

2009-10

SCHOOL ACCOUNTABILITY REPORT CARD



Kern Avenue Elementary School
McFarland Unified District



Published During

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I. Data and Access

DataQuest

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

Internet Access

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

II. About This School

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

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

Mission Statement:

The mission of Kern Avenue School is to ensure the success of all students' social, emotional, and academic needs while providing a safe learning environment that promotes good values and positive self-image. We acknowledge that a quality staff is the key to ensure a quality education and we are committed to the development of professional skills and realizing full potential.

To accomplish this mission, the school's vision is for full implementation and refinement of the following goals:

Grade-level performance of all students in reading, writing, and math at their instructional level.

Integrate and coordinate student services and provide standards based materials for grade level instruction.

Instruct to district expectations and to state standards and challenges.

Provide meaningful and regular opportunities for parents and community members to become partners in education.

Ensure access to core curriculum by budgeting for materials, by providing staff development, and by monitoring instruction.

Improve accountability by gathering data of subgroup populations and by writing specific improvement plans for those subgroups.

Develop student pride in achievement, responsibility, ethnicity, culture, heritage, and primary language proficiency of self and of others.

Lead proactively and with high expectations of staff, of student achievement, and of parent involvement.

Ensure all students will be educated in learning environments that are safe, drug free and conducive to learning.

All Limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. Kern Avenue is a K-5 elementary school. It has a standard nine-month calendar. As of October 2010 Kern Avenue's enrollment is 1,030 students. Kern Avenue was built in 1936 and is located 28 miles North of Bakersfield.

The school has a total of 57 certificated staff, including a Principal, Vice Principal, 2 Reading Coaches, and a Counselor. Our school district employs a Math Coach, ELD Coach and Technology Support Team that provide service to all district school sites. A school library clerk and 5 special education instructional aides provide direct instructional support for our students. An additional 6 safety patrol aides help to maintain supervision of our students outside of the classroom.

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Kern Avenue students are primarily of Hispanic descent and make up the largest sub-group of students, accounting for approximately 96% of the total student population. Approximately 69% of the Hispanic sub-group are identified as EL learners. Kern Avenue is a school-wide Title I school. Approximately 100% of the students have been identified as socio-economically disadvantaged and the ethnic composition of the school staff mirrors that of the student population with approximately 74% of the staff being of Hispanic descent.

Kern Avenue is in year five of participation in Program Improvement.

Opportunities for Parental Involvement (School Year 2009-10)

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

Kern Avenue encourages parents to participate in their child's education by promoting communication through parent nights, conferences, family picnic days, and verbal and written correspondence. Kern Avenue has a parent policy that includes a parent compact to help strengthen the partnerships between the home and school. Parents, students, teachers and the Principal are asked to sign this compact during parent conferences. Teacher/Parent conferences and parent meetings are held to explain the State Standards and how to interpret their child's STAR results. Teachers present the grade level standards to parents at Back to School Night. Parents are also given a copy of the grade level standards. Parent meetings are designed to assist the parents on how they can help their child at home. Parents are able to utilize the online Parent Portal within the Infinite Campus student data system. The school also provides the parents with a yearly school calendar outlining the special events for the school year.

Administration, teachers, and parents represent Kern Avenue's School Site Council. Parents, elected by their peers, represent the majority sub-group on the council, and represent all student sub-groups. The school site council helps to develop the school wide plan and the parent compact. The parents are welcome to observe in the classrooms, and encouraged to volunteer their assistance in the classrooms.

Kern Avenue receives input and oversight from the School Site Council, ELAC, DELAC, Migrant, as well as outside consultants regarding the planning, implementation, and evaluation of consolidated application programs.

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	171
Grade 1	180
Grade 2	172
Grade 3	186
Grade 4	168
Grade 5	150
Total Enrollment	1027

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	0.6	White	1.8
American Indian or Alaska Native	0.1	Two or More Races	1.3
Asian	0.2	Socioeconomically Disadvantaged	100
Filipino	0	English Learners	67
Hispanic or Latino	96	Students with Disabilities	16
Native Hawaiian/Pacific Islander	0		

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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+
K	19	9			18	9			24.7		7	
1	20	9			20	9			24.7		7	
2	19	7			19	9			26.8		7	
3	20	8			19	8			23.4		7	
4	27		5		23		7		25.3		6	
5	30		5		27		5		23.5		7	
K-3	0				0				0			
3-4	0				0				0			
4-8	0				0				0			
Other	0				0				0			

III. School Climate

School Safety Plan (School Year 2009-10)

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

Kern Avenue has a well developed School Safety Plan that is updated yearly. We also have a safety committee that meets regularly to address concerns within the school. Included in this committee are certificated staff, classified staff, parents, and MOT personnel. Many concerns are addressed; from fire drills, intruder alerts, infestation of insects and rodents to facilities and supplies. Below are items also addressed in our School Safety Plan:

- School Wide Safety Procedures in place
- Safety Drill's Practiced
- Kern Avenue Guide to Handling Emergency Procedures flipchart completed and updated
- We have a closed campus
- Security gates and cameras
- Visitor Sign In/Sign Out logs in the office
- Staff & District personnel ID Badges
- Crossing guards & gate duty aides
- Yard duty aides
- Student rules for use of playground equipment during recess & freezing at the sound of the bell
- Schoolwide rules in place in computer lab, library, and classrooms to increase time on task, rules in place in the cafeteria to facilitate student lunch, and expected student behavior in the office.

