

School Accountability Report Card Reported for School Year 2007-08 Published During 2008-09

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 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 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 \(School Year 2008-09\)](#)

This section provides the school's contact information.

School		District	
School Name	Chaparral Elementary School	District Name	Poway Unified
Street	17250 Tannin Dr.	Phone Number	858-748-0010
City, State, Zip	Poway, CA 92064-1123	Web Site	www.powayusd.com
Phone Number	858-485-0042	Superintendent	Donald A Phillips, Ed.D
Principal	Dawn Zwibel	E-mail Address	elehew@powayusd.com
E-mail Address	dzwibel@powayusd.com	CDS Code	37682966097216

[School Description and Mission Statement \(School Year 2007-08\)](#)

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

The picture that is drawn of Chaparral Elementary School seems lifted from a Norman Rockwell painting. Our school is an award winning National Blue Ribbon, National School of Character, and California Distinguished School perched on a sunny hillside in Poway, California, amid a residential neighborhood overlooking the San Diego suburb of Rancho Bernardo. Chaparral Elementary School is a highly industrious gathering place! Each week, our campus is alive with legions of volunteers, committed professional, hardworking support staff, and enthusiastic students. Our school boasts one of PUSD's largest forces of parent and community volunteers. Our site annually logs an average of 13,500 volunteer hours per year, according to PTA data collected over the past five years. Chaparral's 853 students, preschool, critical skills classrooms, and kindergarten through fifth grade, walk or ride buses from the neighboring areas of Rancho Bernardo and Poway. During the week, our Extended Student Services program opens at 6:30 a.m. and closes at 6:00 p.m. each evening and supervises the District's largest ESS program with 196 students enrolled. Our preschool classes meet each day to instruct more than thirty-six children in a parent cooperative program aimed at preparing your children for success in kindergarten and beyond.

Chaparral is a **nationally recognized and award winning institution meeting the diverse needs of a large and motivated student body**. As envisioned, these predicted accomplishments are **guided annually through the shared leadership of Chaparral's dedicated teachers, staff, principal, and community**. **Together, we work hand-in-hand to foster in each child a passion to learn using enriched curriculum, researched best practices, and technological advances**. Our school goals, maintained over the past five years, are to increase student responsibility for individual behavior and to promote academic excellence for all students.

Chaparral is a district leader in integrating character education throughout our academic curriculum. In 2000-2001, our school embarked on a journey to address student behavior concerns. A Character Education Committee was formed to research best practices. This report is part of the 2007-08 School Accountability Report Card.

practices in character development. This group met monthly for one year and rewrote our mission statement to say, "**The students, parents, and staff of Chaparral Elementary School create a positive and productive environment that instills in each child, strength of character, a sense of community, and love of learning.**" Teachers teams have been trained in Responsive Classroom, a program highlighted on the federal list of best practices for character education. Chaparral Elementary is mentioned in the nationally published Responsive Classroom brochure as a "success story" in the implementation of the model. In our classrooms, one can observe strategies such as morning meetings, academic choice, and cooperative structures to teach and support appropriate social development and academic achievement.

A wide range of programs and support services have been developed to enhance student achievement and character development at Chaparral.

Examples of these support service groups include the following:

- PIP (Primary Interaction Program)
- Art Corps
- Character Counts!
- Fifth Grade Band
- Chaparral Foundation
- Physical Education Program
- Technology
- Mentors
- Fitness Club
- Student Council
- Melody Makers Choral Program
- Counseling Services
- Academic Mentor Program
- Positive Discipline Plan
- Kindness Coach Conflict Mediation
- Preschool
- SOAR/SHOK/OASIS (Adult Volunteer Programs)
- SST (Student Success Team)
- Kids Korp
- ELL and GATE Programs
- Community Gathering
- RTI Advisory Council
- Intervention K-5

Mission Statement :

"The students, parents, and staff of Chaparral Elementary School create a positive and productive environment that instills in each child, strength of character, a sense of community, and love of learning."

[Opportunities for Parental Involvement \(School Year 2007-08\)](#)

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

Chaparral's professional teams and administration value the opinions, expertise, and devout volunteerism found within Chaparral's community and welcome involvement in decision making through Parent Teacher Association (PTA), School site Council (SSC), and Foundation participation.

Our Foundation, in concert with our PTA and SSC, allocates resources to support student achievement. The Chaparral Foundation's mission statement is "**to enhance the quality of our children's education by providing additional funds to Chaparral Elementary School.**" To determine those needs and how to fund them, the PTA, the Chaparral Site Council, CEF, the principal, and the teachers continue to collaborate on how to enhance our children's educational experience. These needs change every year based on state and district fund disbursements.

