

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

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

I. Data and Access

DataQuest

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

Internet Access

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

II. About This School

Contact Information (School Year 2008-09)

This section provides the school's contact information.

| School | | District | |
|-------------------------|-----------------------------|-----------------------|------------------------------------|
| School Name | Sycamore Junior High School | District Name | Anaheim Union High School District |
| Street | 1801 East Sycamore St. | Phone Number | 714-999-3502 |
| City, State, Zip | Anaheim, CA 92805-3486 | Web Site | Auhsd.k12.ca.us |
| Phone Number | 714-999-3616 | Superintendent | Joseph M. Farley, Ed.D. |
| Principal | Manuel Colon | E-mail Address | Farley_j@auhsd.us |
| E-mail Address | Colon_m@auhsd.us | CDS Code | 30664316058895 |

School Description and Mission Statement (School Year 2007-08)

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

The mission of Sycamore Junior High School is to provide a productive and safe learning environment that promotes a positive school experience for all students. Our goal is to offer a standards-based curriculum using research-proven teaching strategies so that students have an opportunity to achieve academically as well as grow socially and emotionally. We believe that by working together we can successfully prepare students for high school and beyond.

Opportunities for Parental Involvement (School Year 2007-08)

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

The staff at Sycamore Junior High School believes that every student's success is a result of excellent communication between the school and the child's parents/guardians. It is important that parents are given opportunities to learn about the academic program so that they are in the best position to help their child. At Sycamore, we strive to create an environment in which parents feel welcome. Family Nights are very popular with both students and parents, and we encourage all families to participate in these informative and entertaining evenings. Parent Welcome Week, monthly parent meetings, parent workshops, and parent conferences are just some activities offered at Sycamore JHS to engage parents. Parents can also be actively involved in the school through the Parent Teacher Student Association (PTSA), booster clubs for athletics, School Site Council, Title I Parent Advisory Committee, GATE Parent Advisory Committee, and ELAC Parent Committee. Parents are integral members of our school community and we work hard to provide a comfortable learning environment for all students.

[Student Enrollment by Grade Level \(School Year 2007-08\)](#)

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

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 7 | 887 |
| Grade 8 | 942 |
| Total Enrollment | 1829 |

[Student Enrollment by Group \(School Year 2007-08\)](#)

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

| Group | Percent of Total Enrollment | Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|---------------------------------|-----------------------------|
| African American | 0.77% | White (not Hispanic) | 2.73% |
| American Indian or Alaska Native | 0.11% | Multiple or No Response | 2.46% |
| Asian | 1.42% | Socioeconomically Disadvantaged | 84% |
| Filipino | 0.44% | English Learners | 49% |
| Hispanic or Latino | 91.69% | Students with Disabilities | 9% |
| Pacific Islander | 0.38% | | |

[Average Class Size and Class Size Distribution \(Secondary\)](#)

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

| Subject | 2005-06 | | | | 2006-07 | | | | 2007-08 | | | |
|----------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
| | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | |
| | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ |
| English | 29.2 | 13 | 76 | 34 | 27.4 | 24 | 70 | 23 | 26.6 | 38 | 78 | 16 |
| Mathematics | 30.7 | 11 | 29 | 35 | 29.5 | 12 | 50 | 23 | 31 | 7 | 39 | 29 |
| Science | 33.1 | 3 | 15 | 39 | 31.9 | | 30 | 25 | 30.5 | 3 | 37 | 18 |
| Social Science | 31.2 | 6 | 31 | 27 | 31.3 | 1 | 37 | 25 | 29.3 | 4 | 49 | 11 |

III. School Climate

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

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

School Safety Plans are reviewed on an annual basis. Input is gathered from the School Site Council, community resource groups and parents in order to determine any needed changes. The Sycamore Junior High School safety plan was last updated in January, 2005. The plan was discussed with staff during September/October, 2005.

[Suspensions and Expulsions](#)

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

| Rate | School | | | District | | |
|-------------|---------|---------|---------|----------|---------|---------|
| | 2005-06 | 2006-07 | 2007-08 | 2005-06 | 2006-07 | 2007-08 |
| Suspensions | 11.6 | 7.8 | 8.8 | 6.1 | 6.0 | 6.6 |
| Expulsions | 1.1 | 0.3 | 0.5 | 0.6 | 0.9 | 0.9 |

IV. School Facilities

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

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

Sycamore Junior High School opened in 1962. The 25 acre site includes 47 regular classrooms plus a large number of portable classroom and facilities. There are 13 labs which are designed for specific programs (i.e. computer lab, science lab, choral music room, etc.) The site also includes a cafeteria, a media center, a gym, and a variety of sports fields.

Maintenance and repair: Site and district maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service. Emergency repairs are given the highest priority.

Cleaning process and schedule: The district has adopted cleaning standards for all schools. The administration works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. All classrooms and restrooms are cleaned daily and deep cleaning, waxing of floors and painting takes place during times when students are not in class. Students, parents, and staff are encouraged to report any objectionable conditions via a uniform complaint procedure.

