

La Cumbre Junior High School

School Accountability Report Card

Reported for School Year 2006-07
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La Cumbre Junior High School

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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 at the California Department of Education (CDE) Web site 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. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

School Description and Mission Statement

This section provides information about the school's goals and programs.

La Cumbre Junior High School is Santa Barbara's oldest intermediate school. It first opened in 1928 as a junior high school serving grades 7-9. Today, after serving from 1993 until 2002 as a middle school, La Cumbre now serves grades 7-8. Over the last 78 years, more than 30,000 students have graduated from our school.

La Cumbre is a standards-driven and standards-based school with high expectations for all students and comprehensive support programs. Teachers use sound instructional strategies to meet the differing needs of their students. Programs that provide students with individualized instruction include leveled mathematics offerings ranging from pre-algebra through algebra and geometry, Gifted and Talented Education, Core Knowledge, Special Day/Resource, and English language development. The English learner population receives support through a Specially Designed Academic Instruction in English (SDAIE) program. Seventh grade language arts and social studies classes have been integrated into two- and three-period offerings. Through associated student body (ASB), after school activities that include sports and dance, and elective courses such as video production, performing arts, band and instrumental music, industrial technology, and foreign languages, all students receive opportunities to pursue individual interests. The Character Counts! program builds and promotes positive character traits school-wide.

With over 175 computers available on campus for students and teachers, La Cumbre uses technology as a vital tool to forward its educational focus, working in conjunction with content classes to enhance

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learning. Three computer labs and a bank of reference computers in the library provide ample opportunity for students to use technology to further their academic pursuits. For compiling research or accessing references and information, students have access to the labs and the library before, during, and after school.

La Cumbre offers an extended school day that keeps students productively occupied from dawn to dusk! Academic coursework begins as early as 7:30 a.m. An after-school program, unique to La Cumbre, engages students from 3:15 p.m. until 5:30 p.m. The program offers academic tutorials and a variety of classes including cooking, dance, art, theater, music, sports conditioning and crafts.

La Cumbre teachers, academic counselors, administrators, and support staff exhibit strong work ethics and dedication to students. Their commitment inspires confidence in our families that their children are receiving the necessary skills to become healthy, well adjusted, and productive individuals.

Mission:

La Cumbre Junior High School, in partnership with parents and the community, will provide professional instruction and guidance so that students will:

- achieve academic excellence;
- understand and respect diversity;
- balance individual interests and civic responsibilities;
- participate in an increasingly technological society;
- assume responsibility for their own learning and development.

We believe that school improvement and enhanced student achievement begins with a philosophical orientation that quality education must include success for all students and be built on principles of equality and a respect for human diversity. La Cumbre Junior High School holds these values:

- It is every student's and teacher's right to have a physically and emotionally safe, positive learning/working environment. Students and staff have a right to learn/work in a setting free from harassment and discrimination based on their race, religion, color, gender, national origin, or sexual orientation.
- A commitment to a standards-based educational system assures educational rigor for all students.
- A commitment to equity ensures that all students develop the knowledge and skills needed to participate effectively in community life as workers, citizens, parents, leaders, and role models for future generations.
- A systemic approach to school improvement, addressing a wide range of variables in the educational environment (e.g. governance, finance, staff development, teaching practices, assessment, and outreach), increases a school's capacity to foster the maximum achievement of all students.

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Opportunities for Parental Involvement

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

Contact Person Name: Ms. Jo Ann Caines, principal

Contact Person Phone Number: (805) 687-0761

Parents are seen as key contributors to the quality of services at La Cumbre. Our PTA is an active partner in building strong communications between home and school by holding monthly meetings, sending out a monthly newsletter, by providing volunteers to support varied school activities, and by raising funds for our curricular and co-curricular programs. The School Site Council, made up of students, parents, and staff representatives, meets monthly to assist in the development, evaluation, and financial support of our instructional program. The School Site Council is active in assessing school needs and in the creation of the school's Single Plan for Student Achievement. Our English Learner Advisory Committee meets monthly to inform themselves of school activities and procedures and to discuss ways parents can help students succeed in school. Parent education is offered working parents through an evening tutorial program.