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	4.8	4	8.1	18.3	21.3	32.6
Expulsions	0	0	0	0.7	0.9	0.4

IV. School Facilities

School Facility Conditions and Planned Improvement (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.

The Kern Avenue school was originally built in the 1930s and construction of new buildings has occurred periodically up until 2007. No new construction or additional buildings have been added since that time due to limited electrical power capacity for the site. Although some buildings are aged, all aspects of the facility are well maintained and kept in good repair with the exception of the original school building which is constructed of unreinforced masonry. No students are housed in this building. It is used exclusively as a storage area for surplus furniture and equipment.

The most recent Williams Inspection report graded the site as exemplary with a score over 99%.

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.

Inspected On: 9/1/2010	Repair Status				Repair Needed and Action Taken or Planned
System Inspected	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	—	✔	—	—	
Interior: Interior Surfaces	—	✔	—	—	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	—	✔	—	—	
Electrical: Electrical	—	✔	—	—	
Restrooms/Fountains: Restrooms, Sinks/Fountains	—	✔	—	—	
Safety: Fire Safety, Hazardous Materials	—	✔	—	—	
Structural: Structural Damage, Roofs	—	✔	—	—	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	—	✔	—	—	
Overall Rating	✔	—	—	—	

V. Teachers

Teacher Credentials

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

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
Teachers with Full Credential	45	50	46	151
Teachers without Full Credential	6	2	0	1
Teachers Teaching Outside Subject Area of Competence	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2009-10)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under the ESEA can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	94.53	5.47
High-Poverty Schools in District		
Low-Poverty Schools in District	0	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	0.5	964
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1	N/A
Social Worker		N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non - teaching)	2.4	N/A
Other		N/A

VII. Curriculum and Instructional Materials

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

All students at Kern Avenue Elementary, are furnished with current district adopted curriculum for all academic areas. An annual Williams Inspection verified no deficiencies.

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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Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	<p>Grades K-5 utilize the 2010 Macmillan/Mcgraw-Hill California Treasures Curriculum as the language arts core curriculum. This curriculum was adopted in 2008 by the State of California and May of 2009 by the McFarland Unified School district. Grades 4-5 utilize the 2009 Hampton-Brown Inside Language, Literacy and Content for language arts intervention curriculum. This curriculum was adopted by the state in 2008 and adopted by the McFarland Unified School District in May 2009. All language arts textbooks, at all grade levels, are California state standards based. Materials are available for all students.</p>	0	<p>Grades K-5th utilize the 2010 Macmillan/Mcgraw-Hill California Treasures. Grades 4-5th utilize 2009 Hampton-Brown Inside Language, Literacy and Content</p>
Mathematics	<p>Grades K-5 utilize the 2008 Houghton Mifflin, California Math. This curriculum was adopted in 2008 by the State of California and in May 2009 by the McFarland Unified School District. All grade levels work collaboratively to develop "Pacing Guides" that help align the current math text with state standards. All math textbook and materials are California Standards Based. Materials are available for all students</p>	0	<p>Grades K-5th utilize the 2008 Houghton Mifflin, California Math</p>

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Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Science	Grades K-5 utilize the 2008 Macmillan McGraw-Hill, California Science Curriculum as the science core. This curriculum was adopted in 2006 by the State of California and June of 2006 by the McFarland Unified School district. All science textbooks and materials are California Standards Based. Materials are available for all students.	0	Grades K-5 utilize the 2008 Macmillan McGraw-Hill, California Science Curriculum
History-Social Science	Grades K-5 utilize the 2007 Harcourt School, Reflections curriculum as the social studies core. This curriculum was adopted in 2005 by the State of California and June of 2006 by the McFarland Unified School district. All social studies textbooks and materials are California Standards Based. Materials are available for all students.	0	Grades K-5 utilize the 2007 Harcourt School, Reflections Curriculum
Foreign Language	n/a	0	
Health	n/a	0	
Science Laboratory Equipment (grades 9-12)	n/a	0	
Visual and Performing Arts	n/a	0	

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 / Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$5,762.12	\$1,027.79	\$4,734.33	\$56,127.51
District	N/A	N/A	\$9,452.47	\$58,714.00
Percent Difference – School Site and District	N/A	N/A	-0.5	-0.04
State	N/A	N/A	\$5,681.00	\$61,706.00
Percent Difference – School Site and State	N/A	N/A	-0.17	-0.09

Types of Services Funded (Fiscal Year 2009-10)

This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school's federal Program Improvement status) that are provided at the school through either categorical funds or other sources.