The most recent site inspection was completed on December 12, 2008.

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

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

| Item Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
|---|-------------------------------------|-------------------------------------|--------------------------|---|
| | Good | Fair | Poor | |
| Gas Leaks | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Mechanical Systems | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Windows/Doors/Gates (interior and exterior) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Interior Surfaces (walls, floors, and ceilings) | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Several classrooms have stained ceiling tiles. Work orders issued. Clock does not work in room 2. |
| Hazardous Materials (interior and exterior) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Structural Damage | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Fire Safety | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Electrical (interior and exterior) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Pest/Vermin Infestation | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Drinking Fountains (inside and outside) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | The drinking fountain by the library is not working. |
| Restrooms | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Sewer | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Playground/School Grounds | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Roofs | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Overall Cleanliness | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Carpet needs cleaning in rooms 50-54. |

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

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

| Item Inspected | Facility Condition | | | |
|-----------------|--------------------------|-------------------------------------|--------------------------|--------------------------|
| | Exemplary | Good | Fair | Poor |
| Overall Summary | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

V. Teachers

Professional Development

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

Teachers participate in a variety of District in-services as well as professional development workshops and conferences to enhance their knowledge and instructional skills. The Peer Assistance Review (PAR) and Beginning Teacher Support and Assessment (BTSA) programs, district workshops, and professional conferences are opportunities for professional development. The District continues to train teachers in strategies to deliver a differentiated curriculum with depth and complexity. Teachers learn to utilize student assessment results in order to target instruction to better meet the individual needs of students. Classified staff members have many opportunities to participate in training designed to enhance their effectiveness with students. All district staff members are supported in their efforts to be considered highly qualified under NCLB.

Teacher Credentials

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

| Teachers | School | | | District |
|--|---------|---------|---------|----------|
| | 2005-06 | 2006-07 | 2007-08 | 2007-08 |
| With Full Credential | 76 | 80 | 84 | 1,351 |
| Without Full Credential | 6 | 6 | 5 | 59 |
| Teaching Outside Subject Area of Competence | 0 | 8 | 0 | N/A |

Teacher Misassignments and Vacant Teacher Positions

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

| Indicator | 2006-07 | 2007-08 | 2008-09 |
|---|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 5 | 2 |
| Total Teacher Misassignments | 8 | 17 | 2 |
| Vacant Teacher Positions | 0 | 0 | 0 |

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

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the NCLB Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

| Location of Classes | Percent of Classes In Core Academic Subjects | |
|---|--|---------------------------------------|
| | Taught by NCLB Compliant Teachers | Taught by Non-NCLB Compliant Teachers |
| This School | 100% | 0% |
| All Schools in District | 99.5% | 0.5% |
| High-Poverty Schools in District | 100% | 0% |
| Low-Poverty Schools in District | 99.7% | 0.3% |

VI Support Staff

Academic Counselors and Other Support Staff (School Year 2007-08)

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

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | 3 | 609 |
| Library Media Teacher (Librarian) | | N/A |
| Library Media Services Staff (paraprofessional) | | N/A |
| Psychologist | | N/A |
| Social Worker | | N/A |
| Nurse | | N/A |
| Speech/Language/Hearing Specialist | | N/A |
| Resource Specialist (non-teaching) | | N/A |
| Other | | N/A |

VII. Curriculum and Instructional Materials

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

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

This information was collected in October 2008.

| Core Curriculum Area | Quality, Currency, and Availability of Textbooks and Instructional Materials | Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials |
|----------------------------|---|---|
| Reading/Language Arts | English language arts textbooks were adopted in 200-03. All students have a textbook available to them. The district is currently going through the process to select new Reading/language arts textbooks for adoption in 200910. | 0 |
| Mathematics | Mathematics textbooks were adopted in 2007-08. Course appropriate, standards-based textbooks were chosen for each mathematics course. There is one textbook available per student. | 0 |
| Science | Science textbooks were adopted in 2006-07. There is one textbook available per student. | 0 |
| History-Social Science | History/Social science textbooks were adopted in 2005-06. There is one textbook available per student. | 0 |
| Foreign Language | Foreign language textbooks were adopted in 2003-04. There is one textbook available per student | 0 |
| Health | Health textbooks were adopted in 2004-05. There is one textbook available per student. | 0 |
| Visual and Performing Arts | | |

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

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

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental) | Expenditures Per Pupil (Basic) | Average Teacher Salary |
|---|------------------------------|---------------------------------------|--------------------------------|------------------------|
| School Site | \$9,188 | \$3,746 | \$5,442 | \$73,296 |
| District | --- | --- | \$5,558 | \$75,555 |
| Percent Difference – School Site and District | --- | --- | -2.1% | -3% |
| State | --- | --- | \$4,943 | \$65,574 |
| Percent Difference – School Site and State | --- | --- | 10.1% | 11.8% |

