

# Executive Summary School Accountability Report Card, 2007-08

*For: Bret Harte Elementary*

**Address:** 2751 9th Avenue  
**Principal:** Santiago Chapa

**Phone:** 916-277-6261  
**Grade Span:** K-6

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2007-08 school year, except the School Finances and School Completion data that are reported for the 2006-07 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

## About This School

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### Mission Statement for Bret Harte Elementary School

Our mission at Bret Harte Elementary School, a culturally diverse community of children, parents, and staff, is to educate children to reach their fullest potential. We believe that by working together we can create a nurturing environment where every child becomes a respectful, responsible, lifelong learner.

Our goal at Bret Harte Elementary School is to maximize the unique potential of each and every child in a happy and secure environment. We believe that our students will be the responsible, contributing decision-makers of the future who will improve and strengthen.

Bret Harte Elementary School is a K-6 public school with five hundred and fourteen students. Our students hail primarily from the Oak Park and Curtis Park communities. Ninety percent of our students qualify for free or reduced lunch. Approximately 30% of our students are English learners. Students at Bret Harte benefit from a number of programs that are designed so that we can attempt to meet their individual needs. These programs include: A full-service Healthy Start program, Extended Day tutoring and mentoring, Bret Harte advanced classes for high-end learners, and a computer technology lab. We adhere to the core curriculum for the district, with Open Court 2002 as our reading program and Saxon as our math program. All students grade 1-6 benefit from our music and PE prep programs. We are proud of our wide range of programs, as we attempt to provide the best education for each of our students.

## Student Enrollment

<b>Group</b>	<b>Enrollment</b>
Number of students	517
African American	36.17%
American Indian or Alaska Native	1.55%
Asian	6.19%
Filipino	1.93%
Hispanic or Latino	41.78%
Pacific Islander	0.19%
White (not Hispanic)	11.03%
Multiple or No Response	1.16%
Socioeconomically Disadvantaged	100%
English Learners	19%
Students with Disabilities	14%

## Teachers

<b>Indicator</b>	<b>Teachers</b>
Teachers with full credential	26
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

## School Facilities

### Summary of Most Recent Site Inspection

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The latest facility inspection was completed July 2008.

### Repairs Needed

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There were no major deficiencies noted at this time.

### Corrective Actions Taken or Planned

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None at this time

## Curriculum and Instructional Materials

<b>Core Curriculum Areas</b>	<b>Pupils Who Lack Textbooks and Instructional Materials</b>
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

## Student Performance

<b>Subject</b>	<b>Students Proficient and Above on California Standards Tests</b>
English-Language Arts	42%
Mathematics	49%
Science	38%

## School Finances

<b>Level</b>	<b>Expenditures Per Pupil (Unrestricted Sources Only)</b>
School Site	\$4,731
District	\$4,696
State	\$5,300

## Academic Progress

<b>Indicator</b>	<b>Result</b>
2008 API Growth Score (from 2008 API Growth Report)	732
Statewide Rank (from 2007 API Base Report)	3
2008-09 Program Improvement Status (PI Year)	Not in PI

# Bret Harte Elementary School Accountability Report Card Reported for School Year 2007-08 *Published During 2008-09*

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 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 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 2008-09)

This section provides the school's contact information.

School		District	
<b>School Name</b>	Bret Harte Elementary	<b>District Name</b>	Sacramento City Unified
<b>Street</b>	2751 9th Avenue	<b>Phone Number</b>	916-643-9000
<b>City, State, Zip</b>	Sacramento, CA, 95818	<b>Web Site</b>	<a href="http://www.scusd.edu">www.scusd.edu</a>
<b>Phone Number</b>	916-277-6261	<b>Superintendent</b>	Susan E. Miller, Interim
<b>Principal</b>	Santiago Chapa	<b>E-mail Address</b>	superintendent@sac-city.k12.ca.us
		<b>CDS Code</b>	34-67439-6033807

### School Description and Mission Statement (School Year 2007-08)

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

#### Mission Statement for Bret Harte Elementary School

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Approximately 30% of our students are English learners. Students at Bret Harte benefit from a number of programs that are designed so that we can attempt to meet their individual needs. These programs include: A full-service Healthy Start program, Extended Day tutoring and mentoring, Bret Harte advanced classes for high-end learners, and a computer technology lab. We adhere to the core curriculum for the district, with Open Court 2002 as our reading program and Saxon as our math program. All students grade 1-6 benefit from our music and PE prep programs. We are proud of our wide range of programs, as we attempt to provide the best education for each of our students.