Parents and guardians are always welcome on campus and opportunities for volunteering are numerous. A call-out phone system sends out timely announcements about school activities, meetings, and events.

Student Enrollment by Grade Level

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

Grade Level	Number of Students
Grade 7	256
Grade 8	223
Total Enrollment	479

Student Enrollment by Group

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
African American	2.92 %
American Indian or Alaska Native	1.04 %
Asian	1.04 %
Filipino	1.25 %
Hispanic or Latino	78.91 %
White (not Hispanic)	14.41 %
Multiple or No Response	0.42 %
Socioeconomically Disadvantaged	69.9 %
English Learners	51.6 %
Students with Disabilities	18.8 %

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Average Class Size and Class Size Distribution

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2004-05				2005-06				2006-07			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	17.6	30	7		16.7	35	2		21.5	18	10	
Mathematics	20.3	13	6		19.3	12	7		22.1	11	8	1
Science	20.4	11	4		20.9	7	7		24.2	5	9	1
Social Science	20.3	15	8		20.1	12	5		25.4	4	11	1

II. School Climate

School Safety Plan

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

Date of Last Review/Update: October 2007

Date Last Discussed with Staff: December 2007

La Cumbre has a disaster preparedness plan that is reviewed with all staff in the fall before the beginning of each school year. The plan includes regularly scheduled monthly emergency drills. These include fire drills, drop and cover earthquake drills, shelter in place, and lock-down/Code Red drills. All students are trained on the various drills no later than by the end of October. A comprehensive district-wide drill is conducted each March. All staff is involved in a variety of emergency response teams and specific tasks are assigned to each team to perform in the event of a disaster. Two-way radios, cell phones, and walkie-talkies are all utilized for communication purposes. Each classroom has directions for evacuation and emergency procedures posted in compliance with the fire marshal's expectations. A Safe Schools Committee reviews the plan periodically and makes changes as necessary. A full review, including the use of a needs assessment distributed to staff, students, and community members is conducted every three years.

Key elements of La Cumbre's School Safety Plan include: procedures for emergencies, disaster preparedness plans, health and safety of "fragile" students, reporting procedures to Child Protective Services, drugs and alcohol education, hate crimes/harassment sexual harassment training, student behavior expectations, and a violence prevention kit useful to law enforcement agencies.

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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		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	38.8	55.7	29.2	18.6	22.9	11.0
Expulsions	0.2	0.0	0.2	0.7	0.8	0.5

III. School Facilities

School Facility Conditions and Improvements

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

The physical environment of the school reflects our pride and commitment to quality education. The effects of La Cumbre's recent modernization, with funding provided by the voter approved Measure V bond, can be seen campus-wide with new paint, new bathrooms, new exterior lighting, improved heating systems, new alarms, updated Physical Education locker rooms, state of the art lights and sound systems in the auditorium, and many Americans with Disabilities Act related improvements. A friendly office staff welcomes students, parents, and visitors.

Our first priority is to provide a safe, orderly and clean space for students and staff. Before and after school and lunchtime supervision is provided. Staff is assigned to designated areas to provide supervision to ensure a safe school environment at all times. In addition, faculty supervises the hallways during passing periods. A campus supervisor supported by administrative staff patrols the campus throughout the school day to assist students, parent/guardians and staff and to monitor unauthorized community access. All visitors to campus are asked to check in and register at the school office.

La Cumbre has adequate space for classrooms and staff. There are permanent classrooms, a large auditorium, a library, a cafeteria, and a multi-purpose room. A busy custodial staff is committed to campus beautification, maintaining the classrooms, and keeping the buildings and grounds clean and beautiful. District maintenance personnel attend to the school on scheduled maintenance days on a work order or special summer projects basis. Emergency repairs are given the highest priority.

