

# School Accountability Report Card Reported for School Year 2008-09 *Published During 2009-10*

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 2009-10)**

This section provides the school's contact information.

School		District	
<b>School Name</b>	Laguna Elementary	<b>District Name</b>	Laguna Joint Elementary
<b>Street</b>	2657 Chileno Valley Rd.	<b>Phone Number</b>	707-762-6051
<b>City, State, Zip</b>	Petaluma, CA 94952-9428	<b>Web Site</b>	laguna.marin.k12.ca.us
<b>Phone Number</b>	707-762-6051	<b>Superintendent</b>	Luke McCann
<b>Principal</b>	Pamela Brambila	<b>E-mail Address</b>	lmccann@marin.k12.ca.us
<b>E-mail Address</b>	pbrambila@marin.k12.ca.us	<b>CDS Code</b>	21- 65342- 6024327

### **School Description and Mission Statement (School Year 2008-09)**

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

Laguna Elementary School is located in the beautiful ranch lands of western Petaluma. Built in 1906, Laguna School maintains the historic flavor of a one-room schoolhouse yet today offers a unique school experience in two newly refurbished multi-aged classrooms which serve students kindergarten through sixth grade. The Laguna Joint School District is dedicated to providing a comprehensive education, encouraging all students to develop to their fullest potential so they may lead meaningful lives and become productive citizens of a diverse society.

## Opportunities for Parental Involvement (School Year 2008-09)

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

Laguna School stresses the philosophy of "Parents as Partners." We encourage and provide many opportunities for parents to become involved in their child's school. The Laguna Parent Club meets monthly with the Principal/Teacher to discuss and plan school activities, events and curriculum. The School Site Improvement Program (SIP) committee also meets monthly to assist with the ongoing development and implementation of the School Plan. Parents are welcome to volunteer in the classroom on a regular basis assisting with art, physical education, computers and school wide projects. Parents also chaperone and drive on field trips.

## Student Enrollment by Grade Level (School Year 2008-09)

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

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	7	Grade 4	4
Grade 1	5	Grade 5	6
Grade 2	7	Grade 6	2
Grade 3	4	Total Enrollment	35

## Student Enrollment by Group (School Year 2008-09)

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	%	White (not Hispanic)	45.71 %
American Indian or Alaska Native	%	Multiple or No Response	%
Asian	%	Socioeconomically Disadvantaged	50.00 %
Filipino	%	English Learners	27.00 %
Hispanic or Latino	54.29 %	Students with Disabilities	18.00 %
Pacific Islander	%	n/a	%

## 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	2006-07				2007-08				2008-09			
	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												
1												
2												
3												
4												
5												
6												
K-3	14.0	1			16.0	1			19.0	1		
3-4	9.0	1			13.0	1			17.0	1		
4-8												
Other	14.0	1			16.0	1			19.0	1		

### III. School Climate

#### School Safety Plan (School Year 2008-09)

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

Date of Last Review/Update	September 2008	Date Last Discussed with Staff	September 2008
Laguna School employs a Comprehensive School Safety Plan which includes: disaster procedures, child abuse reporting procedures, rules on student discipline, a sexual harassment policy, procedures for safe ingress and egress of pupils, policies regarding actions leading to suspension and expulsion, and notification to teachers of dangerous pupils. Laguna School provides a safe environment for its students and staff. Monthly disaster drills are practiced. Disaster supplies are kept at school, including student "comfort" bags from home, blankets, water, flashlights, food and first aid supplies. Marin County Office of Education maintains an emergency radio system at the school site and the Marin County Fire Department closely monitors their local rural schools in emergency situations.			

#### 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		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	0	0	0	0	0	0
Expulsions	0	0	0	0	0	0

### IV. School Facilities

#### School Facility Conditions and Planned Improvements (School Year 2009-10)

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.

Laguna School was built in 1906 as a one-room schoolhouse. In the 1980's, additional space was added, creating a spacious building which houses two multi-age classrooms. Each classroom has a grade-appropriate library collection. A computer center is located in the upper grade classroom. The playground has a blacktop area for games; a sand area with playground equipment, bars, swings and climbing apparatus; and a small field for sports. Three storage structures are located adjacent the play area. The school grounds are completely fenced in. Students are under constant supervision at all times in the classroom and on the school grounds.

