

# 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	
<b>School Name</b>	Richgrove Elementary School	<b>District Name</b>	Richgrove Elementary School District
<b>Street</b>	20812 Grove Drive	<b>Phone Number</b>	(661) 725-2424
<b>City, State, Zip</b>	Richgrove, CA 93261	<b>Web Site</b>	www.richgrove.org
<b>Phone Number</b>	(661) 725-2424	<b>Superintendent</b>	Frank. M Chavez
<b>Principal</b>	Mario Millan	<b>E-mail Address</b>	frank@richgrove.org
<b>E-mail Address</b>	mariom@richgrove.org	<b>CDS Code</b>	54720826114672

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

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

The Richgrove staff has high expectation of all students for their academic, social and personal growth. Students are held accountable for their achievement towards meeting the standards. Students are encouraged to be risk takers when improving their learning. The Richgrove staff provides a physically and emotionally safe environment for all students. Input from staff, community and students is respected, encouraged, and valued. Teachers reflect on their practice as educators and strive to develop as professionals. Shared leadership, respect for all, and working as a team are encouraged.

Richgrove School District, a one-school district, serves 738 students in grades K-8. The district is located in Richgrove, an unincorporated community located in the South eastern part of Tulare County in the State of California. Richgrove is on the Kern County line approximately 10 miles from Delano and Highway 99 in the Central California Valley of California. Neighboring communities are: Delano to the West, Porterville to the North, and Bakersfield to the South.

Richgrove is an agricultural community with a population flexibility of up to 3,200 persons. Table grapes, pistachios, oranges and almonds are among the major crops in this area. The employment sources available are light industry and seasonal agriculture.

Richgrove School's mission is to: pursue significant educational improvements in curriculum and instruction, staff development and parent involvement in order for all students to meeting rigorous grade level standards; provide a safe, orderly, and nurturing school climate that promotes learning, fairness, and respect for each individual, and promote a sensitivity and appreciation for the value of learning as students continue their education throughout their lifetime.

### Opportunities for Parental Involvement (School Year 2009-10)

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

Richgrove School believes that parent involvement is one of the keys for student success. Parents are encouraged to participate in the education of their children by helping them at home with their homework, volunteering in their student's classroom, and attending student events such as Students of the month assemblies. Parents are encouraged to participate in the English Language Advisory Committee (ELAC) or School Site Council (SSC).

Parents who wish to participate in Richgrove School's leadership teams, school committees, and school activities may contact the school at (661) 725-2424.

### 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	103
Grade 1	82
Grade 2	91
Grade 3	74
Grade 4	88
Grade 5	76
Grade 6	83
Grade 7	70
Grade 8	67
<b>Total Enrollment</b>	<b>734</b>

### 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		White	.4
American Indian or Alaska Native		Two or More Races	
Asian	0.54	Socioeconomically Disadvantaged	99
Filipino	.4	English Learners	65
Hispanic or Latino	99	Students with Disabilities	3
Native Hawaiian/Pacific Islander			

### 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	19.2	5			18.2	5			19.4	5		
1	18.5	4			19.6	5			19.75	4		
2	18.0	4			24.8	3			16.8	5		
3	17.0	5			20.0	4			18.0	4		
4	27.3		3		27.5		2		30		3	
5					28.0		3		24		3	
6					28.0		2		26.67		3	
K-3												
3-4												
4-8					26		1					
Other												

### 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	2007-08				2008-09				2009-10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	21.2	19	11	4	22.6	4	10		22.25	7	5	
Mathematics	19.7	7	8		23.5	2	6		22.67	2	4	
Science	24.0	5	5	3	24.8	2	6		22.86	3	4	
Social Science	24.6	5	6	2	25.1	1	6		22.86	3	4	

## III. School Climate

### School Safety Plan (School Year 2009-10)

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

In order to cooperate and support the disaster efforts of the schools in the event of a major disaster, Richgrove School District has established emergency headquarters to be at the district office or transportation department as designated by the superintendent depending on the nature and extent of a disaster. The governing board shall grant the use of school buildings, grounds and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The board shall cooperate with such agencies in furnishing and maintaining whatever services it deems necessary to meet the community's needs. (Ed. Code 38132)

Richgrove School has an established disaster preparedness plan which is reviewed and updated annually. The school plan includes designated responsibilities and an established chain of command. Specified staff members will communicate with or report to emergency headquarters in the event of a disaster or when notified to do so. Disaster drills are practiced on a regular basis.

