

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

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

I. Data and Access

DataQuest

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

Internet Access

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

II. About This School

Contact Information (School Year 2010-11)

This section provides the school's contact information.

School		District	
School Name	McCloud Elementary School	District Name	McCloud Union Elementary School District
Street	332 Hamilton Way	Phone Number	(530) 964-2133
City, State, Zip	McCloud, CA 96057	Web Site	http://www.sisnet.ssku.k12.ca.us/~cloudftp/mccloud_home_page.htm
Phone Number	(530) 964-2133	Superintendent	Shelley Cain
Principal	Gil Steele	E-mail Address	scain@sisnet.ssku.k12.ca.us
E-mail Address	gsteele@sisnet.ssku.k12.ca.us	CDS Code	47-70409-6050850

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

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

We the staff of McCloud Elementary School, in partnership with our students, parents, and community members, are committed to preparing our students for success in the present and future world

Description of School and Community

McCloud Elementary School is located in McCloud, California, a small mountain community situated at the foot of Mt. Shasta. The population of the town of McCloud is about 1,400, and the school enrollment K-8 is 88. The community is predominantly white. English is the dominant language. The town has struggled economically for the past years because of mill closures. The timber industry is no longer the main source of jobs. Many of the new jobs are in the service industry. The U.S. Forest Service employs a large number of workers. Most of these jobs are seasonal, resulting in a low economic standing for the community. Many families face months of unemployment each year. In addition, the California welfare laws have resulted in a loss of families as they move to areas where work is more easily obtained. However, the town has made a movement toward tourism as a new economic base.

McCloud Elementary School provides the following for all students: a stimulating environment, a well-maintained school plant, two administrators (part time superintendent and part time principal), 5 full-time certificated teachers, one part time teacher, and a part-time school counselor. The school employs classified staff for instructional aides, office, cafeteria, and custodial duties. The district provides all basic textbooks, all necessary supplies and materials, P.E. equipment, a well-stocked library, audio-visual equipment, computers and software. An after-school tutoring program is provided for students who need extra help in academics. The District contracts with the Siskiyou County Superintendent of Schools Office for specialized services and personnel. These include a Resource Specialist, Speech and Language Specialist, School Psychologist, School Nurse, and Occupational Therapist.

Our school also offers an afterschool program for all of our students. Students receive a healthy snack, help with homework and the ability to participate in some interesting extra-curricular activities, such as: art, sewing, computer graphics and some culinary activities. The S.A.F.E. (Siskiyou Afterschool for Everyone) program begins at 1:00 P.M. for our kindergarteners, at 2:45 for the 1st to 3rd graders, and at 3:00 for all other students.

Opportunities for Parental Involvement (School Year 2009-10)

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

Contact Person Name Gil Steele, Contact Person Phone Number (530) 964-2133

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers, and that continued parental involvement in the education of children contributes greatly to student achievement and a positive school environment.

Our parents recently started a community PTO organization to help defray costs due to statewide cuts. Although the organization is young, it has approximately 80 new members. The new officers are very active in organizing events for the school and community and are responsible for helping educate our parents about the needs of our school. The level of excitement generated by these parents is infectious and has already had many positive effects for our school and town.

Our school also has had the benefit of several parent groups and corporations donating to support our Young Imaginations music program. Some other examples of our parent and community involvement are occurring when parents, alumni and community members attend our McCloud After School program to share their expertise in a variety of areas. One community member taught our afterschool students about fossils and archeology.

In order to engage parents/guardians positively in their children's education, the Superintendent encourages staff members to do the following:

- Help parents/guardians develop parenting skills and to provide home environments that support their children's academic efforts and development as responsible members of society.
- Inform parents/guardians that they can directly affect the success of their children's learning, and provide them with techniques and strategies to improve their children's academic success and to help their children in learning at home.
- Initiate consistent and effective two-way communication between the home and school, so that parents/guardians may know when and how to help their children in support of classroom learning.
- Receive training that fosters effective and culturally sensitive communication with the home, including training on how to communicate with non-English speakers, and how to give parents/guardians opportunities to assist in the instructional process both at school and at home.
- Encourage parents/guardians to serve as volunteers in the school, attend student performances and school meetings, and participate in Site Council and other activities, in which they may undertake governance, advisory, and advocacy roles.

