Executive Summary School Accountability Report Card, 2010–11

For Rincon Valley Middle

Address:	4650 Badger Rd., Santa Rosa, CA, 95409-2699	**Phone:**	707-528-5255
Principal:	Matt Marshall, Principal	**Grade Span:**	7-8

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2010–11 school year. School finances and school completion data are reported for the 2009–10 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2011–12 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Rincon Valley Middle School is a thriving academic family where intellectual discovery and student achievement are encouraged and supported. We have many outstanding programs, and firmly believe that all students can achieve at high levels.

The Mission at Rincon Valley is to promote academic excellence, social responsibility, physical fitness and an appreciation of the arts for all students. The staff at Rincon Valley Middle School is dedicated to providing an educational experience for all middle school students that is both supportive and academically challenging. Our programs encourage students to develop cooperative and competitive abilities which are essential in a rapidly changing world.

Student Enrollment

Group	Enrollment
Number of students	855
Black or African American	2.3%
American Indian or Alaska Native	0.7%
Asian	6.1%
Filipino	1.3%
Hispanic or Latino	16.8%
Native Hawaiian or Pacific Islander	1.1%

White	66.8%
Two or More Races	4.8%
Socioeconomically Disadvantaged	14.2%
English Learners	9.5%
Students with Disabilities	10.4%

Teachers

Indicator	Teachers
Teachers with full credential	44
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	82%
Mathematics	78%
Science	89%
History-Social Science	70%

*Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

Academic Progress*

Indicator	Result
2011 Growth API Score (from 2011 Growth API Report)	900
Statewide Rank (from 2010 Base API Report)	10

Met All 2011 AYP Requirements	No
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 16 of 17
2011–12 Program Improvement Status (PI Year)	Not Title I

*The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

School Facilities

Summary of Most Recent Site Inspection

The district uses the Facilities Inspection Tool (FIT) which was developed by the State of California Office of Public School Construction to evaluate the conditions at each school site with ratings of "good," "fair," or "poor." The FIT also provides an overall summary of the school conditions at each school site on a scale of "exemplary," "good," "fair," or "poor". Detailed information from the FIT is listed in Section IV of the complete SARC and is also available at the District Office.

This school was inspected on (01.16.2012) and had an overall rating of "exemplary".

The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

Repairs Needed

Based on the FIT inspection, no repairs are needed at this time.

Corrective Actions Taken or Planned

Based on the FIT, no corrective action was necessary.

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-	0%

12)	

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	$5,479
District	$5,692
State	$5,455

School Accountability Report Card

Reported Using Data from the 2010–11 School Year

Published During 2011–12

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

Ed-Data Partnership Web Site

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

DataQuest

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

Internet Access

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

II. About This School

Contact Information (School Year 2011–12)

	School		District
School Name	Rincon Valley Middle	District Name	Santa Rosa High
Street	4650 Badger Rd.	Phone Number	(707) 528-5181
City, State, Zip	Santa Rosa, CA, 95409-2699	Web Site	www.srcs.k12.ca.us
Phone Number	707-528-5255	Superintendent	Sharon Liddell
Principal	Matt Marshall, Principal	E-mail Address	sliddell@srcs.k12.ca.us
E-mail Address	mmarshall@srcs.k12.ca.us	CDS Code	49709206060271

School Description and Mission Statement (School Year 2010–11)

Rincon Valley Middle School is a thriving academic family where intellectual discovery and student achievement are encouraged and supported. We have many outstanding programs, and firmly believe that all students can achieve at high levels.

The Mission at Rincon Valley is to promote academic excellence, social responsibility, physical fitness and an appreciation of the arts for all students. The staff at Rincon Valley Middle School is dedicated to providing an educational experience for all middle school students that is both supportive and academically challenging. Our programs encourage students to develop cooperative and competitive abilities which are essential in a rapidly changing world.

