

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

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

I. Data and Access

DataQuest

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

Internet Access

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

II. About This School

Contact Information (School Year 2010-11)

This section provides the school's contact information.

| School | | District | |
|-------------------------|------------------------------------------------------------------------------|-----------------------|----------------------------------------------------------------------------------------|
| School Name | Arcata Elementary School | District Name | Arcata Elementary School District |
| Street | 1435 Buttermilk Lane | Phone Number | (707) 822-0351 |
| City, State, Zip | Arcata, CA 95521 | Web Site | www.humboldt.k12.ca.us/arcata_sd |
| Phone Number | (707) 822-4858 | Superintendent | Pamela Jones |
| Principal | Margaret Flenner | E-mail Address | pjones@humboldt.k12.ca.us |
| E-mail Address | mflenner@humboldt.k12.ca.us | CDS Code | 12626796007678 |

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

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

Our Mission Statement:

Arcata Elementary School provides a rich and stimulating academic program, which encourages individuality, cultural diversity, and critical thinking. In our safe and secure environment, students build excellent character and maximize their potential. As educators we value the partnership between families, school, and community.

Arcata Elementary School is located in Arcata, a small university town in the heart of Redwood Country in Northern California, on Humboldt Bay. Arcata Elementary School is one of two schools in the Arcata School District, serving 292 children in kindergarten through fifth grades. Arcata Elementary has a before and extended day program; as well as a preschool program on-site - "Little Learners' Preschool".

Arcata Elementary School, "AES", provides a stimulating academic program that encourages individuality, cultural diversity, and critical thinking. The staff of Arcata Elementary School integrates a global studies theme and instruction of the arts into the daily curriculum. Students are immersed in rich cultural traditions from around the world and a high quality visual and performing arts program, all of which are taught by classroom teachers and specialists in the arts. The cultural diversity of our students and families is celebrated through these programs.

At AES, we are proud of a strong academic tradition. STAR results and API scores have been excellent over the years. In addition, Arcata Elementary School staff members create a safe and supportive environment that allows students not only to thrive academically, but to grow emotionally and socially as well.

Opportunities for Parental Involvement (School Year 2009-10)

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

We welcome and appreciate the many ways that Arcata Elementary School parents and community members strengthen our school through their support from home and involvement in the classrooms. It is our belief that a sense of family and community is the fundamental force in the development of a child. We believe that parents are the most important and influential teachers of their children. Therefore, we encourage and maintain a strong parental and community partnership. Getting involved sends a critical message to children. Education is important!

There are a number of opportunities for parental involvement at Arcata Elementary School. Parents are invited and encouraged to help in the classroom, to take part in the Parent Teacher Organization (PTO), volunteer on a number of school improvement committees organized each year, serve on the School Site Council and serve on the school district's board of education. We are extremely fortunate that Arcata Elementary has the support of the entire community. We have had a number of fundraiser activities at Arcata Elementary to support our arts program and global studies activities. Many local businesses in our area make significant contributions year after year. On behalf of the students, parents and staff, we truly appreciate the support to our children.

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

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

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 43 |
| Grade 1 | 48 |
| Grade 2 | 49 |
| Grade 3 | 56 |
| Grade 4 | 45 |
| Grade 5 | 38 |
| Total Enrollment | 279 |

Student Enrollment by Group (School Year 2009-10)

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

| Group | Percent of Total Enrollment | Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|---------------------------------|-----------------------------|
| Black or African American | 3.8 | White | 69 |
| American Indian or Alaska Native | 6 | Two or More Races | |
| Asian | 1.37 | Socioeconomically Disadvantaged | 65 |
| Filipino | | English Learners | 2 |
| Hispanic or Latino | 10 | Students with Disabilities | 14 |
| Native Hawaiian/Pacific Islander | 0.68 | | |

Average Class Size and Class Size Distribution (Elementary)

This table displays, by grade level, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

| Grade Level | 2007-08 | | | | 2008-09 | | | | 2009-10 | | | |
|--------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
| | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | |
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| K | 19.7 | 3 | 0 | 0 | 18.5 | 2 | 0 | 0 | 18 | 3 | | |
| 1 | 18.5 | 2 | 0 | 0 | 19.0 | 1 | 0 | 0 | 18 | 2 | | |
| 2 | 19.5 | 2 | 0 | 0 | 17.3 | 3 | 0 | 0 | 19 | 3 | | |
| 3 | 18.0 | 2 | 0 | 0 | 19.0 | 2 | 0 | 0 | 19 | 3 | | |
| 4 | 25.0 | 0 | 2 | 0 | 26.0 | 0 | 1 | 0 | 24 | | 2 | |
| 5 | 29.5 | 0 | 2 | 0 | 27.0 | 0 | 2 | 0 | 25 | | 1 | |
| K-3 | 19.0 | 1 | 0 | 0 | 17.3 | 3 | 0 | 0 | 19 | 11 | | |
| 3-4 | 20.0 | 1 | 0 | 0 | 0.0 | 0 | 0 | 0 | 22 | 1 | 1 | |
| 4-8 | 0.0 | 0 | 0 | 0 | 23.0 | 0 | 1 | 0 | 25 | | 2 | |
| Other | 0.0 | 0 | 0 | 0 | 0.0 | 0 | 0 | 0 | | | | |

