

San Luis Coastal Unified School District

Charles E. Teach Elementary School

Grade 4 through Grade 6

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2015-2016 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.

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The State of California's goals for public education are embedded in the Local Control Funding Formula and Local Control Accountability Plan, adopted in 2013-14. San Luis Coastal Unified School District, in 2011, adopted its own Initiative for Student Success. We support the State's goals by drawing six focus areas from these initiatives:

- 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 Teach Elementary School

School Description and Mission Statement

Charles E. Teach School is committed to providing our local school communities with an accelerated learning environment that nurtures creativity and diverse learning styles. As a school of choice, Teach School is sought out as an educational alternative by parents of Avila Valley, San Luis Obispo, Los Osos, and Morro Bay because of its long history of excellence. Underpinning this history of achievement are expectations for high personal standards, accountability, and a climate that fosters independent learning. The staff, parents, and students share a common vision that much of our academic success is based on strong parental involvement in the learning process.

Teach is an active place where instruction takes many forms and students exhibit a real excitement for learning. Examples of the high value that Teach School places on experiential learning include: study trips to places such as Catalina Island Marine Institute, Yosemite Institute, and Camp Ocean Pines in Cambria; enrichment assemblies; and an emphasis on engineering, technology and the visual and performing arts. These rich and varied additions to our accelerated curriculum are provided for our students throughout the school year.

Our Mission Statement is:

The mission of the Teach Elementary School program is to provide an alternative choice for parents and students in the San Luis Coastal Unified School District. It is designed for students whose needs include a rigorous curriculum, the opportunity for challenge and enrichment, an outlet for creativity and individuality, and an atmosphere that promotes leadership, responsibility, collaboration, and independence.

Opportunities for Parental Involvement

A strong home/school partnership is the basis for the collaborative atmosphere at Charles E. Teach Elementary School. Parents are an integral part of our school, providing considerable volunteer and financial support. Parents are involved in Booster Club, School Site Council, San Luis Coastal Unified School District committees, and day-to-day campus and classroom activities. Numerous activities, field trips, and overnight excursions would not be possible without parent support. Our Booster Club also helps organize events that bring us together as a school community, such as the annual Fall Chili Cook-Off, Science Fair, Teach Tiger Games, and grade level activities. Parents seeking information about how to become more involved in school life should call Mrs. Janet Crabb, our school secretary, (805) 596-4100.

Enrollment by Grade Level (2015-2016)

Grade Level	Number of Students
Kindergarten	
Grade 1	
Grade 2	
Grade 3	
Grade 4	63
Grade 5	60
Grade 6	62
Total Enrollment	185

Enrollment by Group (2015-2016)

Group	Percent of Enrollment
African American	0.5%
Asian	8.6%
Filipino	1.6%
Hispanic or Latino	9.2%
White (not Hispanic)	75.1%
Two or More Races	4.9%
Socioeconomically Disadvantaged	17.3%
Students with Disabilities	0.5%

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	Avg. Class Size	2013-14			Avg. Class Size	2014-15			Avg. Class Size	2015-16		
		Number of Classrooms				Number of Classrooms				Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
4	32		1		31		2		32		2	
5	33			1	31		2		30		2	
6	32		1	1	30		2		31		2	

III. School Climate

School Safety Plan

Safety is the only thing we care about more than learning at our school. We pride ourselves in maintaining a safe and orderly environment. As required, our school has developed a Safe School Plan. It includes the key elements of School Characteristics, Physical Environment, Social Environment, School Culture, Crime Data, Critical Incident Response, and an Emergency Response Plan. As prescribed by State law, it is formally reviewed annually. It was last reviewed by our School Site Council in September 2016 and by our school staff in August 2016. This Comprehensive School Safety Plan is available in the school office. More important than the written document, however, is our consistent attention to safety. Safety precautions and procedures are routinely reviewed and updated by the principal and staff as appropriate, and drills are held regularly to reinforce established emergency procedures.

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0%	0%	0%	4.37%	4.05%	2.62%
Expulsions	0%	0%	0%	0.01%	0.14%	0.10%

IV. School Facilities

Facility Conditions and Planned Improvements

The District extends great efforts to maintain the schools in a manner that ensures that they are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument, with all potential problems related to safety reported and monitored for completion by site administration and the Building, Grounds, and Transportation Department. Information about this evaluation can be found for all sites at <http://www.slcsd.org/fmp/index.html>. Elementary and middle school planned improvements include accessibility upgrades, campus-wide painting projects, fire alarms, and parking lot paving.

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

Age of School Buildings

C. E. Teach School has 8 classrooms, a multipurpose room, a library and an office.

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 utilized to ensure efficient service, and ensures that emergency repairs are given the highest priority. Many of our facilities are being modernized as part of the District Measure D program enacted in 2014.

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 utilizes a deferred maintenance plan that is funded by an annual percentage from the District general fund. The District uses the funding to assist schools 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 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	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	✓			
Interior: Interior Surfaces	✓			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	✓			
Electrical: Electrical	✓			Action taken or planned is tracked with School Dude.
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	2013-14	School 2014-15	2015-16	District 2015-16
With Full Credential	4	7	6	390
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence	0	0	0	24

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 2014-15 through 2016-17.