Richgrove School's Comprehensive Safe School Plan was developed in 1998 by the Safe School Committee and the On-Site Sheriff's Officer. The plan was last up-dated in August 2009 and reviewed with the staff at that time. The updated plan is available to the public at the district/school office.

The highlights of the plan include the following:

- Comprehensive disaster and crisis plan
- Communication strategies
- Safe transportation

### 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
<b>Suspensions</b>	6.7	19.7	13.5	6.7	19.7	13.5
<b>Expulsions</b>	0.0	0.1	0.3	0.0	0.1	0.3

## 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.

Richgrove School provides a safe, clean environment for students, staff and parents. School facilities were built in 1954 and include 24 classrooms, a staff lounge, a latch key room, a cafeteria, playgrounds, and a band room. These existing buildings were included in modernization plans in 1985 and in 2003. In 2003, the restrooms were modernized. In 1996, a middle school and district office were built. This addition includes a library, computer lab, a gymnasium, a resource room, a playground, and 6 classrooms and 4 permanent portables.

Richgrove School has a scheduled maintenance program that ensures that all classrooms and facilities are maintained to a degree of adequacy that provides for good learning and safety. Richgrove School's maintenance department uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on August 24, 2010. At this time no deficiencies were cited.

A plan has been developed to design and replace the current storm drainage system between wings 400 and 500 and 500 and 600. The plan includes environmental friendly landscaping, removal of termite infested trees, eliminating seasonal flooding, outdated drains. This plan includes the installation of solar panels. The panels will be engineered to be shade structures. The plan also includes repairing and replacing fence line along the front of the elementary school. Improvements to the water pump are planned to increase water pressure. The maintenance plan for the 2010-2011 year includes AC repairs.

### 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	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[ ]	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[ ]	[X]	[ ]	[ ]	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[ ]	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[ ]	[X]	[ ]	[ ]	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	[ ]	

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Safety:</b> Fire Safety, Hazardous Materials	[ ]	[X]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[ ]	[X]	[ ]	[ ]	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	[ ]	
<b>Overall Rating</b>	[ ]	[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
<b>With Full Credential</b>	39	38	34	34
<b>Without Full Credential</b>	1	0	2	2
<b>Teaching Outside Subject Area of Competence</b>	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
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 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
<b>This School</b>	100	0
<b>All Schools in District</b>	100	0
<b>High-Poverty Schools in District</b>	100	0
<b>Low-Poverty Schools in District</b>	100	0

## 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)	1	---
Psychologist	2.3	---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist	0.4	---
Resource Specialist (non-teaching)		---
Other	1	---

## 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	1 per student New or good condition 2009 edition	0	Yes
Mathematics	1 per student New or good condition 2008 edition	0	Yes
Science	1 per student New or good condition 2007 edition	0	Yes
History-Social Science	1 per student New or good condition 2006 edition	0	Yes
Foreign Language	n/a	n/a	n/a
Health	Classroom set grades 7 and 8 Fair condition 2001 edition\	n/a	Yes
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	\$10,994	\$2,858	\$8,136	\$67,932
District	---	---	\$8,136.00	\$67,932.00
Percent Difference: School Site and District	---	---	0	0
State	---	---	\$8,275.00	\$59,825
Percent Difference: School Site and State	---	---	2	13

### 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.

Instructional programs are aligned to California State Content Standards. The school structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques and supplemental instructional materials and programs. Special programs include:

- At-risk: "Inside" Intervention Program Language, After School Tutoring , Student Study Team, Counselor, Differentiated Instruction and Instructional Aide Support, AC Math, Momentum Math
- Title I: Instructional Aide Support, Staff Development, Parent, Student Study Team, Counselor, Differentiated Instruction, "Inside" Intervention Program
- English Language Learners: English Language Acquisition Program, Student Study Team, Counselor, Differentiated Instruction, ELL Instructional Aide Support, Daily English Language Development
- Special Education: Resource Specialist Program, Adaptive Physical Education, Student Study Team, Language Speech and Hearing Specialist, School Psychologist, Counselor, and Differentiated Instruction.
- Reading First: Reading Coach, Direct Instruction, Differentiated instruction, Intervention
- Targeted Instructional Improvement Grant: Winter and Summer Academies, Supplemental instructional materials, tutorials, a fine arts program, and other activities.

### Extra-Curricular Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities that promote a positive attitude that encourages achievement and aids in the prevention of academic problems. Activities and programs include:

- o After school tutoring
- o Winter Institute
- o Summer Session
- o Fine Arts Program
  - Mariachi band
  - Marching band
  - Jazz band
  - Concert band
  - Folk Dance Troupes
  - Art
- o Math club
- o Sports Program
  - After school
  - Recreation League
- o Academic Bowls
  - Math
  - Poetry and Prose

## 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	\$41,350	\$38,905
Mid-Range Teacher Salary	\$61,363	\$56,504
Highest Teacher Salary	\$78,564	\$71,750
Average Principal Salary (Elementary)	\$104,545	\$92,053
Average Principal Salary (Middle)		\$95,666
Average Principal Salary (High)		\$94,401
Superintendent Salary	\$136,341	\$111,055
Percent of Budget for Teacher Salaries	33.0	37.9
Percent of Budget for Administrative Salaries	5.8	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	25	33	33	25	33	33	46	50	52
Mathematics	30	37	37	30	37	37	43	46	48
Science	24	28	28	24	28	28	46	50	54
History-Social Science	9	12	12	9	12	12	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	34	37.7	24	11.9
All Student at the School	34	37.7	24	11
Male	28	35	27	10
Female	39	40	28	13
Black or African American				
American Indian or Alaska Native				
Asian	*	*		
Filipino	*	*	*	*
Hispanic or Latino	33	37	27	12
Native Hawaiian/Pacific Islander				
White	*	*		
Two or More Races				
Socioeconomically Disadvantaged	33	37	28	12
English Learners	21	31	13	0
Students with Disabilities	6	6	*	
Students Receiving Migrant Education Services	26	39	30	*

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	22.5	19.7	32.4
7	26.5	17.6	25.0

## 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	1	1	1
Similar Schools	4	3	5

### 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	5	29	1
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	8	27	1
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	5	29	1
English Learners	19	7	3
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	683	682	767
Black or African American			686
American Indian or Alaska Native			728
Asian			890
Filipino			851
Hispanic or Latino	682	681	715
Native Hawaiian/Pacific Islander			753
White			838
Two or More Races			808
Socioeconomically Disadvantaged	683	682	712
English Learners	660	660	692
Students with Disabilities			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	Yes	Yes
Percent Proficient: Mathematics	Yes	Yes
API	No	No
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	In PI	Not In PI
First Year of Program Improvement	2005-2006	
Year in Program Improvement	Year 5	
Number of Schools Currently in Program Improvement	---	1
Percent of Schools Currently in Program Improvement	---	100.0

## 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.

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All training and curriculum development activities at Richgrove Elementary school revolve around the California State Content Standards and Frameworks. Professional development activities provide support for you newly adopted curriculum and the implementation of new programs.

Professional Development includes:

- SB 472 training CA Treasures
- SB 472 training Saxon
- SB 472 training Holt Literature and Language Arts
- SB 472 training "Inside"
- SB472 training EL with CA Treasures
- SB472 training Algebra
- SB472 training Pre-Algebra
- RTI training
- Reading First Coaches' training
- Vocabulary Development
- EL strategies
- Classroom Management
- Developing a positive climate
- Title III
- CELDT test administration
- Thinking Maps
- Checking for Understanding
- Dennis Parker Training
- Data Analysis