Student Enrollment by Grade Level (School Year 2009-10)

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

Grade Level	Number of Students
Kindergarten	9
Grade 1	7
Grade 2	4
Grade 3	8
Grade 4	13
Grade 5	18
Grade 6	5
Grade 7	14
Grade 8	7
Total Enrollment	85

Student Enrollment by Group (School Year 2009-10)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	2	White	88
American Indian or Alaska Native		Two or More Races	
Asian		Socioeconomically Disadvantaged	67
Filipino		English Learners	
Hispanic or Latino	9	Students with Disabilities	19
Native Hawaiian/Pacific Islander			

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	2007-08				2008-09				2009-10			
	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	9.0	1	0	0	0.0	0	0	0				
1	6.0	1	0	0	0.0	0	0	0				
2	0.0	0	0	0	0.0	0	0	0				
3	0.0	0	0	0	0.0	0	0	0				
4	0.0	0	0	0	17.0	1	0	0				
5	0.0	0	0	0	0.0	0	0	0				
6	0.0	0	0	0	0.0	0	0	0				
K-3	16.0	1	0	0	15.0	3	0	0				
3-4	16.0	1	0	0	0.0	0	0	0				
4-8	17.0	2	0	0	18.0	2	0	0				
Other	0.0	0	0	0	0.0	0	0	0				

Average Class Size and Class Size Distribution (Secondary)

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	2007-08			2008-09			2009-10					
	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	0	0	0	0	0.0	0	0	0				
Mathematics	8.3	3	0	0	9.0	3	0	0				
Science	0	0	0	0	0.0	0	0	0				
Social Science	0	0	0	0	0.0	0	0	0				

III. School Climate

School Safety Plan (School Year 2009-10)

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

Date of Last Review/Update September 2009 Date Last Discussed with Staff August 2009

The School Safety Plan was reviewed and updated at the beginning of the 2009-2010 school year. Parents can access pertinent details of the School Safety Plan in the parent handbook. The Safety Plan addresses preparations for responding to earthquake, fire, and intruders as well as procedures for drills. The plan and procedures are reviewed with all staff members before school begins each fall and revisions are made as needed. Each year, the school nurse provides training for all school personnel on safety procedures, health concerns, first aid, blood borne pathogens, and other safety issues.

Suspensions and Expulsions

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

Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	13.4	6.0	8.2	13.4	6.0	8.2
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0

IV. School Facilities

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

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

McCloud Elementary School was established in 1927, with the current campus constructed in 1967. The main building houses classrooms for grades K-8, a well-stocked library, a science room, Special Education room, a cafeteria/multipurpose room, and office area. The preschool classroom is a separate building. The buildings, including restrooms, are clean, safe, and in good repair.

A new fire alarm system was installed in 2002-2003, and a new heating system was installed in 2004. All classrooms currently have Internet access. We purchased 30 laptop computers on a mobile cart to replace our computer lab. The computers originally designated for the computer lab are now being utilized in the classrooms.

Modernization was completed during the spring, summer, and fall of 2008.

Our grounds are very large and well-maintained, with two blacktop- playing areas that have basketball hoops, and large playing field areas. In 2002, a new playground climbing structure with play stations was installed, with a cushioned rubber surface beneath it. The playgrounds are open for community use during non-school hours. The repaving of the north playground was completed in the summer of 2007

School Facility Conditions; Results of Inspection and Evaluation

Data reported are the determination of good repair as documented in a completed Interim Evaluation Instrument, including the school site inspection date, the Interim Evaluation Instrument completion date, and the date of any remedial action taken or planned. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

School Facility Good Repair Status (School Year 2010-11)

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

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[X]	[]	[]	
Interior: Interior Surfaces	[]	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	
Electrical: Electrical	[]	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	[]	
Structural: Structural Damage, Roofs	[]	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	[]	
Overall Rating	[]	[X]	[]	[]	

V. Teachers

Teacher Credentials

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

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
With Full Credential	8	8		
Without Full Credential	0	0		
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

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

Indicator	2008-09	2009-10	2010-11
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-10)

