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

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

I. Data and Access

DataQuest

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

Internet Access

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

II. About This School

Contact Information (School Year 2010-11)

This section provides the school's contact information.

	School	District		
School Name	Newport Coast Elementary School	District Name	Newport-Mesa Unified School District	
Street	6655 Ridge Park Road	Phone Number	(714) 424-5000	
City, State, Zip	Newport Coast, CA 92657	Web Site	www.nmusd.us	
Phone Number	(949) 515-6975	Superintendent	Dr. Jeffrey Hubbard	
Principal	Duane Cox, Ed. D.	E-mail Address	superintendent@nmusd.us	
E-mail Address	dcox@nmusd.us	CDS Code	30-66597-6118236	

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

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

Newport Coast Elementary School serves students in grades K-6 and is located at 6655 Ridge Park Road. The recently developed Newport Coast community consists of single family and attached homes. Due to being the only elementary school in a new and growing community the school's enrollment has grown from just over 300 students in June 2001 to nearly 700 students as of September 2010. Our goals at Newport Coast are consistent with the district's "Statement of Educational Principles." These principles state that our primary responsibility is to develop the maximum intellectual capacity of each student. Our School Site plan accurately reflects our expectations as well as addressing the specific needs of the children in our community. We believe that all students can learn at high levels and teachers are the most influential factor for increasing student achievement.

The staff at Newport Coast Elementary is committed to implementing and sustaining a collaborative environment in the form of a professional learning community (PLC). The purpose of our school is to ensure that all students learn at high levels. In order for us to accomplish this purpose we work collaboratively and recognize that team work will help us realize our purpose. We continuously assess our effectiveness in achieving our goal based on data. We strive use those instructional strategies that are research-based.

Our staff sustains our learning community by: focusing on learning outcomes, working collaboratively, and by holding ourselves accountable. As we work collaborative with teachers and staff from across the campus, we address what our students need to learn, how we will determine if they have learned identified skills, and how we will respond if they have not learned the identified skill. A PLC is a systematic approach that manifests itself in the form of school culture. As we collaborate and implement, we learn by doing and thus we continuously improve. Part of being a professional learning community is the realization that our journey to success has no final stop; we continuously strive for improvement. We are very proud of our character education program that is based on Coach John Wooden's pyramid of success and the Search Institute's 40 developmental assets. We realize that children do their best when they are part of a culture that values and respects all members.

Newport Coast Elementary parents are very involved in the educational process. Thousands of hours have already been given to the school by parents working in the classroom, assisting with playground supervision and school safety. Fund-raising efforts have enhanced our school programs in all subject areas especially Art, Music, PE, Technology and Science.

As we continue to mature as a school, we form what is becoming our own unique school culture based on the needs of the students in accordance with the needs of the community. The parent community at large, the PTA, the Newport Coast Education Foundation, the School Site Council and Newport Coast staff have been gathering data and information each year and we have been studying the research as to what constitutes best teaching practices and excellent school climate. These two areas continue to form the future direction of the school. We welcome visitors to our school and invite parents and community members to share the education of our students. Parents are encouraged to make arrangements with the school office or their child's teacher to become part of the educational journey.

Mission Statement:

All students will learn at high levels.

The vision for Newport Coast is focused on the following values:

- 1) Every teacher, parent, and student is clear on the knowledge, skills, and dispositions students are expected to acquire in each course, grade level, and unit of instruction.
- 2) The learning and behavior of each student is monitored on a timely basis. When students experience difficulty, the school has structures in place to ensure they receive additional time and support for learning.
- 3) There is a climate of high expectations for student success and staff members communicate their high expectations to students, parents, and one another.
- 4) A collaborative culture ensures staff members work together interdependently to better meet the needs of their students and to analyze and improve their professional practice.
- 5) Frequent reporting of student progress toward explicit learning outcomes helps staff members and parents take collective responsibility for student learning.
- 6) Leadership is the shared responsibility of staff members to respect all opinions and reach a consensus to benefit students learning.
- 7) Staff members enjoy considerable autonomy within specific and clearly understood parameters.
- 8) All staff members continually grow in their professional expertise because structures to support their ongoing, job embedded learning, and continuous improvement are built into the school day and school year.
- 9) Students believe their academic and social efforts, improvements, and achievements will be recognized and celebrated.
- 10) Communication among teachers will be done with respect and support for individual differences in a professional manner.
- 11) There is a safe and orderly environment.

Opportunities for Parental Involvement (School Year 2009-10)

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

Newport Coast Elementary School has an active and supportive PTA and Education Foundation, which support the school financially and with parent volunteers. Newport Coast Elementary School is proud to be in this productive partnership with our community.