Regular custodial and landscaping services are employed. The schoolhouse is inspected regularly to ensure safety and the proper use of equipment. All maintenance and repairs are completed in a timely manner. The Marin County Fire Department and Keenan and Associates Insurance Company conduct annual safety inspections. Laguna School District does participate in the State Deferred Maintenance Program. Many improvements were made to the school building in the summer of 2006. The inside and outside of the building was painted. Leaky windows and faulty doors were replaced. A new ceiling was installed with new lighting throughout the school. New wall to wall durable carpeting was laid. A new roof was installed and a brass bell was added to the bell tower.

#### 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.

Date Items Inspected: 10/20/09	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer		X			
<b>Interior:</b> Interior Surfaces		X			

<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation		X			
<b>Electrical:</b> Electrical		X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains		X			Laguna School contracts with Alhambra Water to provide bottled drinking water.
<b>Safety:</b> Fire Safety, Hazardous Materials		X			
<b>Structural:</b> Structural Damage, Roofs		X			
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences		X			
<b>Overall Rating School Year 2009-2010</b>	Good			N/A	

## 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
	2006-07	2007-08	2008-09	2008-09
<b>With Full Credential</b>	3	3	3	3
<b>Without Full Credential</b>	0	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	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	2007-08	2008-09	2009-10
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

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	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	--	--
Low-Poverty Schools in District	100.0	0.0

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2008-09)

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

\* Laguna School participates in a consortium for services provided by the Marin County Office of Education. 10.5 days of nurse services and 10.0 days of psychologist services are divided between the schools during the year. Each school also receives one day a week of Speech/Language services.

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

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.

All core curriculum texts are state adopted and aligned with California Content Standards. They are reviewed annually and updated immediately when necessary. All texts are in excellent condition and each student is supplied with supplemental workbooks. Every student has sufficient materials for classroom work and to take home for completion of homework. Program budgets, categorical funding and state textbook allocations provide funding to ensure all students have access to the core curriculum through state and board adopted texts. Each year staff evaluate the availability and sufficiency of instructional materials. Students have access to sufficient textbooks and materials at the appropriate grade level to meet their in-class and home needs. There have been no supplemental curricula adopted by the governing board of the Lincoln School District.

Program budgets, categorical funding and state textbook allocations provide funding to ensure all students have access to the core curriculum through state and board adopted texts. Each year staff members evaluate the availability and sufficiency of instructional materials. Students have access to sufficient textbooks and materials at the appropriate grade level to meet their in-class and home needs. There have been no supplemental curricula adopted by the governing board

of Laguna Joint School District. Supplemental materials are used to enhance and enrich lessons. Teachers differentiate instruction and present lessons in a variety of modalities to insure engaging all students in the learning process.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
<b>Reading/Language Arts</b>	Houghton Mifflin, California, 2003 Houghton Mifflin Writers Workshop 1-2 Houghton Mifflin, Writers Express, (3 <sup>rd</sup> -6 <sup>th</sup> grades); Hampton-Brown, English, At Your Command (1 <sup>st</sup> -2 <sup>nd</sup> grades); Evan-Moore Daily Language Review Houghton Mifflin Spelling	0
<b>Mathematics</b>	MacMillian McGraw Hill Marcy Cook Math Manipulatives K-2	0
<b>Science</b>	Harcourt California Science, 2007 Teacher created thematic units based on State Standards utilizing a variety of instructional materials and visual aides.	0
<b>History-Social Science</b>	Houghton Mifflin: Oh California (4 <sup>th</sup> & 6 <sup>th</sup> grades); America Will Be (5 <sup>th</sup> grade); Message From Ancient Times (6 <sup>th</sup> grade); History Alive, America's Past, (5 <sup>th</sup> grade); The Ancient World, (6 <sup>th</sup> grade), Teachers Curriculum Institute, 2005 Teacher created thematic units based on State Standards for grades K-2 utilizing a variety of instructional materials including visual aids, class plays and simulations.	0
<b>Foreign Language</b>	McGraw-Hill Wright Group - Viva El Espanol – Hola Carson Dellosa - Spanish	0
<b>Health</b>	Healthy Choices: Healthy Me (Nutrition Education Program)	0

## 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 / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$10,168	N/A	N/A	\$50,165
District	N/A	N/A	N/A	\$50,165
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	\$4,943	\$54,322
Percent Difference – School Site and State	N/A	N/A	N/A	N/A

### Types of Services Funded (Fiscal Year 2008-09)

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

Necessary Small School funding is provided by the State of California through the California Department of Education. A specific level of funding is provided for districts with Average Daily Attendance (ADA) of 1-24. The 2007-2008 total ADA generated revenues equated to \$335,572. The beginning balance was \$146,021. Total expenditures were \$287,153.