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

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

VI. Support Staff

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

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

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

VII. Curriculum and Instructional Materials

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

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

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Mathematics	Houghton Mifflin Mathematics 2002 SBE: Yes Glencoe 6th Grade SBE: Yes Glencoe Pre-Algebra 2008 SBE: Yes Glencoe Algebra I 2008 SBE: Yes	0	Yes
Science	Harcourt Science 2000 SBE: Yes	0	Yes
History-Social Science	Houghton Mifflin Social Studies 2007 SBE: Yes	0	Yes
Foreign Language	NA	NA	NA
Health	NA	NA	NA
Visual and Performing Arts			Yes

VIII. School Finances

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$13,354.24	\$5,530.36	\$7,823.88	\$51,064
District	---	---	\$8,673.12	0
Percent Difference: School Site and District	---	---	0	0
State	---	---	5,681	57,352
Percent Difference: School Site and State	---	---	36	9.2

Types of Services Funded (Fiscal Year 2009-10)

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

Description of the use of Consolidated Categorical Aid Program Funds

- Title I funds provide supplemental teacher and instructional aid support
- Title II funds support a teacher for the purposes of class size reduction
- Title IV funds a portion of the part-time counselor
- Title VI funds for purchasing library books, services, and multi-media materials and equipment
- Economic Impact Aid funds support Instructional Aides

Teacher and Administrative Salaries (Fiscal Year 2008-09)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	0	38,905
Mid-Range Teacher Salary	0	56,504
Highest Teacher Salary	0	71,750
Average Principal Salary (Elementary)	0	92,053
Average Principal Salary (Middle)	0	95,666
Average Principal Salary (High)	0	94,401
Superintendent Salary	0	111,055
Percent of Budget for Teacher Salaries	32.2	37.9
Percent of Budget for Administrative Salaries	5.5	6.8

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	69	70	70	69	70	70	46	50	52
Mathematics	49	46	46	49	46	46	43	46	48
Science	80	64	64	80	64	64	46	50	54
History-Social Science	27	*	*	27	*	*	36	41	44

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

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA				
All Student at the School				
Male	63	50	*	*
Female	76	43	64	*
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	*	*	*	
Native Hawaiian/Pacific Islander				
White	*	*		
Two or More Races	73	44	62	*
Socioeconomically Disadvantaged	70	40	71	*
English Learners				
Students with Disabilities	42	25	*	*
Students Receiving Migrant Education Services				

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

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5			
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 CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

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

API Rank	2007	2008	2009
Statewide	7 *	7 *	6 *
Similar Schools			

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

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. *Note: "N/A" means that the student group is not numerically significant.*

Group	Actual API Change		
	2007-08	2008-09	2009-10
All Students at the School	16	-17	11
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	-2	-20	
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

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

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

Group	2010 Growth API		
	School	LEA	State
All Students at the School	819	819	767
Black or African American			686
American Indian or Alaska Native			728
Asian			890
Filipino			851
Hispanic or Latino			715
Native Hawaiian/Pacific Islander			753
White			838
Two or More Races			808
Socioeconomically Disadvantaged			712
English Learners			692
Students with Disabilities			580

Adequate Yearly Progress

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

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

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

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

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

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate: English-Language Arts	Yes	Yes
Participation Rate: Mathematics	Yes	Yes
Percent Proficient: English-Language Arts	Yes	Yes
Percent Proficient: Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	N/A

Federal Intervention Program (School Year 2010-11)

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

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	
Percent of Schools Currently in Program Improvement	---	

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.

Strong leadership from the teaching staff and Administration ensures a high quality educational program based on current research, and developmentally appropriate expectations for instruction and State Standards. Since 1996, when the 'Success For All' reading program was initiated, staff members have received extensive training in reading instruction. Training in reading instruction has also been provided by Houghton Mifflin, as we have incorporated those State-adopted materials into the SFA reading format. With the adoption of the new Houghton Mifflin mathematics materials, staff was trained in the use and application of the various components of the program.

All staff members have been involved in a variety of activities to improve their skills and bring new techniques, materials, and methods to the classroom. Teaching skills are upgraded by attending summer classes, after-school classes, in-service trainings, and specifically designed trainings to meet teachers' needs.

Training includes a session on metacognition and learning, S'cool Moves, and The Effective Teacher (Harry Wong). Several teachers have been trained to address the needs of English language learners. One of our teachers have received GATE certification.