III. School Climate

School Safety Plan (School Year 2009-10)

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

The District Safety Committee has worked diligently to set the direction for the entire district. A district-wide safety plan exists for all disaster situations. The Arcata Elementary School Plan is revised each year to meet the needs of the school and change in personnel. The committee utilized the District Safety Committee to assist with this revision. Information gathered from parents, students and staff was used to determine area need.

Arcata Elementary School has a long history of low crime rate, with only a few incidences of vandalism in the past several years.

There have been no crimes against students or staff. The school campus is secure during all school hours. Visitors sign in and out at the front office and check out a visitor's badge as a form of identification.

In order to reinforce consistency, a school-wide assembly is held each school year to introduce all staff members to the students, meet new students and to discuss rules and appropriate behaviors. Students and staff are encouraged to add positive comments or bring up issues that concern the school. Additional gatherings are held throughout the year to reinforce and remind students and staff of student expectations. To ensure a safe learning environment, the staff consistently enforces school, bus and classroom rules.

Title IV, Safe and Drug Free School funds are used to support our Second Step Program, which is an anti-violence and bullying prevention program. The program is part of our Safe School Plan. This year Arcata Elementary School implemented the Steps to Respect, anti-violence/anti-bullying program, designed specifically for grades three through six. During the summer of 2008, a team of administrators and teachers were trained as trainers in this program. Then on the first staff development day, they met with teachers, support staff, other school personnel, district board members, and site council members to train them in this anti-violence/ anti-bullying program. Parent involvement is a critical component of this implementation plan.

Suspensions and Expulsions

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

| Rate | School | | | District | | |
|--------------------|---------|---------|---------|----------|---------|---------|
| | 2007-08 | 2008-09 | 2009-10 | 2007-08 | 2008-09 | 2009-10 |
| Suspensions | 2.4 | 3.2 | 3.4 | 4.0 | 3.7 | 5.4 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 |

IV. School Facilities

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

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

Arcata Elementary School is located on a quiet neighborhood street in Arcata, California. The front of the school is lined with flowering cherry trees, well-manicured lawns, green foliage and flowering plants. Arcata Elementary has two well-designed parking lots and off-street parking that provide ample space for staff and visitors. We have large grassy playing fields, a large blacktop for games and two areas with play and climbing structures. Parent volunteers and school staff installed a new \$30,000 play structure, which was purchased by the PTO and API funds. We have a large garden area with 20 raised beds, one for each class and the after school educational program.

The Arcata Elementary School site consists of 20 classrooms, which accommodate kindergarten through fifth grade, a Resource Specialist Program, a Special Day Class, an Early Reading Intervention Program, an art classroom, drama classroom, and the kindergarten/first grade after school education program. The Arcata Elementary site has a speech and language specialist room, an English Learner Language resource room, the school psychologist's office, a nurse's office, a multipurpose room, the front office, a staff room, a workroom, and several storage rooms. The bus garage and maintenance buildings are located at the Arcata Elementary School site.

In addition, two portable buildings house the library and music room. A new modular building, with over 2300 square feet, was constructed, with one half of the building housing the after school education program and the other side the new preschool program, called "Little Learners."

The multipurpose room is used as a cafeteria, dance instruction room, physical education classes, assemblies, and daytime and evening student drama performances. Two custodial/maintenance workers maintain the facilities and grounds. As a result of the 80% passage of our School Bond, we modernized all the schools in our district. Modernization for Arcata Elementary was completed in August of 2004.

The modernization has not only helped to create a clean physical environment, but many features such as new windows, doors and lighting have improved the safety and learning environment for students and staff.