### [Opportunities for Parental Involvement \(School Year 2007-08\)](#)

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

<b>Contact Person Name</b>	Contact Lynetta Hughes	<b>Contact Person Phone Number</b>	916-277-6261
Bret Harte PTA ~ Bret Harte SSC ~ Bret Harte Parent Volunteer Program ~ Bret Harte Parent Patrol			
Parent volunteer and PTA opportunities are coordinated through our Healthy Start Block Parent program. Parent volunteer opportunities are coordinated through our School Community Liaison, Alexis Condy at 916.277.6261			

### [Student Enrollment by Grade Level \(School Year 2007-08\)](#)

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

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	77	Ungraded Elementary	0
Grade 1	80	Total Enrollment	517
Grade 2	74		
Grade 3	80		
Grade 4	69		
Grade 5	62		
Grade 6	75		

### [Student Enrollment by Group \(School Year 2007-08\)](#)

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
African American	36.17	White (not Hispanic)	11.03
American Indian or Alaska Native	1.55	Multiple or No Response	1.16
Asian	6.19	Socioeconomically Disadvantaged	100
Filipino	1.93	English Learners	19
Hispanic or Latino	41.78	Students with Disabilities	14
Pacific Islander	0.19	---	---

### [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	2005-06				2006-07				2007-08			
	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	18	4	0	0	20	4	0	0	19	4	0	0
1	20	4	0	0	16	3	0	0	20	4	0	0
2	17	4	0	0	20	4	0	0	18	4	0	0
3	20	3	1	0	19	4	0	0	20	4	0	0
4	32	0	2	0	29	0	2	0	32	0	1	1
5	32	0	2	0	32	0	2	0	30	0	2	0
6	32	0	1	1	32	0	2	0	24	0	3	0
K-3	0	0	0	0	28	0	1	0	0	0	0	0
3-4	0	0	0	0	0	0	0	0	0	0	0	0

<b>4-8</b>	0	0	0	0	30	0	1	0	0	0	0	0
<b>Other</b>	0	0	0	0	0	0	0	0	0	0	0	0

### III. School Climate

#### School Safety Plan (School Year 2007-08)

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

<b>Date of Last Review/Update</b>	February 2008	<b>Date Last Discussed with Staff</b>	February 2008
<p>The school site has complied with all of the components of the Comprehensive Safe School Plan as required by Ed. Code and recent Legislation.</p> <p>The comprehensive school safety plan includes the following:  Assessing the current status of school crime committed on the school campus and at school-related functions.  Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which include the development of the following:  Child abuse reporting procedures  Disaster procedures, routine and emergency  Fire drills  Earthquake emergency procedure system  Campus intruder "lock down"  Flood, evacuation of the site  Parent/student reunification  Policies on suspension, expulsion, or mandatory expulsion recommendations  Procedures to notify teachers of dangerous pupils  Discrimination and harassment policy  School-wide dress code  Procedures for safe ingress and egress of pupils, parents, and school employees to and from school  Safe and orderly environment conducive to learning  Rules and procedures on school discipline  Hate crime reporting procedures</p>			

#### 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		
	2005-06	2006-07	2007-08	2005-06	2006-7	2007-08
<b>Suspensions</b>	6.9	10.5	10.4	18.3	14.6	15.9
<b>Expulsions</b>	0	0	0	0.0	0.1	0.0

### IV. School Facilities

#### School Facility Conditions and Planned Improvement (School Year 2008-09)

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.

##### General

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office and at the district Facilities/Maintenance and Operations office.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

**Age of School Buildings**

The main campus was built in 1975. This school has 26 permanent classrooms which include a multipurpose room, a library, and an administrative building. The school also has 3 portable classrooms constructed in 1998 for class size reduction.