To date the Foundation has purchased twenty-four doc-u-cams and twenty-four LCD projectors, outfitting all second through fifth grade classrooms. In addition, six portable handheld "slates" have been provided to accompany document cameras. The Foundation annually funds the librarian and computer resource aide one extra hour per day. They procured two new printers (located in the office and library for use by all staff), purchased Brain-pop and Brain-pop Jr., one-hundred new quizzes for the Reading Counts Program, and funded Art Corp for the entire school year. To quote the 2007 CEF annual report, "We look forward to the 2007-2008 school year. The CEF has already made a difference this year in your child's school day. We will continue to strive for collaboration from teachers, administrators and parents to provide the educational enhancements needed to prepare our children for future challenges."

Chaparral PTA supports our achievement program through the funding of a PE instructional assistant, music teacher, teacher supply accounts, grants, assemblies, Family Fun Nights, library books, Character Corps, Reflections Programs, Olympic Field Day, and Fitness Club. A Chaparral volunteer leads Melody Makers and provides Chaparral students first through fifth grade with an extra outlet for singing and performing as a group and individually.

The SSC monitors the Chaparral's vision, school-wide goals and strategic plan each year. The SSC allocates funds in support of student achievement and intervention for at-risk students. Chaparral Site Council has voted for the past three years to fund additional intervention personnel to lower the adult/child ratio in our upper grade classrooms and provide support materials before and during school.

Parents participate in classrooms by working with individual students and small groups and by teaching whole-group lessons. Programs such as Art Corps, where parents are trained to instruct children in the styles of the great Art Masters, and Character Corp, consisting of volunteers who support teachers to integrate Character Education into academic lessons, are supporting student success in the arts and social development. Volunteers also assist in the library, preparing documents, and supervising our playground.

Student Enrollment by Grade Level (School Year 2007-08)

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

Grade Level	Number of Students
Kindergarten	158
Grade 1	103
Grade 2	123
Grade 3	166
Grade 4	146
Grade 5	134
Total Enrollment	830

Student Enrollment by Group (School Year 2007-08)

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
African American	2.05%	White (not Hispanic)	66.51%
American Indian or Alaska Native	0.48%	Multiple or No Response	8.19%
Asian	11.57%	Socioeconomically Disadvantaged	12%
Filipino	2.77%	English Learners	8%
Hispanic or Latino	8.07%	Students with Disabilities	9%
Pacific Islander	0.36%		

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	2005-06				2006-07				2007-08			
	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	20	3			18.3	4			19.1	7		
1	20	3			18.8	4			19.5	4		
2	19.6	7			20	8			19.7	6		
3	19.7	6			19.7	7			19.9	9		
4	32		4		31.5		4		28		5	
5	30.8		5		30.6		5		33			4
K-3	19.9	7			19.3	4			20	2		
3-4												
4-8	32		1									
Other												

III. School Climate

[School Safety Plan \(School Year 2007-08\)](#)

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

Chaparral places strong emphasis on safety for students and staff. Emergency plans are reviewed frequently. Annual training procedures and drills for earthquakes, fire and bus evacuation are held. Maintenance staff work with a scheduled preventive program to offset costly repairs. The school has an up to date Asbestos Plan. Extended Student Services is available to students for before and after school childcare.

[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		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	0.0	0.1	0.0	3.1	2.5	2.7
Expulsions	0.0	0.0	0.0	0.2	0.3	0.2

IV. School Facilities

[School Facility Conditions and Planned Improvement \(School Year 2008-09\)](#)

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.

The school district ensures that students attend clean and safe facilities. The district's maintenance staff follows a comprehensive scheduled preventive and deferred maintenance program to offset costly repairs and minimize disruptions to the instructional program. A \$198 million school bond was passed by the community in 2002, which is funding the renovation of 23 older schools and replacing the oldest school in the district. Planned renovations at each school will address inequity of learning facilities, expand core facilities, add classrooms and improve access to technology.

In accordance with Education Code Section 17070.75(e), the District uses a School Facilities Inspection System developed by the State of California to ensure that each of its schools is maintained in good repair. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Daily cleaning schedules ensure that classrooms, offices and bathrooms are clean and well maintained. Playgrounds and fields are ample and well maintained. A full time custodian is on every campus throughout every school day. A night custodial crew cleans classrooms, restrooms and offices daily. The district has adopted cleaning standards for all schools. A summary of these standards is available at the district offices.

[School Facility Good Repair Status \(School Year 2008-09\)](#)

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

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	[X]	[]	[]	
Mechanical Systems	[X]	[]	[]	
Windows/Doors/Gates (interior and exterior)	[X]	[]	[]	
Interior Surfaces (walls, floors, and ceilings)	[X]	[]	[]	
Hazardous Materials (interior and exterior)	[X]	[]	[]	
Structural Damage	[X]	[]	[]	
Fire Safety	[X]	[]	[]	
Electrical (interior and exterior)	[X]	[]	[]	
Pest/Vermin Infestation	[X]	[]	[]	
Drinking Fountains (inside and outside)	[X]	[]	[]	
Restrooms	[X]	[]	[]	
Sewer	[X]	[]	[]	
Playground/School Grounds	[X]	[]	[]	

	Repair Status		
	[X]	[]	[]
Roofs	[X]	[]	[]
Overall Cleanliness	[X]	[]	[]

