



Roy Cloud Elementary School

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Redwood City School District

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District Administration

Jan Christensen
Superintendent of Schools

2010-11 Board of Education

Alisa MacAvoy **President**

Hilary Paulson **Vice President**

Shelly Masur **Clerk**

Maria Diaz-Slocum **Member**

Dennis McBride **Member**

2009-10 Board of Education

Dennis McBride **President**

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Hilary Paulson **Clerk**

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RCSD

Mission Statement

"Educating every child for success."

School Mission Statement

Roy Cloud provides an environment which inspires EXCELLENCE within a close-knit partnership of students, staff, parents, and community. Students are empowered with the foundation of knowledge and skills they need to reach their fullest potential, embrace a lifelong love of learning, and become responsible and engaged members of a global community. With passion we exemplify and embody:

HIGH STANDARDS in the goals we pursue and work we produce

RESPECT for the dignity of all individuals and our surroundings.

INTEGRITY in our ethical actions and truthful words

CURIOSITY in our thinking

CREATIVITY in our problem solving

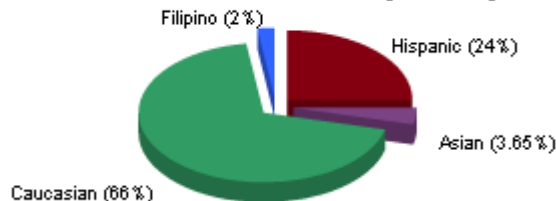
POSITIVE ATTITUDE regarding what we can achieve and in our interactions

School Profile

Roy Cloud School is one of 16 schools in the Redwood City School District. Roy Cloud School is a kindergarten through eighth grade school that focuses on providing a well-rounded, standards-based program for students. High standards for both academic achievement and behavior are expected. Roy Cloud staff provide a rigorous program, and teachers believe that it is equally important to create positive memories in the lives of students which is key to success not only in school but in life. Together the Roy Cloud community, parents, and staff strive to build a safe and positive environment.

During the 2009-10 school-year, a total of 767 students were enrolled at Roy Cloud Elementary School. The 2009-10 student population consisted of 14% 'Socioeconomically Disadvantaged,' 5% 'English Learners,' and 10% 'Students with Disabilities.'" Additional student body demographics are illustrated below:

% of Student Enrollment by Ethnicity



District and Community Profile

Located about halfway between San Francisco and San Jose, Redwood City schools are part of a vibrant, historic, culturally rich community that enjoys a charming downtown, scenic mountain vistas to the west and San Francisco Bay shoreline to the east. The district's 16 schools benefit from the involvement of active community members who donate time and resources to ensure that students receive a premier education in well-maintained, modern facilities. Redwood City schools are a vital and active participant in the community, enjoying strong partnerships with the city's Parks and Recreation Department, the Public Library and many other organizations providing services and benefits to the youth of Redwood City.

The Redwood City School District aims to be a premier California school district, and believes that children learn and succeed:

- in a safe environment with challenging and enriching instruction.
- when all students and staff are held to high expectations.
- when each of us supports their intellectual, physical, social and emotional development.
- when they have caring adults in their lives.
- in a community that respects diverse backgrounds and treats everyone equitably.
- when their ideas and involvement are encouraged and respected.
- when families actively support their learning.
- when we work in partnership with families and community.
- when all employees are highly qualified, valued and respected.
- when each of us acts on the conviction that every child can and will learn.

Test scores have been steadily rising in the Redwood City School District. We are proud of the progress we have been making, and have taken strong steps to accelerate the gains. In early 2007, the Redwood City School District put in place an Achievement Plan aimed at assuring high achievement for all students, regardless of background. Key components of the plan include:

- Teacher training.
- Use of state-adopted and research-proven curriculum and instructional strategies.
- Dedicated blocks of time for reading, writing, math, social studies and science.

Targeted instructional groupings (TIG), where students receive differentiated instructions tailored to their specific needs (for example, English Language Development for English Learners, Reading Intervention for students reading below grade level, and Enrichment for students who are working at or above grade level.)

