

San Luis Coastal Unified School District

Baywood Elementary School

Preschool through Grade 5

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2014-2015 School Accountability Report Card

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San Luis Coastal Unified School District Mission Statement

The mission of San Luis Coastal Unified School District is to educate students to become self-sufficient individuals who are capable of making significant contributions to society and managing change in the culturally diverse world community. The District guarantees to provide the highest quality programs and services which will give all individuals the opportunity to realize their full intellectual, physical, creative, emotional, and social potential.

DISTRICT OFFICE

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In the spring of 2011, SLCUSD adopted its ten Initiatives for Student Success. In 2013-14, the State of California implemented the Local Control Funding Formula (LCFF) and Local Control Accountability Plan (LCAP). We used them to help focus our Initiatives to support the state's goals. In the current year, our focus areas will be:

FOCUS AREA 1: Develop a world-class mathematics program

FOCUS AREA 2: Strengthen district-wide English-language Arts/Literacy program

FOCUS AREA 3: Develop a world-class STEAM program

FOCUS AREA 4: Create an intentional culture of care and intervention

FOCUS AREA 5: Technology and Innovation

FOCUS AREA 6: Establish a data-rich culture

I. Data and Access

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

DataQuest is an online data tool located at <http://dg.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 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 Baywood Elementary School

School Description and Mission Statement

The mission of Baywood Elementary School is to teach the curriculum to all students in a way that promotes self-esteem, mutual respect, cooperation, and the desire to continue learning throughout life.

The vision and goals of Baywood Elementary School are:

- All students will be actively involved in a challenging, balanced curriculum. We will focus our energy on developing literate, creative, well-informed young people, who apply critical thinking skills in daily life situations.
- Excellence in literacy, mathematics, science, and the arts will be a Baywood hallmark. Students will be active participants in measuring their progress and setting goals, emphasizing self-responsibility. Technology will be an accessible resource. All students and staff will feel safe, supported, respected, and able to meet their individual challenges. Students will be expected to maintain a high standard of personal conduct.
- Parents are their children's first and most important teachers. All parents will have the opportunity to become informed, empowered, and involved. There will be a strong partnership between home and school which fosters open communication, mutual support, and the love of learning.

Opportunities for Parental Involvement

Parents are provided many opportunities to be informed, empowered, and involved in their child's school program. We welcome and encourage parent involvement as volunteers, as "guest teachers," and as decision makers and planners for our school wide events through our PTA and School Site Council. We encourage parents to become involved with various family nights provided by the school (i.e. Family Read Aloud, Latino Family Literacy). For further information on parental involvement, please call 805-534-2856, ask for Heather Rauch, PTA President.

Enrollment by Grade Level (2014-2015)

Grade Level	Number of Students
Preschool	*18
Kindergarten	62
Grade 1	55
Grade 2	46
Grade 3	68
Grade 4	61
Grade 5	60
Total Enrollment	352

*Not part of the data – Informational only

Enrollment by Group (2014-2015)

Group	Percent of Enrollment
African American	0.6%
American Indian or Alaska Native	0.3%
Asian	0.3%
Filipino	8.5%
Hispanic or Latino	27%
White (not Hispanic)	56.5%
Two or more	6%
Socioeconomically Disadvantaged	59.4%
English Learners	20.7%
Students with Disabilities	15.6%

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	2012-13				2013-2014				2014-2015			
	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	23		2		26		2		21	1	2	
1	22		3		22		2		26		2	
2	24		2		24		2		27		1	
3	19	1	3		21	1	3		23	1	3	
4	31		2		27		2		27		2	
5	26		2		19	1	3		22	1	2	
6	28		2									

III. School Climate

School Safety Plan (2014-2015)

The School Safety Plan incorporates emergency response plans for fire, earthquake, nuclear power, and dangerous person or event on or near school grounds. It also outlines communication systems on site between staff, and between staff and parents. A crisis intervention support team is in place on site and districtwide. The School Safety Plan was last updated and reviewed with staff in October 2015.

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.67%	1.07%	1.08%	4.17%	4.37%	4.05%
Expulsions	0%	0%	0%	0.25%	0.1%	0.14%

IV. School Facilities

Facility Conditions and Planned Improvements

The district takes great efforts to ensure that all schools are clean, safe, and functional. Following 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

Baywood School has 23 classrooms, a multipurpose room, a library, and an office. The main campus was built in 1976; additions were constructed in 1978, 1999, and 2002.

Maintenance and Repair

The district maintenance staff ensures that 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. Many of our facilities were rehabilitated as part of our Measure A Building Program which began in 1996. Baywood School's two playground areas were upgraded with all new equipment in 2008, thanks to our PTA and district support. District facilities are in very good shape.