Overall Summary of School Facility Good Repair Status (School Year 2008-09)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	[]	[X]	[]	[]

V. Teachers

Professional Development

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

Research supports the positive effects staff development has on increasing student learning. A wide variety of professional development opportunities are available to teachers and staff including utilization of effective instructional strategies, computer technology, mathematics and writing seminars, positive discipline in-services, and multicultural training. Teachers and administrators are actively involved in professional growth activities at the school, district, state, and national level. (Additionally schools may utilize minimum days created by "Time Banking" to provide weekly periods for staff collaboration and professional growth). Three district wide professional growth days are provided which creates time for district wide and site selected activities for professional growth. Poway Professional Assistance Program provides support for new teachers. Teachers are supported with stipends to participate in the National Board Certification process.

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 *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	37	38	40	1,474
Without Full Credential	0	0	0	4
Teaching Outside Subject Area of Competence	0	0	0	N/A

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	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	---	---	0
Total Teacher Misassignments	---	---	---
Vacant Teacher Positions	---	---	---

[Core Academic Classes Taught by No Child Left Behind Compliant Teachers \(School Year 2006-07\)](#)

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. More information on teacher qualifications required under NCLB can be found at the NCLB 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	Taught by Non-NCLB Compliant Teachers
This School	100.0%	0.0%
All Schools in District	98%	2%
High-Poverty Schools in District	0%	0%
Low-Poverty Schools in District	97.9%	2.1%

VI Support Staff

[Academic Counselors and Other Support Staff \(School Year 2007-08\)](#)

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	0	0
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

VII. Curriculum and Instructional Materials

[Quality, Currency, and Availability of Textbooks and Instructional Materials \(School Year 2008-09\)](#)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Each pupil, including English learners, has a textbook or reading language arts material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	0

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Mathematics	Each pupil, including English learners, has a textbook or math material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	0
Science	Each pupil, including English learners, has a textbook or science/health material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	0
History-Social Science	Each pupil, including English learners, has a textbook or History/Social Science material or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	0
Health	Each pupil, including English learners, has a textbook or science/health material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	0

VIII. School Finances

[Expenditures Per Pupil and School Site Teacher Salaries \(Fiscal Year 2006-07\)](#)

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	---	---	---	\$66,204
District	---	---	\$8,188	\$66,747
Percent Difference – School Site and District	---	---	---	-1%
State	---	---	\$5,300	\$65,008
Percent Difference – School Site and State	---	---	---	2%

Types of Services Funded (Fiscal Year 2007-08)

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

The district's general fund includes monies for:

1. General operations—services, materials, and support to the general education
2. Special education—programs offering appropriate, individualized education to students with special needs
3. Gifted and Talented Education—specialized learning assistance for students with high ability, achievement, or potential
4. Special projects—monies from agencies (e.g., federal, state) earmarked for specific services
5. Transportation
6. Maintenance and operations
7. District administration

Each school in the district receives an instructional budget based on enrollment, programs, and on formulas set by the Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding agencies.

Teacher and Administrative Salaries (Fiscal Year 2006-07)

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. Detailed information regarding salaries may be found on the Certificated Salaries and 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	\$37,877	\$40,721
Mid-Range Teacher Salary	\$73,410	\$65,190
Highest Teacher Salary	\$84,775	\$84,151
Average Principal Salary (Elementary)	\$114,386	\$104,476
Average Principal Salary (Middle)	\$121,279	\$108,527
Average Principal Salary (High)	\$127,119	\$119,210
Superintendent Salary	\$218,792	\$210,769
Percent of Budget for Teacher Salaries	43.2%	39.9%
Percent of Budget for Administrative Salaries	5.1%	5.5%

IX. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the Standardized Testing and Reporting (STAR) Results Web page at <http://star.cde.ca.gov>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

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).

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	82	81	83	72	73	74	42	43	46
Mathematics	87	83	86	65	65	67	40	40	43
Science	64	58	77	64	69	75	35	38	46
History-Social Science				60	60	64	33	33	36

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.

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History-Social Science
African American	*	*	*	
American Indian or Alaska Native	*	*		
Asian	91	95	75	
Filipino	85	10	*	
Hispanic or Latino	77	74	62	
Pacific Islander	*	*		
White (not Hispanic)	83	86	80	
Male	82	85	79	
Female	84	88	75	
Economically Disadvantaged	82	87	69	
English Learners	65	84	*	
Students with Disabilities	47	61	*	
Students Receiving Migrant Education Services				

California Physical Fitness Test Results (School Year 2007-08)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six 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 at the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pfi>. *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 any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards
5	50.8

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 API Web page 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	2005-06	2006-07	2007-08
Statewide	10	10	10
Similar Schools	4	8	8

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			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	31	-4	6	922
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	35	-5	9	927
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				

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 AYP Web page <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria (School Year 2007-08)

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	Yes

Federal Intervention Program (School Year 2008-09)

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		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	