Opportunities for Parent Involvement

Roy Cloud is fortunate to have an involved parent community that is integral to the success of the school. Parents play a crucial role at Roy Cloud School through active participation and involvement in the Parent Teacher Association (PTA), Art in Action, music instruction, volunteering, and field trips. Parents and community members are encouraged to participate in school-sponsored committees and activities, as well as volunteer in classrooms. Parent volunteers participate regularly in a variety of school wide activities. After school enrichment programs are funded by community members and the PTA. The following are some of the after school programs offered at Roy Cloud School:

- Chess
- Hip Hop Dance
- Theater
- The Learning Center (TLC)
- Chorus
- Art

Parents who wish to participate in Roy Cloud School's School Site Council, school committees, school activities, or become a volunteer may contact the school at (650) 369-2264. The school's website also provides a variety of resources and helpful information.

Contact Information

Parents who wish to participate in Roy Cloud Elementary School's leadership teams, school committees, school activities, or become volunteers may contact Principal Gregory Land at (650) 369-2264.

Average Class Size and Distribution

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).

Class Size Distribution												
	Average Class Size			Number of Classrooms								
	2007-08	2008-09	2009-10	1-20			21-32			33+		
				2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
K	19.8	20.0	19.2	4	6	5	0	0		0	0	
1st	19.8	20.0	23.5	5	6		0	0	4	0	0	
2nd	19.2	19.3	27.3	6	7		0	0	3	0	0	
3rd	19.5	20.0	28.3	4	4		0	0	3	0	0	
4th	30.5	30.5	28.3	0	0		2	2	3	0	0	
5th	29.5	30.5	29.6	0	0		2	2	3	0	0	
6th	0.0	0.0	27.6	0	0		0	0		0	0	
K-3	19.0	0.0		2	0		0	0		0	0	
3-4	0.0	0.0		0	0		0	0		0	0	
4-8	29.0	31.0		0	0		1	1		0	0	

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	Class Size Distribution											
	Average Class Size			Number of Classrooms								
				1-20			21-32			33+		
2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
English	23.9	24.1	26.9	4	7	1	18	13	15	0	2	2
Mathematics	24.3	22.5	22.2	2	4	4	7	6	6	1	1	0
Science	28.1	26.3	25.8	0	1	0	8	7	8	0	1	1
Social Science	28.1	26.3	25.8	0	1	0	8	6	8	0	2	1

School Safety Plan

The School Site Safety plan is evaluated and revised annually at our Site Council Meetings by administrators, staff, and parents. Revisions to the Safety Plan are communicated to all staff members annually. Key elements of the safety plan focus on disaster preparedness. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire drills are held monthly. Earthquake and lock-down drills are held once a year. In 2009-2010, there was a Family/School Safety night to go over the school's safety plans and what families can do for disaster preparedness at home.

Safety of students and staff is a primary concern at Roy Cloud School. To ensure student safety, supervision is provided on campus at all times. Teachers and administrators supervise students before and after school and during breaks. All visitors to the school must sign in and out at the office, and must have prior authorization for classroom visits.

School Climate

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.

	Suspensions and Expulsions					
	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspension(s)	4.8	2.2	2.0	11.2	6.4	6.3
Expulsion(s)	0.3	0.0	0.1	0.3	0.1	0.2

School Facilities

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

Roy Cloud School was originally constructed in 1957, and is currently comprised of 33 classrooms, two computer labs, one library/media center, one cafeteria/multi-purpose room, one staff lounge, the administrative/support office, a playground, and a play field.

The school was completely modernized in 1998, and further renovated in 2000 as the result of two separate bond projects (Measures A & B). Measure A renovations were completed by January 2002 and included the addition of eight new classrooms, three reclaimed classrooms, and a new library/media center, cafeteria/multipurpose room, and administrative support center. Measure B projects have been completed at variable times over the past three years and have included: roofing replacements; installation of energy efficient lighting and lawn/landscaping; resurfacing of the parking lot, playground, and various walkways; replacing of window coverings, baseball and kickball backstops, fencing, concrete, and asphalt; new painting; and campus-wide American Disabilities Act (ADA) improvements.

At the start of the 2006-07 school year, two additional portable classrooms were installed on-site. In summer of 2009, an additional portable was installed as well. An amphitheater and a Learning Garden are a new addition to the school site. The following chart displays the results of the most recent school facilities inspection.

School Facility Good Repair Status

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					
Item 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]	[]	[]	Kitchen floor needs repair under Fridge.
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]	[]	[]	Asphalt repair needed by rear parking
Overall Rating	[]	[X]	[]	[]	

Teachers

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/>.

Teacher Credentials				
	2007-08	2008-09	2009-10	District
With Full Credential	34	38	33	101
Without Full Credential	5	3	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.