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

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

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

V. Teachers

Teacher Credentials

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

| Teachers | School | | | District |
|---------------------------------------------|---------|---------|---------|----------|
| | 2007-08 | 2008-09 | 2009-10 | 2009-10 |
| With Full Credential | 16 | 16 | 16 | 29 |
| Without Full Credential | 0 | 0 | | |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 | --- |

Teacher Misassignments and Vacant Teacher Positions

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

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

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

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

| Location of Classes | Percent of Classes In Core Academic Subjects Taught by | |
|----------------------------------|--------------------------------------------------------|-----------------------------|
| | NCLB Compliant Teachers | Non-NCLB Compliant Teachers |
| This School | 16 | |
| All Schools in District | 29 | |
| High-Poverty Schools in District | | |
| Low-Poverty Schools in District | | |

VI. Support Staff

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

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

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|-----------------------------------------------------|----------------------------------|---------------------------------------------------|
| Academic Counselor | | |
| Counselor (Social/Behavioral or Career Development) | | --- |
| Library Media Teacher (Librarian) | | --- |
| Library Media Services Staff (paraprofessional) | | --- |
| Psychologist | | --- |
| Social Worker | | --- |
| Nurse | | --- |
| Speech/Language/Hearing Specialist | .5 | --- |
| Resource Specialist (non-teaching) | | --- |
| Other | | --- |

VII. Curriculum and Instructional Materials

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

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

| Core Curriculum Area | Quality, Currency, and Availability of Textbooks and Instructional Materials | Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials | Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials |
|----------------------------|------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| Reading/Language Arts | Excellent quality and current | 0 | Yes |
| Mathematics | Excellent quality and current | 0 | Yes |
| Science | Excellent quality and current | 0 | Yes |
| History-Social Science | Excellent quality and current | 0 | Yes |
| Foreign Language | n/a | n/a | n/a |
| Health | n/a | n/a | n/a |
| Visual and Performing Arts | n/a | n/a | n/a |

VIII. School Finances

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

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

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental) | Expenditures Per Pupil (Basic) | Average Teacher Salary |
|-------------|------------------------------|---------------------------------------|--------------------------------|------------------------|
| School Site | 6,366 | 11,866 | 4,480 | 59,957 |
| State | --- | --- | \$5,681 | \$57,352 |

Types of Services Funded (Fiscal Year 2009-10)

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

The Arcata School District is a small elementary district, which funds a number of services and programs. These services include one elementary school and one middle school; maintenance, operations, and transportation; before and after school program; school libraries; special education; student support materials and staff; district office (business, personnel, and payroll); and food services. A management team composed of the superintendent, principals, and classified managers coordinates all of these services.

Each year the Arcata Elementary School Site Council, made up of representatives from the teachers, support staff, parents, community members and the principal, update the Single School Plan for Student Achievement, analyzing and reviewing information from standardized and district assessments; and student, parent, and staff surveys. The school plan is updated, stating goals to meet student needs. The following were approved by the Site Council using categorical funds: an Early Reading Intervention Teacher, classroom instructional aides, reading intervention support staff, recess monitors, drama and visual arts specialist, global studies materials and supplies, books and materials to support the core programs, the purchase of instructional materials to support EL students and families, the purchase of the Second Step Character Education Program equipment, the SPARK K-5 physical education program, transportation costs for field trips, swim lessons for second and third graders, steel pans lessons for all 3rd graders, Gate instructors, a violin instructor for fourth graders, instructional materials and supplies, school assemblies, live performances, a part time counselor, staff development, computers, and computer programs to support student learning.

We are proud of the partnership and collaboration of Site Council members, staff and educational staff; and their understanding of the ideas that lead to the implementation of innovative programs and activities for the benefit of our students and school family community.

Teacher and Administrative Salaries (Fiscal Year 2008-09)

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

| Category | District Amount | State Average For Districts In Same Category |
|-----------------------------------------------|-----------------|----------------------------------------------|
| Beginning Teacher Salary | \$35,839 | \$38,905 |
| Mid-Range Teacher Salary | \$56,258 | \$56,504 |
| Highest Teacher Salary | \$63,683 | \$71,750 |
| Average Principal Salary (Elementary) | \$77,596 | \$92,053 |
| Average Principal Salary (Middle) | \$81,922 | \$95,666 |
| Average Principal Salary (High) | N/A | \$94,401 |
| Superintendent Salary | \$98,179 | \$111,055 |
| Percent of Budget for Teacher Salaries | 36.9 | 37.9 |
| Percent of Budget for Administrative Salaries | 5.2 | 6.8 |

IX. Student Performance

Standardized Testing and Reporting Program

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

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

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

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

| Subject | School | | | District | | | State | | |
|------------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2007-08 | 2008-09 | 2009-10 | 2007-08 | 2008-09 | 2009-10 | 2007-08 | 2008-09 | 2009-10 |
| English-Language Arts | 50 | 47 | 47 | 61 | 58 | 58 | 46 | 50 | 52 |
| Mathematics | 61 | 67 | 67 | 59 | 60 | 60 | 43 | 46 | 48 |
| Science | 56 | 74 | 74 | 63 | 65 | 65 | 46 | 50 | 54 |
| History-Social Science | 0 | 0 | 0 | 63 | 73 | 73 | 36 | 41 | 44 |

