School Accountability Report Card
Reported Using Data from the 2010–11 School Year

Published During 2011–12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

For more information about SARC requirements, see 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

Ed-Data Partnership Web Site
Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DATAQUEST

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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school 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 may 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 2011–12)

School		District	
School Name	Burney Elementary	District Name	Fall River Joint Unified
Street	37403 Toronto St.	Phone Number	(530) 335-4538
City, State, Zip	Burney, CA, 96013	Web Site	www.frjusd.org
Phone Number	(530) 335-2279	Superintendent	Greg Hawkins
Principal	Marcy Schmidt, Principal	E-mail Address	ghawkins@frjusd.org
E-mail Address	mschmidt@frjusd.org	CDS Code	45699896050272

SCHOOL DESCRIPTION AND MISSION STATEMENT (SCHOOL YEAR 2010–11)

Burney Elementary School (BES) is located in eastern Shasta County approximately 55 east of Redding on Highway 299 East. The town of Burney has a population of about 3,300 and is the most urban of the rural communities served by the Fall River Joint Unified School District. Burney Elementary opened in 1952.

The mission of BES is to provide a safe and secure environment in which students are free to pursue a comprehensive curriculum in order to achieve their maximum potential. Our definition of a comprehensive curriculum includes all aspects of school life, academic, social, co and extra-curricular.

The Board of Trustees of the Fall River Joint Unified School District believes that it is the responsibility of the school and home, working together, to provide a positive environment for students within which they may:

- Realize potentials for learning
- Develop and maintain basic skills and concepts
- Develop an understanding of responsibilities to self, to family and to community
- Develop creativity
- Enjoy learning and become lifelong learners
- Respect and appreciate different cultures
- Respect and appreciate the American heritage
- Learn in an environment that fosters a feeling of mutual respect and tolerance
- Learn in a safe and positive environment

OPPORTUNITIES FOR PARENTAL INVOLVEMENT (SCHOOL YEAR 2010–11)

We are committed to communicating with and engaging parents as partners in their children's education. We believe that parents play a very important role through their active participation and involvement in School Site Council, PTA, Advisory Committees, various events, and as classroom volunteers.

BES is a focal point and center for students, their parents and the community. We encourage and welcome parent/family involvement.

STUDENT ENROLLMENT BY GRADE LEVEL (SCHOOL YEAR 2010–11) TOTAL ENROLLMENT 373

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
61	59	62	42	51	49	49

Student Enrollment by Subgroup (School Year 2010–11) Percent of Total Enrollment

STUDENT ENROLLMENT BY SUBGROUP (SCHOOL YEAR 2010–11) PERCENT OF TOTAL ENROLLMENT

Black or African American	0.80%
American Indian or Alaska Native	10.20%
Asian	1.60%
Filipino	0.30%
Hispanic or Latino	12.60%
Native Hawaiian or Pacific Islander	0.50%
White	71.30%
Two or More Races	0.80%
Socioeconomically Disadvantaged	65.1%
English Learners	6.2%
Students with Disabilities	12.1%
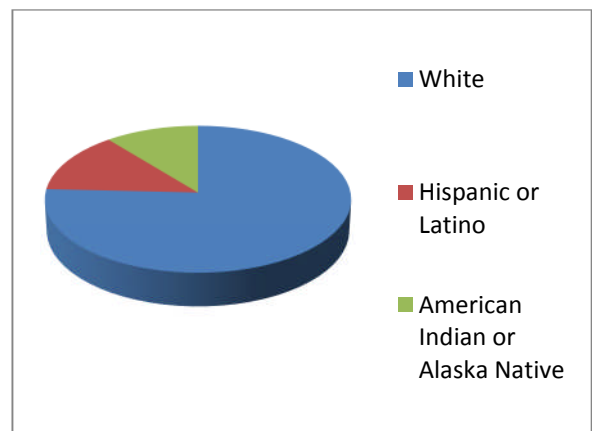
AVERAGE CLASS SIZE AND CLASS SIZE DISTRIBUTION (ELEMENTARY)

Grade Level	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19.3	3			20	3			19.7	3	0	0
1	19.0	2			18.3	3			19.7	3	0	0
1/2 Combo	15	1										
2	17.5	2			19.5	2			23.3	0	2	0
2/3 Combo									21		1	
3	19.5	3			18	2			22.0	1	0	0
3/4 Combo					26		1		23		1	
4	25.5		2		34.6			1	29.0	0	1	0
5	27.0		1		31.3		1		31.0	0	1	0
5/6 Combo	25		1		28		1		31		1	
6	28.0		1		26			1	32.0	0	1	0

* Number of classes indicates how many classes fall into each size category (a range of total students per classroom).