Misassignments/Vacancies			
	2008-09	2009-10	2010-11
Misassignments of Teachers of English Learners	7	0	0
Total Teacher Misassignments	7	0	0
Vacant Teacher Positions	0	0	0

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. For the past three years, the District has sponsored three to five annual staff development days where teachers are offered a variety of growth opportunities. Topics for staff development during the school year include:

- Working in Professional Learning Communities
- Analyzing Benchmark Data
- Mathematics and Board Math
- English Language Development (ELD) and Board Language and Houghton Mifflin Training (Universal Access Time, etc.)
- Reading Assessment Training
- FOSS Science
- Differentiated Instruction

For additional support in their profession, teachers may enlist the services of the district's Beginning Teacher Support and Assessment (BTSA) facilitator and/or the Peer Assistance and Review (PAR) program.

Core Academic Classes Taught by No Child Left Behind 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 the CDE Web site 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	100	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	100	0

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.

Academic Counselors and Other Support Staff		
Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0.2	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (paraprofessional)	0.7	---
Psychologist	0.5	---
Social Worker	0	---
Nurse	0.4	---
Speech/Language/Hearing Specialist	0.4	---
Resource Specialist (non-teaching)	0	---
Other	1.8	---

Curriculum and Instructional Materials

At Redwood City Elementary School District, all students have equal access to state adopted, standards aligned textbooks and other instructional materials. Funds are appropriated according to the textbook adoption cycle. Additional supplemental materials are purchased and made available to students. All instructional materials are aligned to the standards and available for each student.

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Pursuant to the settlement of Williams vs. the State of California, Redwood City School District thoroughly inspected each of its school sites at the start of the 2010-2011 school year to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment. All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in the four core subject areas: English language arts, mathematics, history/social studies and science), for use in the classroom and to take home if necessary. Additionally, all textbooks and instructional materials used within the District must be aligned with the California State Content Standards and Frameworks, with final approval by the State Board of Education.

The Redwood City School District Textbook selection is done by a District, grade level and subject area committees coordinated by the Assistant Superintendent of Curriculum and Instruction. The final textbook selections for grades K-8 from the current approved State lists are then selected and the recommendation goes before the School Board for final approval.

The chart below displays data collected during the August 2010 district Textbook Audit, in regards to student editions in use at Roy Cloud School during the current school year (2010-2011).

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
Reading/Language Arts	Houghton Mifflin California Reading Medallion Edition ©2010, Kindergarten through 5th Grade – State Approved, Board Adopted in 2009 Pearson Literature for California & Language Central ©2010, 6th grade through 8th grade – State Approved, Board Adopted in 2009	0	Yes
Mathematics	Macmillan / McGraw – Hill California Mathematics, Concepts Skills and Problem Solving ©2009, Kindergarten through 6th grade – State Approved, Board Adopted in 2009 Glencoe / McGraw – Hill California Mathematics Concepts, Skills & Problem Solving ©2008, Pre-Algebra – State Approved, Board Adopted 2009 Pearson Prentice Hall Algebra 1 Classics, Smith Charles ©2008 – State Approved, Board Adopted 2009	0	Yes
Science	Full Option Science System (FOSS) Delta Education, Inc. ©2007, Kindergarten through 5th grade – State Approved, Board Adopted 2008 CPO Science - Focus on Earth/Life/Physical ©2007, 6th grade through 8th grade – State Approved, Board Adopted in 2007	0	Yes
History-Social Science	Macmillan / McGraw – Hill California Vistas ©2005, Kindergarten through 5th Grade – State Approved, Board Adopted in 2006 Teachers' Curriculum Institute, History Alive! ©2004/2005, 6th grade through 8th grade – State Approved, Board Adopted in 2006	0	Yes
Foreign Language			
Health			
Visual and Performing Arts			

School Finances

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 and teacher 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/>.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)				
Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	7,939	2,997	4,942	67,252
District	---	---	5,157	67,951
Percent Difference – School Site and District	---	---	-3	-2
State	---	---	5,681	68,212
Percent Difference – School Site and State	---	---	8	4

Types of Services Funded (Fiscal Year 2009-10)