Cleaning Process and Schedule

The Board of Education has adopted cleaning standards for all schools in the district. A summary of these standards is available at Buildings, Grounds and Transportation. The principal works daily 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 is one of the programs included in SBX34 and is allowed the flexibility to be used for any educational purpose. The District has continued using the state funding to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

Deferred Maintenance Projects

The complete deferred maintenance plan, approved by the Board of Education, is available at the Buildings, Grounds and Transportation office.

School Facility 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.

System Inspected	Repair Needed and			
	Good	Fair	Poor	Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	✓			Action taken or planned is tracked with School Dude.
Interior: Interior Surfaces	✓			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	✓			
Electrical: Electrical	✓			
Restrooms/Fountains: Restrooms, Sinks/Fountains	✓			
Safety: Fire Safety, Hazardous Materials	✓			
Structural: Structural Damage, Roofs	✓			
External: Playground, School Grounds, Windows, Doors, Gates, Fences	✓			
Overall Rating	✓			

V. Teachers

Teacher Credentials

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

Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	18	16	22	424
Without Full Credential	0	0	0	5
Teaching Outside Subject Area of Competence	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

The district did not have any teacher misassignments (teachers assigned without proper legal authorization) or 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) for the three-year period 2013-14 through 2015-16.

Indicator	2013-14	2014-15	2015-2016
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (2014-2015)

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

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100%	0%
All Schools in District	99.35%	0.65%
High-Poverty Schools in District	98.93%	1.07%
Low-Poverty Schools in District	99.75%	0.25%

VI. Support Staff

Academic Counselors and Other Support Staff (2014-2015)

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% of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Counselor
Counselor	0.5	352
Library Media Teacher (librarian)	0.07	
Library Media Services Staff (paraprofessional)	1	
Psychologist	0.41	
Nurse	0.28	
Speech/Language/Hearing Specialist	0.75	

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (2015-2016)

Supplying staff and students with high quality textbooks and instructional materials is a priority of the school district. The ratio of textbooks per pupil is one textbook to each student.

Core Curriculum Areas	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts	1 per student	0
Mathematics	1 per student	0
Science	1 per student	0
History/Social Science	1 per student	0
Foreign Language	1 per student	0
Health	1 per student	0
Visual and Performing Arts	Sufficient Instructional Materials	0
Science Laboratory Equipment (Grades 9-12)	Sufficient Instructional Materials	0

K-8 Core Curriculum Areas

The district has adopted and purchased the following materials from the most recent list of standards-based materials adopted by the State Board of Education.

Subject	Adopted	Grade Levels	Publisher	Title
Reading/Language Arts	2003	K-5	Houghton Mifflin	<i>Reading California</i>
	2003	6-8	McDougal Littell	<i>Language of Literature</i>
Mathematics	2014	K-2	Math Learning Center	<i>Bridges, 2nd Edition</i>
	2015	3-5	Math Learning Center	<i>Bridges, 2nd Edition</i>
	2009	6 (PA)	Harcourt	<i>California HSP Math</i>
	2009	6	Holt, Rinehart & Winston	<i>Holt California Mathematics, Course 1</i>
	2009	7-8	Holt, Rinehart & Winston	<i>Holt California Mathematics, Course 2: Pre-Algebra, Algebra 1</i>
History/Social Science	2007	K-5	Houghton Mifflin	<i>Houghton Mifflin History/Social Science</i>
	2007	6	Holt, Rinehart & Winston	<i>World History: Ancient Civilizations</i>
	2007	7	Holt, Rinehart & Winston	<i>World History: Medieval to Early Modern Times</i>
	2007	8	Holt, Rinehart & Winston	<i>US History: Independence to 1914</i>
Science	2008	K-5	Delta Education	<i>Full Option Science System (FOSS)</i>
	2008	6	MacMillan/McGraw-Hill	<i>California Earth Science</i>
	2008	7	Prentice Hall	<i>Focus on Life Science, California Edition</i>
	2008	8	Prentice Hall	<i>Focus on Physical Science, California Edition</i>

9-12 Core Curriculum Areas

The district has adopted and purchased the following standards-based materials for grades 9-12 that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education.