### Teacher and Administrative Salaries (Fiscal Year 2007-08)

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	\$38,263	\$38,481
Mid-Range Teacher Salary	\$49,686	\$55,789
Highest Teacher Salary	\$62,939	\$70,849
Average Principal Salary (Elementary)		\$88,862
Superintendent Salary		\$110,994
Percent of Budget for Teacher Salaries	44.30%	37.20%
Percent of Budget for Administrative Salaries	3.10%	6.60%

## 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 2008 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.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		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	75	71	77	75	71	77	43	46	50
Mathematics	75	83	95	75	83	95	40	43	46
Science	*	*	*	*	*	*	38	46	50
History-Social Science	0	0	0	0	0	0	33	36	41

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. 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 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				
Filipino				
Hispanic or Latino	75	100	*	
Pacific Islander				
White (not Hispanic)	*	*	*	
Male	*	*	*	
Female	85	100	*	
Economically Disadvantaged	*	100	*	
English Learners	*	*	*	
Students with Disabilities	*	*	*	
Students Receiving Migrant Education Services				

Assessment of students attending Laguna School follows the California State Guidelines and is accomplished in a variety of ways. Report cards are sent home each trimester reflecting the level of achievement in all curricula areas. Grades are based on several assessment tools, daily class work, unit tests, California Summative tests, teacher-generated tests, work samples, and classroom projects. Student work files are maintained for each student to demonstrate growth throughout the year. The STAR test is administered annually to students in grades 2 through 6. However, due to the small number of students tested at each grade level, less than 10, scores are not reported publicly. Test results are reviewed by parents and teachers to evaluate the effectiveness of current curricula and to look for evidence of strengths and areas needing improvement.

### California Physical Fitness Test Results (School Year 2008-09)

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	0.0	0.0	0.0
9	0.0	0.0	0.0

All students at Laguna School participate in a regular P.E and fitness program. Annual testing of fifth grade students is accomplished in accordance to the California Fitness Standards. Results of student scores are reported to the state and copies of results are maintained at the school site.

## 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	2006	2007	2008
Statewide	8 *	8 *	10 *
Similar Schools	N/A	N/A	N/A

"N/A" means a number is not applicable or not available due to missing data.

"B" means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs.

"C" means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.

" \* " means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small 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			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	16	68	30	924 *
African American				
American Indian or Alaska Native				
Asian				

<b>Filipino</b>				
<b>Hispanic or Latino</b>				
<b>Pacific Islander</b>				
<b>White (not Hispanic)</b>				
<b>Socioeconomically Disadvantaged</b>				
<b>English Learners</b>				
<b>Students with Disabilities</b>				

"N/A" means a number is not applicable or not available due to missing data.

"\*\*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

### 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 2008-09)

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.

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

"Yes" Met 2009 AYP Criteria

"No" Did not Meet 2009 AYP Criteria

### Federal Intervention Program (School Year 2009-10)

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/>.

<b>Indicator</b>	<b>School</b>	<b>District</b>
<b>Program Improvement Status</b>		
<b>First Year of Program Improvement</b>		
<b>Year in Program Improvement</b>		
<b>Number of Schools Currently in Program Improvement</b>	N/A	
<b>Percent of Schools Currently in Program Improvement</b>	N/A	

## **XII. 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.

All Laguna teachers participate in a wide range of professional development opportunities that include Rural School Consortium Staff Development days, conferences, specific trainings currently offered by the state, and learning institutes. All professional development opportunities are designed to support curriculum and instruction. Technology, GATE, and Differentiated Instruction are focus areas for staff development. Three staff development days have been scheduled before the start of school in August and/or after the end of school in June for each of the three previous school years 2006-07, 2007-08, and 2008-09. These days are monitored by the Principal/Teacher.