**Maintenance and Repair**

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

**Cleaning Process and Schedule**

The district governing board has adopted cleaning standards for all the schools in the district. A summary of these standards is available at the school office, or at the district operations office. The principal works directly with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

**Deferred Maintenance Budget**

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, air conditioning, electrical systems, interior or exterior painting, and floor systems.

**Deferred Maintenance Projects (if applicable)**

The district's governing board has approved a deferred maintenance 5-year plan. The complete deferred maintenance plan is available at the district office.

**Modernization Projects (if applicable)**

During the 2005 modernization renovations and upgrades were made in the following areas: health and safety, plumbing, and miscellaneous upgrades.

**New School Construction Projects (if applicable)**

N/A

[School Facility Good Repair Status \(School Year 2008-09\)](#)

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

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior and exterior)	X			Site painted 3/2008
Structural Damage	X			
Fire Safety	X			

<b>Electrical (interior and exterior)</b>	X			
<b>Pest/Vermin Infestation</b>	X			
<b>Drinking Fountains (inside and outside)</b>	X			
<b>Restrooms</b>	X			
<b>Sewer</b>	X			
<b>Playground/School Grounds</b>	X			
<b>Roofs</b>	X			
<b>Overall Cleanliness</b>	X			

### Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary		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 *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
<b>With Full Credential</b>	26	26	26	2334
<b>Without Full Credential</b>	1	0	0	131
<b>Teaching Outside Subject Area of Competence</b>	1	0	0	25

### 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	2006-07	2007-08	2008-09
<b>Misassignments of Teachers of English Learners</b>	1	0	0
<b>Total Teacher Misassignments</b>	1	0	0
<b>Vacant Teacher Positions</b>	1	0	0

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2006-07)

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. More information on teacher qualifications required under NCLB can be found at the NCLB Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	95.4	4.6
High-Poverty Schools in District	96.9	3.1
Low-Poverty Schools in District	100.0	0.0

## VI. Support Staff

### [Academic Counselors and Other Support Staff \(School Year 2007-08\)](#)

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		
Library Media Teacher (Librarian)		n/a
Library Media Services Staff (paraprofessional)		n/a
Psychologist		n/a
Social Worker		n/a
Nurse		n/a
Speech/Language/Hearing Specialist		n/a
Resource Specialist (non-teaching)		n/a
Other		n/a

## VII. Curriculum and Instructional Materials

### [Quality, Currency, and Availability of Textbooks and Instructional Materials \(School Year 2008-09\)](#)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Textbooks and instructional materials are reviewed and then piloted across the district. Subsequent adoption by the Board of Education is consistent with the cycle of textbook approval by the State, California School Board. Textbooks are chosen for their alignment with California Content Standards, California Frameworks, and appropriateness for Sacramento City Unified School District students. Textbook Sufficiency data is collected annually during the second week of school (September 2008).	0%
Mathematics		0%
Science		0%
History-Social Science		0%
Foreign Language		0%
Health		0%
Visual and Performing Arts		0%
Science Laboratory Equipment (grades 9-12)		0%

## Core Curriculum for Sacramento City Unified School District

### Elementary Grades (K-6)

Core Curriculum Areas	Grade Level(s)	District Adopted Textbooks/Materials
Reading/Language Arts	K-6	<i>Open Court Reading, 2002</i>
English Language Development	K-3	<i>Moving Into English, 2004</i>
English Language Arts Intervention	K-6	<i>High Point, 2002</i>
English Language Development	4-6	<i>Avenues, Hampton Brown, 2002</i>
Mathematics	K-6	<i>Saxon Mathematics, 2001</i>
Science	K-6	McMillian McGraw-Hill California Science, 2008
History/Social Science	K-6	McMillian McGraw-Hill California Vistas, 2007

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

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 at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
<b>School Site</b>	\$3,134,733	\$5,859	\$4,731	\$63,980
<b>District</b>	---	---	\$4696	\$57953
<b>Percent Difference – School Site and District</b>	---	---	0.8%	10.4%
<b>State</b>	---	---	\$5300	\$65008
<b>Percent Difference – School Site and State</b>	---	---	-10.7%	-1.6%