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	99
Grade 1	95
Grade 2	114
Grade 3	99
Grade 4	108
Grade 5	123
Grade 6	93
Total Enrollment	731

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	1	White	81
American Indian or Alaska Native	1	Two or More Races	
Asian	14	Socioeconomically Disadvantaged	5
Filipino	1	English Learners	2
Hispanic or Latino	2	Students with Disabilities	8
Native Hawaiian/Pacific Islander	0		

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).

		200	07-08 2008-09 2009-10			2008-09			9-10			
Grade Level	Avg. Class		Number of Classroom		Avg. Class			Avg. Class		Number of Classrooms		
	Size	1-20	21-32	33+	Size	1-20	21-32	33+	Size	1-20	21-32	33+
K	19.8	6	0	0	18.8	5	0	0				
1	19.2	5	0	0	19.4	5	0	0				
2	19.4	5	0	0	18.8	5	0	0				
3	20.0	6	0	0	20.0	5	0	0				
4	33.0	0	0	2	30.3	0	4	0				
5	35.0	0	0	2	30.0	0	3	0				
6	35.0	0	0	2	29.3	0	3	0				
K-3	20.0	1	0	0	19.0	2	0	0				
4-8	33.5	0	0	2	0.0	0	0	0				

III. School Climate

School Safety Plan (School Year 2009-10)

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

As a relatively new school, we are proud to work in a safe, new and clean environment. Our community is safe and supportive of the school. Our safety plan not only reflects the need to maintain a safe environment for learning to occur but it also includes a plan of safety in the event of any type of disaster. A copy of our School Safety Plan is on file with our district office and a copy is on site.

Suspensions and Expulsions

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

Rate	School			District			
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
Suspensions	0.4	0.1	1.1	8.0	6.4	6.5	
Expulsions	0.0	0.0	0.0	0.3	0.3	0.2	

IV. School Facilities

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

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

NEWPORT COAST - 29,760 Classroom Sq. Ft.

This school was built in 2001. Four permanent classrooms were constructed in 2003. There are 29 permanent classrooms, a multi-purpose room, and an administration building. Three portable classrooms were constructed in 2005.

288 work orders were completed for Newport Coast in the 2009-2010 fiscal year. The site was last inspected on 10/19/2010.

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.

	Repair Status				Repair Needed and
System Inspected	Exemplary	Good	Fair	Poor	Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[X]	[]	[]	
Interior: Interior Surfaces	[]	[X]	[]	[]	Work Order #157114: Loose or hanging ceiling tile in rooms 4, 6, and 25. Work In Progress 11/18/2010. Work Order #157121: Carpet edge is loose by front door. Work In Progress 11/18/2010. Work Order #157122: Secure tall cabinets to wall at room 20 and the Music Room Portable. Work In Progress 11/18/2010.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	
Electrical: Electrical	[]	[X]	[]	[]	Work order #
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	[]	Work Order #157116: Adjust pressure on drinking fountain in rooms 6 & 16. Complete 10/28/2010. Work Order #157123: Drinking fountain handle is loose at rooms: 22, 24, and 25. Complete 10/28/2010.
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	[]	
Structural: Structural Damage, Roofs	[]	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	[]	Work Order #157119: Outside lock on back door is loose at room 16. Work In Progress 11/18/2010. Work Order #157125: No room number or sign at rooms: 30 portable, , Music Room Portable, Lab Portable, Portable 33. Work In Progress 11/18/2010.
Overall Rating	[]	[X]	[]	[]	

V. Teachers

Teacher Credentials

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

Tarahana		District		
Teachers	2007-08	2008-09	2009-10	2009-10
With Full Credential	34	36	32	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

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

Indicator	2008-09	2009-10	2010-11	
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 No Child Left Behind Compliant Teachers (School Year 2009-10)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at http://www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by				
Location of Classes	NCLB Compliant Teachers	Non-NCLB Compliant Teachers			
This School	100%	0			
All Schools in District	99.21%	0.79%			
High-Poverty Schools in District	100%	0			
Low-Poverty Schools in District	98.02%	1.98%			

VI. Support Staff

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

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

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

VII. Curriculum and Instructional Materials

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

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

The Newport-Mesa Unified School District follows the State's curriculum cycle to adopt updated, high quality textbooks and related materials. Students are provided with an adequate supply of Board-approved textbooks for all subject areas. The reading/language arts and mathematics curricula are aligned with District and State content standards. Teachers also select supplementary instructional materials to meet the specific needs of their students. History/Social Science and Science curriculum instruction are aligned with the District and State content standards. Elementary schools also participate in the Beckman@Science Program. Individual schools also support instruction by providing a library/media center and technology resources in the classroom including computers, CD-ROM, and instructional television. Internet access is currently available in the library/media center and in many classrooms. Teachers and administrators have been trained in using the internet as an instructional tool in the classroom. Each school continues to develop a way of integrating technology into instruction and curriculum.