Subject	Year Adopted	Grade Levels	Publisher	Title
English	2003	9-12	McDougal Littell	<i>Language of Literature</i>
Mathematics	2009	9-12	College Preparatory Mathematics	<i>Core Connections, Algebra I</i>
	2009	9-12	College Preparatory Mathematics	<i>Core Connections, Geometry</i>

Subject	Year Adopted	Grade Levels	Publisher	Title
	2009	9-12	College Preparatory Mathematics	<i>Core Connections, Algebra II</i>
	1995	9-12	PWS Publishing Company	<i>Analytic Trigonometry with Applications</i>
	2001	9-12	Addison Wesley Longman, Inc.	<i>Elementary Statistics</i>
	2005	9-12	Prentice Hall	<i>Calculus: Graphical, Numerical, Algebraic</i>
	2010	9-12	Pearson/Addison Wesley	<i>Precalculus</i>
History/Social Science	2001	10	Heath/McDougal Littell	<i>Modern World History: Patterns for Interaction</i>
	2001	11	Heath/McDougal Littell	<i>The Americans: Reconstruction Through the 20th Century</i>
	2001	12	Prentice Hall	<i>Magruder's American Government</i>
	2001	12	Glencoe	<i>Economics: Principles and Practices</i>
Science	2008	9	Pearson/Addison Wesley	<i>Conceptual Integrated Science</i>
	2001	10	Scott Foresman	<i>Biology: The Web of Life, 2nd Edition</i>
	2001	11	Heath/McDougal Littell	<i>Introductory Chemistry: A Foundation, 4th Edition</i>
	2001	12	Holt, Rinehart & Winston	<i>Holt Physics 2002</i>

Health

Each pupil enrolled in a health course has sufficient textbooks or instructional materials consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education.

Subject	Year Adopted	Grade Levels	Publisher	Title
Health	2006	9	Holt, Rinehart & Winston	<i>Lifetime Health</i>

Foreign Language

Each pupil enrolled in a foreign language course has sufficient textbooks or instructional materials that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education.

Subject	Year Adopted	Grade Levels	Publisher	Title
Spanish	2005	9-12	Prentice Hall	<i>Realidades</i>
French	2005	9-12	Glencoe/McGraw Hill	<i>Bon Voyage</i>
Latin	2005	9-12	Cambridge	<i>Cambridge Latin Course, North American, 4th Edition</i>
	2005	9-12	Bolchazy	<i>Supplemental Books for Latin</i>

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-2014)

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
School Site	\$12,084	\$2,821	\$9,263	\$77,337
District			\$10,445	\$71,525
Percent Difference - School Site and District			-11.32%	8.13%
State			\$8,867	\$71,396
Percent Difference - School Site and State			4.47%	8.32%

Types of Services Funded (2014-2015)

Funded services include instructional, transportation, operations, and administrative. Some of the programs funded by state and federal resources that enable the district to provide services to support student achievement and well-being are:

- Arts and Music
- CAHSEE Instruction
- Career Technical Education
- Class Size Reduction
- English Language Instruction
- Enhancing Education Through Technology
- Limited English Proficiency, Title III
- School and Library Improvement Grant
- School Safety and Violence Prevention
- Special Education
- Supplemental School Counseling
- Vocational Education

Teacher and Administrative Salaries (Fiscal Year 2013-2014)

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 on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Avg For Districts In Same Category
Beginning Teacher Salary	\$43,414	\$42,315
Mid-Range Teacher Salary	\$64,846	\$66,451
Highest Teacher Salary	\$91,225	\$95,603
Average Principal Salary (Elementary)	\$120,985	\$105,079
Average Principal Salary (Middle)	\$123,376	\$111,005
Average Principal Salary (High)	\$131,460	\$121,310
Superintendent Salary	\$191,230	\$189,899
% of Budget for Teacher Salaries	36%	39%
% of Budget for Admin Salaries	6%	6%

IX. Student Performance

Please 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 an individual student.

California Assessment of Student Performance and Progress Results for All Students (School Year 14-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts/Literacy (grades 3-8 and 11)	39%	59%	44%
Mathematics (grades 3-8 and 11)	38%	50%	33%

Note: Percentages are not calculated 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.

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 14-15)

ELA – Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	65	65	100%	38%	38%	15%	8%
Male		37	56.9%	43%	38%	5%	14%
Female		28	43.1%	32%	39%	29%	0%
Hispanic or Latino		23	35.4%	57%	26%	13%	4%
White		31	47.7%	23%	45%	19%	13%
Socioeconomically Disadvantaged		39	60%	46%	36%	13%	5%
English Learners		17	26.2%	65%	35%	0%	0%
Students with Disabilities		9	13.8%	*	*	*	*

Double dashes – appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

*Level 1 – Standard not met

Level 2 = Standard nearly met

Level 3 = Standard met

Level 4 = Standard exceeded

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 14-15)

ELA – Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	62	59	95.2%	34%	22%	22%	22%
Male		34	54.8%	35%	24%	21%	21%
Female		25	40.3%	32%	20%	24%	24%
Hispanic or Latino		12	19.4%	50%	17%	25%	8%
White		36	58.1%	25%	28%	19%	28%

Socioeconomically Disadvantaged		33	53.2%	45%	21%	24%	9%
English Learners		8	12.9%	*	*	*	*
Students with Disabilities		14	22.6%	71%	21%	0%	7%