III. SCHOOL CLIMATE

SCHOOL SAFETY PLAN (SCHOOL YEAR 2010–11)

Burney Elementary has a Comprehensive Safety and Response Plan which meets the state requirements described in California Education Code Sections 35294-35297. The plan was developed in cooperation with the Shasta County Sheriff's Department and has conducted school wide drills in order to better prepare in the event of an actual emergency. This plan includes disaster procedures, procedures for safe entry and exit of students, procedures for serious disciplinary problems, a sexual harassment policy, child abuse reporting procedures and school discipline policies. The plan is reviewed annually at the start of school in order to ensure that new staff is familiar with all details.

SUSPENSIONS AND EXPULSIONS

Rate*	School 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
Suspensions	7.76%	5.2%	4.2%	18.00%	20.9%	23%
Expulsions	0.00%	0.29%	0.2%	0.50%	0.42%	0.8%

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. SCHOOL FACILITIES

SCHOOL FACILITY CONDITIONS AND PLANNED IMPROVEMENTS (SCHOOL YEAR 2011–12)

The district ensures that all schools are clean, safe and functional. Maintenance staff completes the facility survey instrument developed by the State of California Office of Public School Construction to monitor the condition of the facilities. The results of this survey are available at the district office.

Age of School Buildings
Burney Elementary was originally opened in 1952 with additions and modernization projects in 1959, 1968, 1984, 1996, with the most recent under Measure J which was approved by the voters in 2004.

Maintenance and Repair
District maintenance staff ensures that repairs are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule
The site administrator monitors the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget
The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar for dollar basis, to assist school district with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

SCHOOL FACILITY GOOD REPAIR STATUS (SCHOOL YEAR 2011–12)

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

Note: Cells shaded do not require data.

V. TEACHERS

TEACHER CREDENTIALS

Teachers	School 2008–09	School 2009–10	School 2010–11	District 2010–11
With Full Credential	21	20	17	67
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

TEACHER MISASSIGNMENTS AND VACANT TEACHER POSITIONS

Indicator	2009–10	2010–11	2011–12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

CORE ACADEMIC CLASSES TAUGHT BY HIGHLY QUALIFIED TEACHERS (SCHOOL YEAR 2010–11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at: http://www.cde.ca.gov/nclb/sr/tq/

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100%	0
All Schools in District	97.30%	2.7%
High-Poverty Schools in District	97.96%	2.04%
Low-Poverty Schools in District	0%	100%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010–11)

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	
Library Media Teacher (librarian)	0	
Library Media Services Staff (paraprofessional)	.4375	
Psychologist	1 FTE for the District	
Social Worker	0	
Nurse	.66 FTE for the District	
Speech/Language/Hearing Specialist	1 FTE	
Resource Specialist (non-teaching)	0	
Other	0	

Note: shaded cells do not require data.
* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011–12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials. Year and month in which data were collected: Dec 2011

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	2010 Adoption Macmillian/McGraw Hill/California Treasures for grades K-6	yes	0
Mathematics	2008 Adoption Pearson Scott Foresman/envision Math California for grades K-6	Yes	0
Science	2007 Adoption Houghton Mifflin California, 2007 for grades K-6	Yes	0
History-Social Science	2005 Adoption Houghton Mifflin Social Science, 2007 grades K-6	Yes	0

VIII. SCHOOL FINANCES

EXPENDITURES PER PUPIL AND SCHOOL SITE TEACHER SALARIES (FISCAL YEAR 2009–10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	$4,957	$1,117	$3,839	$55,602
District			$7,104	$51,430
Percent Difference – School Site and District			-46%	8%
State			$5,455	$57,163
Percent Difference – School Site and State			-30%	-3%

Note: Cells shaded do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

TYPES OF SERVICES FUNDED (FISCAL YEAR 2010–11)

Title I, Part A (Basic Grant)
Title II, Part A (Teacher Quality)
Title VII Indian Ed
Johnson O'Malley Indian Education
Economic Impact Aid (EIA)
Federal, ECIA/ESEA/IASA
Federal, Special Education, Entitlement

TEACHER AND ADMINISTRATIVE SALARIES (FISCAL YEAR 2009–10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$36,025	$37,978
Mid-Range Teacher Salary	$49,753	$55,252
Highest Teacher Salary	$67,395	$71,674
Average Principal Salary (Elementary)	$91,352	$87,651
Average Principal Salary (Middle)	$0	$92,196
Average Principal Salary (High)	$91,352	$93,352
Superintendent Salary	$129,211	$116,851
Percent of Budget for Teacher Salaries	37.00%	34.00%

Percent of Budget for Administrative Salaries	7.00%	7.00%

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

IX. STUDENT PERFORMANCE

STANDARDIZED TESTING AND REPORTING PROGRAM

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:
California Standards Tests (CSTs), which 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 nine through eleven.