### Types of Services Funded (Fiscal Year 2007-08)

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

Bret Harte Staff has been trained in the following programs that promote a positive learning environment and enhance student achievement:

Dolores Cook classroom management techniques  
Best Discipline practices

Bret Harte provides the following programs for students:

Second Step – Violence Prevention Program  
Conflict Resolution  
Student Government  
Bret Harte Positive Discipline System  
Character Counts  
Alternatives to Suspension- Time-Out Classrooms, In-House Suspensions, School Pride Patrol

Bret Harte provides the following after school programs for students

START (partnership with the City of Sacramento)

4th R (partnership with Parks and Recreation)  
Bret Harte Child Development Center

Healthy Start Program provides family assistance of all kinds including:  
Comprehensive family support plans  
Mental health therapy for students and families  
CSUS Counseling, Social Work, and Nursing interns providing tutoring, mentoring, and life problems counseling  
Block parent program to increase volunteerism

### Teacher and Administrative Salaries (Fiscal Year 2006-07)

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. Detailed information regarding salaries may be found on the Certificated Salaries and 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	\$39015	\$40721
Mid-Range Teacher Salary	\$51275	\$65190
Highest Teacher Salary	\$84151	\$84151
Average Principal Salary (Elementary)	\$98946	\$104476
Average Principal Salary (Middle)	\$101101	\$108527
Average Principal Salary (High)	\$116489	\$119210
Superintendent Salary	\$253504	\$210769
Percent of Budget for Teacher Salaries	36.1%	39.9%
Percent of Budget for Administrative Salaries	5.7%	5.5%

## IX. Student Performance

### California Standards Tests

The California Standards Tests (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 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the Standardized Testing and Reporting (STAR) Results Web page at <http://star.cde.ca.gov>.  
*Note: Scores are not shown when the number of students tested is 10 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.*

### CST 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		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	37	35	42	37	39	43	42	43	46
Mathematics	47	42	49	38	38	42	40	40	43
Science	10	24	38	25	29	39	35	38	46

### CST 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
African American	35	42	33
American Indian or Alaska Native	*	*	
Asian	22	44	*
Filipino	*	*	*
Hispanic or Latino	42	47	48
Pacific Islander			
White (not Hispanic)	73	65	*
Male	34	46	35
Female	45	51	41
Economically Disadvantaged	42	49	38
English Learners	17	29	*
Students with Disabilities	10	32	*
Students Receiving Migrant Education Services			

### California Physical Fitness Test Results (School Year 2007-08)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six 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 at the 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 10 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 Healthy Fitness Zones
5	11.7

## 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 API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

### API 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 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 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 10 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	2005	2006	2007
Statewide	4	4	3
Similar Schools	8	8	7

### API Changes 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			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	7	-14	11	732
African American	13	-36	16	716
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	4	11	9	715
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged	7	-15	12	732
English Learners	23	12	-31	685
Students with Disabilities				

### **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 English-language arts (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 AYP Web page <http://www.cde.ca.gov/ta/ac/ay/>.

### AYP Overall and by Criteria (School Year 2007-08)

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	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	Yes

### Federal Intervention Program (School Year 2008-09)

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 (English-language arts 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 AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement	---	24
Percent of Schools Currently in Program Improvement	---	27.0

## **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.

Professional Development is an essential component of effective instruction and student learning. The District The District has developed a responsive and comprehensive research-based professional development plan with an in-depth focus on English Learners, Algebra, and culturally and linguistically responsive pedagogy. In addition to the required 18-hours of professional development, district staff is provided growth opportunities throughout the year; i.e. after school, during summer vacation, and on some Saturdays. The wide spectrum of offerings reflects the specific needs identified by individual school sites and are aligned with the district strategic plan. Key focus areas include: Instructional Leadership, Instructional Practices, Assessment, Curriculum Development, and Understanding the Learning Process. Professional development is coordinated by Administrators of Curriculum, Professional Development Support in coordination with school site staff.