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

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

| Group | Percent of Students Scoring at Proficient or Advanced | | | |
|-----------------------------------------------|-------------------------------------------------------|-------------|---------|------------------------|
| | English- Language Arts | Mathematics | Science | History-Social Science |
| All Students in the LEA | | | | |
| All Student at the School | | | | |
| Male | 49 | 70 | 67 | |
| Female | 45 | 63 | 82 | |
| Black or African American | 50 | 83 | * | |
| American Indian or Alaska Native | 33 | 42 | * | |
| Asian | * | * | | |
| Filipino | | | | |
| Hispanic or Latino | 28 | 56 | * | |
| Native Hawaiian/Pacific Islander | | | | |
| White | 49 | 68 | 76 | |
| Two or More Races | 56 | 67 | * | |
| Socioeconomically Disadvantaged | 37 | 59 | 59 | |
| English Learners | * | * | | |
| Students with Disabilities | 29 | 39 | * | |
| Students Receiving Migrant Education Services | | | | |

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

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pfi/>. *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 | 7.5 | 22.5 | 55.0 |

X. Accountability

Academic Performance Index

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

Academic Performance Index Ranks – Three-Year Comparison

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

| API Rank | 2007 | 2008 | 2009 |
|-----------------|------|------|------|
| Statewide | 8 | 6 | 6 |
| Similar Schools | 9 | 6 | 4 |

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

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

| Group | Actual API Change | | |
|----------------------------------|-------------------|---------|---------|
| | 2007-08 | 2008-09 | 2009-10 |
| All Students at the School | -6 | 0 | -3 |
| Black or African American | | | |
| American Indian or Alaska Native | | | |
| Asian | | | |
| Filipino | | | |
| Hispanic or Latino | | | |
| Native Hawaiian/Pacific Islander | | | |
| White | -22 | -10 | -15 |
| Two or More Races | | | |
| Socioeconomically Disadvantaged | -19 | 14 | 5 |
| 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 | 794 | 820 | 767 |
| Black or African American | | | 686 |
| American Indian or Alaska Native | | | 728 |
| Asian | | | 890 |
| Filipino | | | 851 |
| Hispanic or Latino | | | 715 |
| Native Hawaiian/Pacific Islander | | | 753 |
| White | 791 | 831 | 838 |
| Two or More Races | | | 808 |
| Socioeconomically Disadvantaged | 750 | 759 | 712 |
| English Learners | | | 692 |
| Students with Disabilities | | 617 | 580 |

Adequate Yearly Progress

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

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

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

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

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

| AYP Criteria | School | District |
|-------------------------------------------|--------|----------|
| Overall | 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 (School Year 2010-11)

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

| Indicator | School | District |
|-----------------------------------------------------|-----------|-----------|
| Program Improvement Status | Not in PI | Not In PI |
| First Year of Program Improvement | | |
| Year in Program Improvement | | |
| Number of Schools Currently in Program Improvement | --- | 1 |
| Percent of Schools Currently in Program Improvement | --- | 20.0 |

XI. Instructional Planning and Scheduling

Professional Development

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

The Arcata School District schedules 17 minimum school days during the academic school year. Ten days are set aside for fall and winter parent conferences, and the additional 7 days are used for professional development, grade level collaboration, and planning. For the 2011-2012 school year, 5 additional days have been set aside for professional development, some in collaboration with neighboring school districts. Teachers and paraprofessional staff are encouraged to attend professional development training throughout the school year. Substitutes and funds to pay for the trainings are provided, using school site funds and district professional development funds.

Because of the wealth of professional development opportunities offered through Humboldt County Office of Education (HCOE), staff in the Arcata School District are able to avail ourselves of many excellent workshops and classes that are aligned to the State Standards. Paraprofessionals and teachers have attended several workshops for training in the areas of reading, mathematics, working with students with Autism, and behavior management techniques. Teachers at Arcata Elementary School have attended workshops, such as Response to Intervention (RtI) Training, Step Up to Writing, Dynamic Indicators of Basic Early Literacy Skills (DIBELS) training, PALS (Peer-Assisted Literacy Strategies) and Teacher Assisted PALS and have been using these program and methodologies consistently in the classroom, as homework, and have already observed academic improvement in language skills.

The district provided CLAD Certification training for all of our teachers. Classroom assistants and yard supervisors attend monthly meetings covering a variety of topics pertinent to their jobs. In addition, we utilize our teachers and staff to share information and provide training from conferences, local experts and out-of-the-area specialists