander			
White	4	11	1
Two or More Races	N/D		
Socioeconomically Disadvantaged	-14	34	10
English Learners	-15	41	2
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	868	819	17,141	857	4,683,676	778
Black or African American	13	723	374	771	317,856	696
American Indian or Alaska Native	5		36	871	33,774	733
Asian	47	952	2,775	958	398,869	898
Filipino	20	959	334	907	123,245	859
Hispanic or Latino	663	790	7,607	779	2,406,749	729
Native Hawaiian/Pacific Islander	4		84	815	26,953	764
White	115	915	5,611	912	1,258,831	845
Two or More Races	1		246	922	76,766	836
Socioeconomically Disadvantaged	618	789	6,771	769	2,731,843	726
English Learners	440	747	5,506	761	1,521,844	707
Students with Disabilities	80	634	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	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	Yes

Federal Intervention Program (School Year 2011-12)

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

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2008-2009	2011-2012
Year in Program Improvement	Year 4	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.)?

Professional development efforts are focused on deepening the staff's implementation of research based, highly effective instructional strategies. These efforts include teachers attending the AVID institute, ELD and technology training seminars as well as working with Action Learning Systems in the Math Department..