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School Facility Conditions Good Repair Status

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

Item Inspected	Facility in Good Repair		Repair Needed and Action Taken or Planned
	Yes	No	
Gas Leaks	√		
Mechanical Systems	√		
Windows/Doors/Gates (interior and exterior)		√	Cracked window in room 217 (repaired October 2005.)
Interior Surfaces (walls, floors, and ceilings)		√	Small hole in wall in room 217 (repaired October 2005). Cracked floor tile in rooms 216 and 301. Stained or missing ceiling tiles in library and rooms 105 and 301.
Hazardous Materials (interior and exterior)		√	Chipping paint on wall in room 102 (repaired April 2006.) Chipping paint on windows in rooms 105 and 306.
Structural Damage		√	Large crack in concrete steps at cafeteria entrance (repaired September 2005.)
Fire Safety	√		
Electrical (interior and exterior)		√	W-1 ladies, entrance light out. Rooms A3, 101, 104, 106, 209, 210 - ceiling lights out (repaired November 2005.) Room 145 and library office, cracked ceiling light reflectors (repaired December 2005.)
Pest/Vermin Infestation	√		
Drinking Fountains (inside and outside)	√		
Restrooms	√		
Sewer	√		
Playground/School Grounds	√		
Other		√	New UCP required in rooms 212, 121, 201 (no UCP), repaired March 2006.
			Inspection Date: September 12, 2005

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IV. 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 at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	29	29	28	487
Without Full Credential	2	0	1	11
Teaching Outside Subject Area of Competence	4	4	4	--

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	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	5	5	1
Total Teacher Misassignments	9	9	2
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at <http://www.cde.ca.gov/nclb/sr/tg/>.

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	99.8	0.2
Low-Poverty Schools in District	99.5	0.5

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V. Support Staff

Academic Counselors and Other Support Staff

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	1.6	299
Library Media Teacher (Librarian)	1.0	---
Psychologist	0.6	---
Health Aide	1.0	---
Healthy Start Family Liaison	1.0	---
Youth Service Specialist	1.0	---
Medi-Cal Counselor	1.0	---

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VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

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.

Textbooks and Instructional Materials <i>(as of December 2007)</i>	Year Adopted by the State Board of Education	Aligned With State Standards	Percent of Pupils Who Lack Their Own Assigned Textbooks/ Instructional Materials
Reading/Language Arts			
Holt, Rinehart and Winston: <i>Holt Literature and Language Arts, 2003</i> English Learners: Hampton-Brown Company, <i>High Point EL, 2001</i>	2002	Yes	0%
Mathematics			
McDougal Littell: <i>Concepts and Skills</i> McDougal Littell: <i>Structure and Method, 2001</i> McDougal Littell: <i>McDougal Little Pre-Algebra, 2005</i> Prentice Hall: <i>Prentice Hall Pre-Algebra, CA Edition, 2002</i> Prentice Hall: <i>Prentice Hall Algebra 1, CA Edition, 2002</i>	2001	Yes	0%
Science			
Holt, Rinehart Winston: <i>Holt California Science: Earth, Life, and Physical Science, 2007</i> Holt, Rinehart Winston: <i>Holt Science and Technology: Earth, Life, and Physical Science</i>	2006	Yes	0%
History-Social Science			
Teacher's Curriculum Institute: <i>History Alive! California Middle Schools Program, 2005</i> Glencoe/McGraw-Hill: <i>The American Journey - Building a Nation</i>	2005 2000	Yes	0%
Foreign Language			
Glencoe/McGraw-Hill: <i>Glencoe Spanish 1 Buen viaje!</i> McDougal, Littell & Company, <i>Discovering French, Nouveau!</i> Cambridge University Press: <i>Cambridge Latin Course</i>	2004	Yes	0%
Health			
Holt, Rinehart and Winston: <i>Holt Decisions for Health</i>	2005	Yes	0%

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

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 salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$9,070	\$2,178	\$6,892	\$55,720
District	---	---	\$4,642	\$58,917
Percent Difference School Site and District	---	---	+48%	-5%
State	---	---	\$4,943	\$59,825
Percent Difference School Site and State	---	---	+39%	-7%

Types of Services Funded

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

La Cumbre receives categorical funding from three main sources: Economic Impact Aid, which helps support English learner students; Title I, which supports low-achieving, high poverty students; and School Improvement Program, which is used to assist the school in improving its instructional program. These funds provide many interventions and services to La Cumbre including a reading teacher, a performing arts consultant, an instructional assistant in the English learner program, a computer technician, intervention classes to support the instruction of content standards, as well as the purchase of equipment and materials such as computers, calculators, books and other instructional supplies.