California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. 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.

California Alternate Performance Assessment (CAPA), includes ELA and 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 assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.
For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at http://star.cde.ca.gov.

STANDARDIZED TESTING AND REPORTING RESULTS FOR ALL STUDENTS – THREE-YEAR COMPARISON

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	51%	50%	51%	45%	49%	51%	50%	52%	54%
Mathematics	51%	56%	57%	42%	49%	48%	46%	48%	50%
Science	58%	56%	68%	56%	56%	67%	50%	53%	56%
History-Social Science	0%	0%	0%	41%	48%	54%	41%	44%	48%

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.

STANDARDIZED TESTING AND REPORTING RESULTS BY STUDENT GROUP – MOST RECENT YEAR

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	51%	48%	67%	54%
All Students at the School	51%	57%	68%	0%
Male	54%	58%	76%	0%
Female	49%	55%	63%	0%
Black or African American	0%	0%	0%	0%
American Indian or Alaska Native	27%	37%	0%	0%
Asian	0%	0%	0%	0%
Filipino				
Hispanic or Latino	60%	60%	0%	0%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%
White	53%	59%	72%	0%
Two or More Races	0%	0%	0%	0%
Socioeconomically Disadvantaged	47%	50%	57%	0%
English Learners	0%	0%	0%	0%
Students with Disabilities	38%	48%	0%	0%
Students Receiving Migrant Education Services				

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.

CALIFORNIA PHYSICAL FITNESS TEST RESULTS (SCHOOL YEAR 2010–11)

The California Physical Fitness Test (PFT) 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. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at http://www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	36.2%	19.1%	14.9%

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.

X. ACCOUNTABILITY

ACADEMIC PERFORMANCE INDEX

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at http://www.cde.ca.gov/ta/ac/ap/.

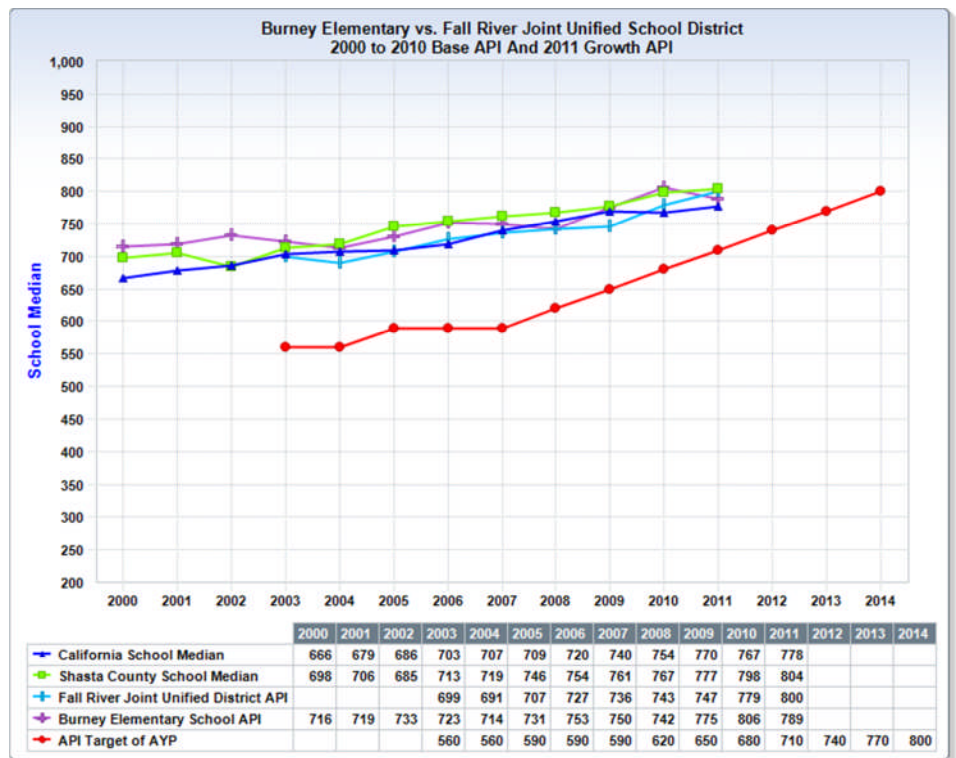SchoolCharts is brought to you by SchoolCity Inc and hosted by Santa Clara County Office of Education.