Federal Funding

Medi-Cal Billing Option
 Title I: Even Start
 Title I: Even Start Migrant Education
 Title I: Migrant Education
 Title I: Part B (3) Even Start
 Title II: Part A Teacher Quality
 Title II: Part D Enhancing Education Through Technology
 Title II: Principal Training
 Title III: Immigrant Education Program
 Title III: Limited English Proficiency
 Title IV: Drug Free Schools
 Title VI: Part A Innovative Education Strategies

State Funding

AB825 Beginning Teacher Support And Assessment ("BTSA")
 AB825 Instructional Time and Staff Development Reform
 AB825 School Improvement Program ("SIP")
 Arts and Music Block Grant
 California Instructional School Garden ("CISG")
 Community Based English Tutoring Program
 Economic Impact Aid ("LEP")
 Economic Impact Aid ("SCE")
 English Language Acquisition Program ("ELAP")
 Gifted & Talented Education ("GATE")
 Instructional Material Fund Realignment Program
 Instructional Material, Library Material & Educational Technology
 Lottery: Instructional Materials
 Peer Assistance & Review Program ("PAR")
 School Safety & Violence Prevention
 Staff Development-Math & Reading (AB 472)
 Supplemental School Counseling Program
 Supplies and Equipment Block Grant
 Targeted Instructional Improvement Block Grant
 Teacher Recruitment & Retention
 Tobacco-Use Prevention Education ("TUPE" 4-8)

Teacher and Administrative Salaries (Fiscal Year 2008-09)

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 may 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	43,879	41,988
Mid-Range Teacher Salary	67,133	68,649
Highest Teacher Salary	85,395	87,156
Average Principal Salary (Elementary)	112,619	109,026
Average Principal Salary (Middle)	112,619	112,489
Superintendent Salary	170,000	181,890
Percent of Budget for Teacher Salaries	40.8	42.5
Percent of Budget for Administrative Salaries	7.1	5.5

California Standards Test (CST)

California Standards Tests (CSTs) assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested and include Advanced (exceeding standards), Proficient (meeting standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards) levels. The State target for every student is to score at the Advanced or Proficient level. All school districts in the State of California are required to report their CST results in comparison to the State. In this report card, the percentage of students achieving Advanced and Proficient levels is reported. Detailed information regarding results for each grade level can be found at the California Department of Education's website at <http://star.cde.ca.gov>

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards). *To protect student privacy, scores are not shown (*) when the number of students tested is 10 or less.*

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	72	73	73	45	48	48	46	50	52
Mathematics	73	80	80	52	55	55	43	46	48
Science	76	75	75	43	48	48	46	50	54
History-Social Science	59	75	75	30	35	35	36	41	44

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. *To protect student privacy, scores are not shown (*) when the number of students tested is 10 or less.*

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	68	78	71	82
Female	77	81	79	68
Black or African American	*	*	*	*
American Indian or Alaska Native	*	*	*	
Asian	88	10	*	*
Filipino	*	*	*	*
Hispanic or Latino	50	58	54	47
Native Hawaiian/Pacific Islander	*	*		
White	81	87	80	82
Two or More Races	*	*	*	
Socioeconomically Disadvantaged	38	54	48	*
English Learners	16	44	*	
Students with Disabilities	46	44	*	*
Students Receiving Migrant Education Services	*	*		

Physical Fitness Testing

In the spring of each year, California schools are required to administer a physical fitness test to all students in the fifth, seventh and ninth grade. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. Students who meet the standards all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ). This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period.

	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
Grade 5	Not Available from CDE	Not Available from CDE	Not Available from CDE
Grade 7	Not Available from CDE	Not Available from CDE	Not Available from CDE

Academic Performance Index (API)

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		
	2007	2008	2009
Statewide	9	9	9
Similar Schools	9	9	7

API Changes by Student Group – Three-Year Comparison

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

Group	Actual API Change		
	2007-08	2008-09	2009-10
All Students at the School	-12	12	11
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-12	4	-4
Native Hawaiian/Pacific Islander			
White	-11	18	18
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	892	763	767
Black or African American		762	686
American Indian or Alaska Native			728
Asian		923	890
Filipino			851
Hispanic or Latino	807	713	715
Native Hawaiian/Pacific Islander		687	753
White	922	904	838
Two or More Races			808
Socioeconomically Disadvantaged	763	701	712
English Learners		681	692
Students with Disabilities		596	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 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 Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	N/A	N/A

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
First Year of Program Improvement		2008-2009
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	9
Percent of Schools Currently in Program Improvement	N/A	52.9

DataQuest and Access to the Internet

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 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.