Indicator	2014-15	2015-16	2016-17
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 (2015-2016)

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	98.8%	1.2%
High-Poverty Schools in District	98.45%	1.55%
Low-Poverty Schools in District	98.96%	1.04%

VI. Support Staff

Academic Counselors and Other Support Staff (2015-2016)

The following 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	.20	185
Library Media Teacher (Librarian)	.07	
Library Media Services Staff (paraprofessional)	.5	
Psychologist	.43	
Nurse	.20	
Speech/Language/Hearing Specialist	.75	

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (2016-2017)

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	2016	K-5	Heinemann	<i>Units of Study for Teaching Reading</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>
	2016	6	College Preparatory Mathematics	<i>Core Connections, Course 1</i>
	2016	7-8	College Preparatory Mathematics	<i>Core Connections, Course 2 & Course 3</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	2016	K-5	Delta Education	<i>FOSS Next Generation</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	2015	9-12	College Preparatory Mathematics	<i>Core Connections, Algebra I</i>
	2015	9-12	College Preparatory Mathematics	<i>Core Connections, Geometry</i>
	2015	9-12	College Preparatory Mathematics	<i>Core Connections, Algebra II</i>
	1995	9-12	PWS Publishing Company	<i>Analytic Trigonometry with Applications</i>

Subject	Year Adopted	Grade Levels	Publisher	Title
	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>
	2008	10	Scott Foresman	<i>Biology: The Web of Life, 2nd Edition</i>
	2008	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 2014-2015)

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	\$9,912	\$1,492	\$8,420	\$73,833
District			\$11,254	\$73,247
Percent Difference - School Site and District			-25.18%	0.80%
State			\$5,677	\$71,517
Percent Difference - School Site and State			48.32%	3.24%

Types of Services Funded (2015-2016)

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	School and Library Improvement Grant
Career Technical Education	School Safety and Violence Prevention
English Language Instruction	Special Education
Enhancing Education Through Technology	Supplemental School Counseling
Limited English Proficiency, Title III	Vocational Education

Teacher and Administrative Salaries (Fiscal Year 2014-2015)

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	\$45,151	\$43,821
Mid-Range Teacher Salary	\$67,440	\$69,131
Highest Teacher Salary	\$94,874	\$89,259
Average Principal Salary (Elementary)	\$121,550	\$108,566
Average Principal Salary (Middle)	\$121,125	\$115,375
Average Principal Salary (High)	\$143,847	\$125,650
Superintendent Salary	\$202,857	\$198,772
% of Budget for Teacher Salaries	35%	37%
% of Budget for Admin Salaries	5%	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 15-16)

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy (grades 3-8 and 11)	96%	96%	60%	66%	44%	48%
Mathematics (grades 3-8 and 11)	91%	94%	50%	59%	34%	36%

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 15-16)

ELA – Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	62	61	98%	92%
Male	34	34	100%	88%
Female	28	27	96%	96%
Asian				
Hispanic or Latino				
White	46	45	98%	96%
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				

Note: ELA/Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

**CAASPP Assessment Results – English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 15-16)
ELA – Grade 5**

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	60	59	98%	100%
Male	33	32	97%	100%
Female	27	27	100%	100%
Asian				
Hispanic or Latino				
White	42	41	98%	100%
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				

**CAASPP Assessment Results – English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 15-16)
ELA – Grade 6**

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	61	61	100%	95%
Male	28	28	100%	100%
Female	33	33	100%	91%
Asian				
Hispanic or Latino				
White	51	51	100%	98%
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				

**CAASPP Assessment Results – Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 15-16)
Mathematics – Grade 4**

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	62	61	98%	95%
Male	34	34	100%	97%
Female	28	27	96%	93%
Asian				
Hispanic or Latino				
White	46	45	98%	93%
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				

**CAASPP Assessment Results – Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 15-16)
Mathematics – Grade 5**

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	61	59	97%	100%
Male	34	32	94%	100%
Female	27	27	100%	100%
Asian				
Hispanic or Latino				
White	43	41	95%	100%
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				

CAASPP Assessment Results – Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 15-16)

Mathematics – Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	61	61	100%	89%
Male	28	28	100%	100%
Female	33	33	100%	79%
Asian				
Hispanic or Latino				
White	51	51	100%	94%
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science	100%	98%	100%	75%	74%	73%	60%	56%	54%

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.

Student Group	Science
All Students in the District	73%
All Students at the School	100%
Hispanic or Latino	*%
White (Not Hispanic)	100%
Male	100%
Female	100%
Socioeconomically Disadvantaged	*%
English Learners	*%
Students with Disabilities	*%

California Physical Fitness Test Results (2015-16)

The California Physical Fitness Test 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	8.5%	45.8%	32.2 %

X. Accountability

Federal Intervention Program (2016-2017)

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	No	In
First Year of Program Improvement Implementation		2004-2005
Year in Program Improvement		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 a 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.

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.