Additionally, California High School Exit Exam funding is available to support at-risk students by providing voluntary before-school, after-school, and Saturday tutorial classes.

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Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information 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 can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,866	\$38,478
Mid-Range Teacher Salary	\$58,169	\$60,735
Highest Teacher Salary	\$73,672	\$76,906
Average Principal Salary (Elementary)	\$98,798	\$96,766
Average Principal Salary (Middle)	\$105,104	\$102,730
Average Principal Salary (High)	\$109,461	\$110,489
Superintendent Salary	\$163,521	\$169,243
Percent of Budget for Teacher Salaries	42.09%	41.9%
Percent of Budget for Administrative Salaries	4.769%	5.2%

VIII. 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 and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 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 at the CDE Web site 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.*

California Standards Tests 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	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	30	28	43	53	54	57	40	42	43
Mathematics	29	44	42	31	34	34	38	40	40
Science	*	29	36	31	47	48	27	35	38
History-Social Science	24	21	24	47	46	43	32	33	33

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California Standards Tests Results by Student Group – Three Year Comparison

These tables display the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Group	English-Language Arts		
	Percent of Students Scoring at Proficient or Advanced		
	2005	2006	2007
African American	*	*	71
Hispanic or Latino	27	24	35
White (Not Hispanic)	61	66	78
Male	25	28	43
Female	37	28	44
Economically Disadvantaged	24	18	32
English Learners	10	7	14
Students with Disabilities	9	8	13

Group	Mathematics		
	Percent of Students Scoring at Proficient or Advanced		
	2005	2006	2007
African American	*	*	64
Hispanic or Latino	26	40	35
White (Not Hispanic)	59	75	71
Male	29	44	44
Female	31	44	41
Economically Disadvantaged	25	35	32
English Learners	16	18	22
Students with Disabilities	19	19	18

Group	Science		
	Percent of Students Scoring at Proficient or Advanced		
	2005	2006	2007
African American	*	*	*
Hispanic or Latino	*	25	28
White (Not Hispanic)	*	67	72
Male	*	32	42
Female	*	27	28
Economically Disadvantaged	*	23	23
English Learners	*	7	10
Students with Disabilities	*	7	2

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Group	History-Social Science		
	Percent of Students Scoring at Proficient or Advanced		
	2005	2006	2007
African American	*	*	*
Hispanic or Latino	19	17	19
White (Not Hispanic)	62	53	48
Male	26	24	28
Female	22	18	20
Economically Disadvantaged	17	15	14
English Learners	6	3	3
Students with Disabilities	14	16	12

Norm-Referenced Test (NRT)

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site 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.*

Norm-Referenced Test Results for All Students – Three Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	28	34	45	56	57	58	41	42	42
Mathematics	36	39	48	60	59	61	52	53	53

Norm-Referenced Test Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
Hispanic or Latino	34	39
White (not Hispanic)	80	80
Male	38	50
Female	51	46
Economically Disadvantaged	33	39
English Learners	24	29
Students with Disabilities	19	17

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California Physical Fitness Test Results

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 fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the CDE Web site 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.*

Grade Level	Percent of Students Meeting Fitness Standards
7	35.8 %

IX. 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 Web site 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	2004	2005	2006
Statewide	4	4	4
Similar Schools	8	10	9

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			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School	11	10	47	727
Hispanic or Latino	23	7	26	684
Socioeconomically Disadvantaged	24	-4	31	669
English Learners	--	-6	34	634
Students with Disabilities	--	-17	42	532

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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 CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

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	Yes
API	Yes	Yes

Federal Intervention Program

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 CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	Not in PI
First Year of Program Improvement Implementation	2003-04	
Year in Program Improvement	Year 4	
Number of Schools Currently in Program Improvement	---	2
Percent of Schools Currently in Program Improvement	---	15.4

XI. Instructional Planning and Scheduling

Professional Development

Each school participates in district-wide professional development initiatives scheduled throughout the year, including Saturday workshops, summer workshops, late-start days, and early release days. No schooldays are dedicated to school-wide professional development.

	2004-05	2005-06	2006-07
Schooldays dedicated to school-wide professional development	0	0	0