Data collected: October 2010

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	Houghton-Mifflin Reading: A Legacy of Literacy, 2003-All students have one student anthology or classroom Big Books and corresponding practice book. Teachers have Medallion adoption.		Yes
Mathematics	Pearson – Envision Math. All students have a textbook or consumable workbook. Additionally, students in grades 1-6 have a homework practice book.		Yes
Science	Pearson Scott Foresman Science Text. All students have a textbook, Big Books and practice books. Teachers supplement this curriculum with the Hands-on, Inquiry-based science kits. Kits are provided to each classroom teacher on a rotation schedule.		Yes
History-Social Science	Pearson Scott Foresman 2007. All K-5 students have student text materials and web based support documents. 6-8 grade students – Glencoe student text materials and web based support documents.		Yes
Foreign Language			Yes
Health			Yes
Visual and Performing Arts	McGraw-Hill Textbooks		Yes

VIII. School Finances

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site				
District			\$10,287	75,737
Percent Difference: School Site and District				
State			5,681	68,179
Percent Difference: School Site and State				

Types of Services Funded (Fiscal Year 2009-10)

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

Each district school receives categorical funding to provide supplemental services to assist students:

- in reaching academic proficiency
- · in mastering grade level content standards and
- · successfully graduate from high school.

Services throughout the district include:

- · Class Size Reduction
- Tutoring
- Supplemental instructional materials and books in mathematics, reading/language arts, science and social science
- Programs for English Language Learners
- Extended Day/Year/Summer School
- Enrichment Programs
- Access to Technology
- AVID/MESA Programs
- · Parent Education/Family Nights
- Social Services (Healthy Start)
- Student/Family Primary Language Support
- Translation for Home-School Communication
- Counseling (Academic and Career)
- · Gifted and Talented Education (GATE)
- Special Education

Please check with your child's principal to receive information regarding the services that are specific to your child's school.

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	43,814	42,377
Mid-Range Teacher Salary	75,299	67,667
Highest Teacher Salary	99,089	87,102
Average Principal Salary (Elementary)	113,769	108,894
Average Principal Salary (Middle)	124,650	113,713
Average Principal Salary (High)	129,783	124,531
Superintendent Salary	250,111	223,323
Percent of Budget for Teacher Salaries	36.4	40.2
Percent of Budget for Administrative Salaries	6.3	5.5

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at http://star.cde.ca.gov. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at http://star.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	84	87	88	57	61	62	46	50	52
Mathematics	83	88	89	51	55	57	43	46	48
Science	78	84	89	58	65	66	46	50	54
History-Social Science	0	0	0	47	55	59	36	41	44

Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

G	Percent of Students Scoring at Proficient or Advanced				
Group	English- Language Arts	Mathematics	Science	History-Social Science	
All Students in the LEA	62	57	66	59	
All Student at the School	88	89	89		
Male	85	88	89		
Female	91	89	88		
Black or African American	*	*			
American Indian or Alaska Native	*	*			
Asian	95	94	88		
Filipino	*	*	*		
Hispanic or Latino	67	87	*		
Native Hawaiian/Pacific Islander	*	*			
White	88	88	89		
Two or More Races	*	*	*		
Socioeconomically Disadvantaged	74	81	*		
English Learners	58	58	*		
Students with Disabilities	62	62	*		
Students Receiving Migrant Education Services					

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

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

Grade	Percent of Students Meeting Fitness Standards				
Level	Four of Six Standards	Six of Six Standards			
5	12.7	30.5	50.0		

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance Index (API) Web page at http://www.cde.ca.gov/ta/ac/ap/.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2007	2008	2009
Statewide	10	10	10
Similar Schools	5	4	5

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

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API

score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			
	2007-08	2008-09	2009-10	
All Students at the School	6	21	6	
Black or African American				
American Indian or Alaska Native				
Asian	8	0		
Filipino				
Hispanic or Latino				
Native Hawaiian/Pacific Islander				
White	6	27	3	
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				

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

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

Group	2010 Growth API			
	School	LEA	State	
All Students at the School	949	820	767	
Black or African American		755	686	
American Indian or Alaska Native			728	
Asian		911	890	
Filipino		871	851	
Hispanic or Latino		733	715	
Native Hawaiian/Pacific Islander		793	753	
White	945	885	838	
Two or More Races			808	
Socioeconomically Disadvantaged	_	743	712	
English Learners	_	701	692	
Students with Disabilities		662	580	

Adequate Yearly Progress

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

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

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

Adequate Yearly Progress Overall and by Criteria (School Year 2009-10)

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

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

Federal Intervention Program (School Year 2010-11)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at http://www.cde.ca.gov/ta/ac/ay/.

	1 0	
Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		8
Percent of Schools Currently in Program Improvement		25.8

XI. Instructional Planning and Scheduling

Professional Development

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

For the past 3 years there have been 2 pupil free staff development days.