CAASPP Assessment Results – English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 14-15)
ELA – Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	62	60	96.8%	23%	27%	33%	17%
Male		32	51.6%	25%	19%	44%	13%
Female		28	45.2%	21%	36%	21%	21%
Hispanic or Latino		15	24.2%	47%	40%	13%	0%
White		35	56.5%	17%	14%	43%	26%
Socioeconomically Disadvantaged		41	66.1%	29%	34%	32%	5%
English Learners		6	9.7%	*	*	*	*
Students with Disabilities		7	11.3%	*	*	*	*

CAASPP Assessment Results – Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 14-15)
Mathematics – Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	65	65	100%	35%	26%	28%	11%
Male		37	56.9%	35%	22%	27%	16%
Female		28	43.1%	36%	32%	29%	4%
Hispanic or Latino		23	35.4%	52%	26%	17%	4%
White		31	47.7%	19%	29%	35%	16%
Socioeconomically Disadvantaged		39	60%	36%	31%	23%	10%
English Learners		17	26.2%	65%	29%	6%	0%
Students with Disabilities		9	13.8%	*	*	*	*

CAASPP Assessment Results – Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 14-15)
Mathematics – Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	62	59	95.2%	27%	32%	29%	12%
Male		34	54.8%	26%	29%	35%	9%
Female		25	40.3%	28%	36%	20%	16%
Hispanic or Latino		12	19.4%	42%	33%	25%	0%
White		36	58.1%	22%	33%	28%	17%
Socioeconomically Disadvantaged		33	53.2%	39%	30%	27%	3%
English Learners		8	12.9%	*	*	*	*
Students with Disabilities		14	22.6%	79%	14%	7%	0%

CAASPP Assessment Results – Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 14-15)
Mathematics – Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement	Percent Achievement	Percent Achievement	Percent Achievement
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				Level 1*	Level 2*	Level 3*	Level 4*
All Students	62	59	95.2%	27%	39%	22%	12%
Male		31	50%	26%	35%	23%	16%
Female		28	45.2%	29%	43%	21%	7%
Hispanic or Latino		14	22.6%	50%	43%	7%	0%
White		35	56.5%	20%	31%	29%	20%
Socioeconomically Disadvantaged		40	64.5%	35%	43%	13%	10%
English Learners		6	9.7%	*	*	*	*
Students with Disabilities		7	11.3%	*	*	*	*

CST Results for All Students – Science Three-Year Comparison

This table displays percent of students achieving at Proficient or Advanced level (meeting or exceeding state standards) for the previous three-year period.

Subject	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	51%	73%	54%	74%	75%	74%	59%	60%	56%

CST Results by Student Group in Science – 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.

Student Group	Science
All Students in the District	74%
All Students at the School	54%
Hispanic or Latino	18%
White (Not Hispanic)	72%
Male	65%
Female	44%
Socioeconomically Disadvantaged	42%
English Learners	*
Students with Disabilities	*

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.

California Physical Fitness Test Results (2014-15)

The California Physical Fitness Test (PFT) is administered to students in grades 5, 7, and 9. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test result to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	15%	23.3%	35%

X. Accountability

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; and
- 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 at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria (2014-2015)

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		
Participation Rate - English-Language Arts		
Participation Rate - Mathematics		
Percent Proficient - English-Language Arts		
Percent Proficient - Mathematics		
Met Attendance Rate		

No data for
2014-2015

Federal Intervention Program (2015-2016)

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	Yes	In PI
First Year of Program Improvement Implementation	2010-2011	2004-2005
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement		6
Percent of Schools Currently in Program Improvement		37.5%

XI. Instructional Planning and Scheduling

Professional Development

The district funds an extensive professional development program using federal Title I Professional Development funds, Title II Teacher Quality funds, Title III Limited-English-Proficient funds, district funds, and site monies. All staff members have access to the comprehensive Professional Development Calendar that is developed annually.

The district's focus for staff development has been concentrated in the areas of Common Core State Standards, assessment, writing, mathematics, reading and mathematics interventions, Career Technical Education support for high quality classroom instruction with a new exploration of the Next Generation Science Standards. Although most of our students are achieving at high levels, some of our student populations are not. This data has provided the impetus for our District Initiatives and staff development. Professional development days are scheduled annually to provide needed training.

Various methods of support are provided to assist teachers with the implementation of professional development goals, including the following:

- Weekly collaboration time for all teachers;
- Release time using substitutes;
- Student performance data reports available in illuminate;
- Assistance from EL Specialists, Instructional Coaches, and Teachers-on-Special Assignment.

Professional development days are scheduled annually to provide training on specific curricular areas, and/or assessment.



The School Accountability Report Card (SARC), 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 this school, parents and community members should contact the school principal or the district office.