Types of Services Funded (Fiscal Year 2007-08)

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

Sycamore JHS is fortunate to receive categorical funding from the state and federal government. Spending of categorical funds is prioritized to meet the goals of our Single School Plan. We offer a variety of supplementary services before and after school. Homework club, Saturday math academy, and departmental daily tutoring are some examples of support services for students that are struggling academically. Supplemental Educational Services is also a program offered to our students that wish to receive tutoring from outside agencies at no-cost to the student. Sycamore JHS offers before and after school sports programs as well as other teacher sponsored positive activities such as guitar club, jewelry making, scrap booking, and book club. Sycamore JHS has also expanded its counseling department to provide additional academic counseling.

Teacher and Administrative Salaries (Fiscal Year 2006-07)

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

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$45,832 | \$41,367 |
| Mid-Range Teacher Salary | \$83,399 | \$66,967 |
| Highest Teacher Salary | \$95,799 | \$85,877 |
| Average Principal Salary (Middle) | \$111,304 | \$112,947 |
| Average Principal Salary (High) | \$127,366 | \$123,438 |
| Superintendent Salary | \$226,000 | \$185,780 |
| Percent of Budget for Teacher Salaries | 39.7% | 37.1% |
| Percent of Budget for Administrative Salaries | 4.2% | 5.1% |

IX. Student Performance

California Standards Tests

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

CST Results for All Students – Three-Year Comparison

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

| Subject | School | | | District | | | State | | |
|------------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2005-06 | 2006-07 | 2007-08 | 2005-06 | 2006-07 | 2007-08 | 2005-06 | 2006-07 | 2007-08 |
| English-Language Arts | 21 | 22 | 27 | 39 | 41 | 43 | 42 | 43 | 46 |
| Mathematics | 23 | 16 | 30 | 36 | 32 | 30 | 40 | 40 | 43 |
| Science | 21 | 35 | 54 | 39 | 42 | 49 | 35 | 38 | 46 |
| History-Social Science | 15 | 15 | 21 | 36 | 36 | 38 | 33 | 33 | 36 |

CST Results by Student Group – Most Recent Year

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

| Group | Percent of Students Scoring at Proficient or Advanced | | | |
|---|---|-------------|---------|------------------------|
| | English- Language Arts | Mathematics | Science | History-Social Science |
| African American | 20 | 40 | * | * |
| American Indian or Alaska Native | * | * | * | * |
| Asian | 45 | 50 | 77 | 31 |
| Filipino | * | * | * | * |
| Hispanic or Latino | 26 | 29 | 53 | 20 |
| Pacific Islander | * | * | * | * |
| White (not Hispanic) | 34 | 32 | 62 | 32 |
| Male | 22 | 27 | 56 | 22 |
| Female | 31 | 32 | 52 | 20 |
| Economically Disadvantaged | 24 | 28 | 52 | |
| English Learners | 4 | 11 | 32 | 5 |
| Students with Disabilities | 4 | 9 | 23 | |
| Students Receiving Migrant Education Services | 0 | 12 | 45 | 0 |

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

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pfi>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

| Grade Level | Percent of Students Meeting Fitness Standards |
|-------------|---|
| 7 | 32.4 |

X. Accountability

Academic Performance Index

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

API Ranks – Three-Year Comparison

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

| API Rank | 2005-06 | 2006-07 | 2007-08 |
|------------------------|---------|---------|---------|
| Statewide | 2 | 2 | 2 |
| Similar Schools | 3 | 5 | 3 |

API Changes by Student Group – Three-Year Comparison

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

| Group | Actual API Change | | | Growth API Score |
|---|-------------------|---------|---------|------------------|
| | 2005-06 | 2006-07 | 2007-08 | 2008 |
| All Students at the School | 6 | 1 | 41 | 665 |
| African American | | | | |
| American Indian or Alaska Native | | | | |
| Asian | | | | |
| Filipino | | | | |
| Hispanic or Latino | 6 | 3 | 41 | 661 |
| Pacific Islander | | | | |
| White (not Hispanic) | | | | |
| Socioeconomically Disadvantaged | 4 | -1 | 40 | 653 |
| English Learners | 7 | 5 | 33 | 637 |
| Students with Disabilities | 11 | 38 | 2 | 441 |

Adequate Yearly Progress

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

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

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

[AYP Overall and by Criteria \(School Year 2007-08\)](#)

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

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

[Federal Intervention Program \(School Year 2008-09\)](#)

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

| Indicator | School | District |
|--|-----------|-----------|
| Program Improvement Status | In PI | In PI |
| First Year of Program Improvement | 2003-2004 | 2008-2009 |
| Year in Program Improvement | Year 5 | Year 1 |
| Number of Schools Currently in Program Improvement | N/A | 6 |
| Percent of Schools Currently in Program Improvement | N/A | 27.3 |