Student services and programs funded at Kern Avenue:

- Computer Lab
- Title I and EIA/LEP Instructional aides
- GATE After School Program
- After school Intervention classes for K-5th grades
- Oral Language
- Math Field Day
- Spelling Bee
- Two Reading Coaches
- English Learner Resource Teacher
- .5 Full Time Equivalent Counselor
- District Math Coach
- Vice Principal

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	\$40,811	\$38,970
Mid-Range Teacher Salary	\$60,058	\$59,776
Highest Teacher Salary	\$76,461	\$78,072
Average Principal Salary (Elementary)	\$99,448	\$94,605
Average Principal Salary (Middle)	\$101,934	\$98,480
Average Principal Salary (High)	\$107,095	\$106,266
Superintendent Salary	\$132,613	\$144,721

Category	District Amount	State Average For Districts In Same Category
Percent of Budget for Teacher Salaries	56	
Percent of Budget for Administrative Salaries	3	

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven. The CAPA includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

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

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

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	24	25	32	26	25	29	46	50	52
Mathematics	43	44	47	27	29	37	43	46	48
Science	25	22	14	23	25	21	46	50	54
History-Social Science	0	0	0	19	22	32	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	29	47	20	37
All Students at the School	32	48	14	*
Male	29	50	16	*
Female	35	45	12	*
Black or African American	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	31	47	13	*
Native Hawaiian or Pacific Islander	*	*	*	*
White	45	55	*	*
Two or More Races	*	*	*	*
Socioeconomically Disadvantaged	32	48	14	*
English Learners	20	39	3	*
Students with Disabilities	19	32	*	*
Students Receiving Migrant Education Services	25	46	13	*

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	21.2	23.8	20.4
7	22	30.6	17.6
9	26.1	21.2	16.8

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	2	2	1
Similar Schools	7	6	2

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

This table displays, by student group, the actual API changes in points added or lost for the past three years. Note: N/A means that the student group is not numerically significant or data were not available.

Group	Actual API Change		
	2007-08	2008-09	2009-10
All Students at the School	4	-14	28
Black or African American	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A
Asian	N/A	N/A	N/A
Filipino	N/A	N/A	N/A
Hispanic or Latino	10	-14	26
Native Hawaiian or Pacific Islander	N/A	N/A	N/A
White	N/A	N/A	N/A
Two or More Races	N/A	N/A	0
Socioeconomically Disadvantaged	12	-14	28
English Learners	6	-1	30
Students with Disabilities	N/A	N/A	N/A

Academic Performance Index Growth by Student Group - 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	705	679	767
Black or African American	N/A	N/A	685
American Indian or Alaska Native	N/A	N/A	728
Asian	N/A	N/A	889
Filipino	N/A	N/A	851
Hispanic or Latino	703	675	715
Native Hawaiian or Pacific Islander	N/A	N/A	754
White	N/A	N/A	838
Two or More Races	N/A	N/A	807
Socioeconomically Disadvantaged	705	679	712
English Learners	685	639	691
Students with Disabilities	N/A	478	580

Adequate Yearly Progress

The federal Elementary and Secondary Education Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

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

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

Adequate Yearly Progress Overall and by Criteria (School Year 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 six AYP criteria described above.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	No
API	Yes	Yes
Graduation Rate	N/A	Pend

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	In PI	In PI
First Year of Program Improvement	2004-2005	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	80

XII. Instructional Planning and Scheduling

Professional Development

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

Professional growth activities are planned annually based on current need and input received from staff. The district provides three districtwide staff development days annually. In addition, teachers attend various conferences outside of the district with the intent to extend their knowledge and refine their skills.

Current and ongoing staff development includes:

- Weekly grade level meetings to analyze data, plan instruction, monitor student progress, and evaluate program effectiveness in teaching language arts, math and ELD standards;
- In-service programs provided on-site through the district office, the County Superintendent of Schools office, and through the Migrant program;
- Local conferences through the county offered regularly throughout the year for opportunities to further staff development;
- Demonstration lessons by classroom teachers and observations by BTSA providers lend additional support in developing exemplary teaching practices;
- A district ELD coordinator and an EL Resource Teacher at each site provide ongoing support for English Language Learners through classroom modeling, scheduling release time for teachers to visit each other and providing support with additional instructional materials;
- Two on site, full-time Reading Coaches to support teachers in the implementation of standards-based instructional practices and to establish pacing charts and consistent assessment tools for measuring mastery of content standards in language arts;
- A School Library Media Clerk for implementing plans to increase available reading materials for student at their actual reading level– take home books, Reading Counts Reading Program – and supervises the site librarian aide