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.

Burney Elementary vs. Fall River Joint Unified School District
2000 to 2010 Base API And 2011 Growth API

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
California School Median	666	679	686	703	707	709	720	740	754	770	767	778			
Shasta County School Median	698	706	685	713	719	746	754	761	767	777	798	804			
Fall River Joint Unified District API				699	691	707	727	736	743	747	779	800			
Burney Elementary School API	716	719	733	723	714	731	753	750	742	775	806	789			
API Target of AYP				560	560	590	590	590	620	650	680	710	740	770	800

API Rank	2008	2009	2010
Statewide	4	5	6
Similar Schools	5	4	9

ACADEMIC PERFORMANCE INDEX GROWTH BY STUDENT GROUP – THREE-YEAR COMPARISON

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School	33	31	-17
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific			

Islander			
White	29	22	-22
Two or More Races	N/D		
Socioeconomically Disadvantaged	28	43	
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

ACADEMIC PERFORMANCE INDEX GROWTH BY STUDENT GROUP – 2011 GROWTH API COMPARISON

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	221	789	757	800	4,683,676	778
Black or African American	1		5		317,856	696
American Indian or Alaska Native	26	719	72	728	33,774	733
Asian	3		3		398,869	898
Filipino	0		2		123,245	859
Hispanic or Latino	17	802	142	798	2,406,749	729
Native Hawaiian or Pacific Islander	1		3		26,953	764
White	168	795	507	808	1,258,831	845
Two or More Races	3		14	819	76,766	836
Socioeconomically Disadvantaged	124		399	775	2,731,843	726
English Learners	0		1		1,521,844	707
Students with Disabilities	35	683	107	651	521,815	595

ADEQUATE YEARLY PROGRESS

The federal ESEA 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

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	Yes
Met Percent Proficient - Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate	N/A	Yes

FEDERAL INTERVENTION PROGRAM (SCHOOL YEAR 2011–12)

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. For detailed information about PI identification, see the CDE PI Status Determinations Web page: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2006-2007	
Year in Program Improvement	Year 4	
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		9.1%

Note: Shaded Cells do not require data.

XI. SCHOOL COMPLETION AND POSTSECONDARY PREPARATION

ADMISSION REQUIREMENTS FOR CALIFORNIA'S PUBLIC UNIVERSITIES

UNIVERSITY OF CALIFORNIA

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.
For general admissions requirements, please visit the UC Admissions Information Web page at
http://www.universityofcalifornia.edu/admissions/. (Outside source)

CALIFORNIA STATE UNIVERSITY

Eligibility for admission to the California State University (CSU) is determined by three factors:
- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high

schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at http://www.calstate.edu/admission/admission.shtml. (Outside source)

DROPOUT RATE AND GRADUATION RATE

Indicator	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
Dropout Rate (1-year)				2.1	2.8	4.4	4.9	5.7	4.6
Graduation Rate				88.99	85.26	88.79	80.21	78.59	80.44

Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

COMPLETION OF HIGH SCHOOL GRADUATION REQUIREMENTS

This table displays, by student group, the percent of students who began the 2010–11 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2011		
	School	District	State
All Students		95/78 82%	N/D
Black or African American			N/D
American Indian or Alaska Native		12	N/D
Asian			N/D
Filipino			N/D
Hispanic or Latino		18	N/D
Native Hawaiian or Pacific Islander			N/D
White		50	N/D
Two or More Races			N/D
Socioeconomically Disadvantaged		37	N/D
English Learners		3	N/D
Students with Disabilities		8	N/D

Note: "N/D" means that no data were available to the CDE or LEA to report.

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.

Three days are provided on the school calendar for professional development. The district collaborates with all school sites to provide teachers and administrators with ongoing professional development to improve teaching and learning in the areas of English Language arts, mathematics, science, and history-social studies. Areas of focus include differentiating instruction to meet the needs of all learners. Throughout the year, site administrators hold staff meetings to coach teachers to improve instructional practices.