Opportunities for Parental Involvement (School Year 2010–11)

The Student Teacher Parent Committee (STPC) meets monthly to plan school events and activities, make decisions about program funds, and discuss ways that parents and families can make our school a better place for every student. Parents provide office help, lunchtime supervision, and food donations for special events. They also volunteer in the classroom. Parents participate on our School Site Council (SSC), making budget and plan approvals. We invite parents to join our English Learners Advisory Group (ELAC), which helps students learning English feel welcome at our school.

Student Enrollment by Grade Level (School Year 2010–11)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	438
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	0
Grade 3	0	Grade 10	0
Grade 4	0	Grade 11	0
Grade 5	0	Grade 12	0
Grade 6	0	Ungraded Secondary	0

Grade 7	417	Total Enrollment	855

Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment
Black or African American	2.3%
American Indian or Alaska Native	0.7%
Asian	6.1%
Filipino	1.3%
Hispanic or Latino	16.8%
Native Hawaiian or Pacific Islander	1.1%
White	66.8%
Two or More Races	4.8%
Socioeconomically Disadvantaged	14.2%
English Learners	9.5%
Students with Disabilities	10.4%

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	26.0	8	19	8	29.3	5	11	12	26.5	10	19	6
Mathematics	27.7	2	22	3	28.4	5	18	6	26.3	8	11	14
Science	29.0	3	21	3	29	1	21	6	28.8	2	24	3
Social Science	27.9	1	25	2	30.1	1	20	6	26.6	6	20	6

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

III. School Climate

School Safety Plan (School Year 2010–11)

We consistently enforce school rules and acknowledge appropriate behavior. Our school conducts monthly emergency drills, and teaching staff participates with the middle school staff in overall campus-wide safety planning. The middle school campus supervisor monitors the morning recess and lunch recess. Staff and parent volunteers monitor our students before school, after school, and during afternoon recess.

Suspensions and Expulsions

Rate*	School 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
Suspensions	1.24%	0.85%	22.92%	3.91%	4.74%	40.31%
Expulsions	0.75%	0.48%	0.58%	1.75%	1.86%	1.81%

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

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011–12)

The district uses the Facilities Inspection Tool (FIT) which was developed by the State of California Office of Public School Construction to evaluate the conditions at each school site with ratings of "good," "fair," or "poor." The FIT also provides an overall summary of the school conditions at each school site on a scale of "exemplary," "good," "fair," or "poor". Detailed information from the FIT is listed in Section IV of the complete SARC and is also available at the District Office.

This school was inspected on (01.16.2012) and had an overall rating of "exemplary".

The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

School Facility Good Repair Status (School Year 2011–12)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		√			
Interior: Interior Surfaces		√			

		√			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		√			
Electrical: Electrical		√			
Restrooms/ Fountains: Restrooms, Sinks/ Fountains		√			
Safety: Fire Safety, Hazardous Materials		√			
Structural: Structural Damage, Roofs		√			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		√			
Overall Rating	Exemplary				

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2008−09	School 2009−10	School 2010−11	District 2010−11
With Full Credential	37	30	44	787
Without Full Credential	0	1	0	0
Teaching Outside Subject Area of Competence (with full credential)	3	0	0	8

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009−10	2010−11	2011−12
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments*	4	0	0
Vacant Teacher Positions	0	1	1

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

* *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010–11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree,

an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: http://www.cde.ca.gov/nclb/sr/tq/

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100%	0%
All Schools in District	97.34%	2.66%
High-Poverty Schools in District	96.54%	3.46%
Low-Poverty Schools in District	95.70%	4.30%

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

VI. Support Staff

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

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.70	502
Counselor (Social/ Behavioral or Career Development)	0	
Library Media Teacher (librarian)	0	
Library Media Services Staff (paraprofessional)	0.950	
Psychologist	0.50	
Social Worker	0	
Nurse	0.200	
Speech/ Language/ Hearing Specialist	0.33	
Resource Specialist (non-teaching)	2.750	
Other	n/a	

Note: Cells shaded in black do not require data.

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

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

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: 11/2011

Core Curriculum Area	Textbooks and instructional materials/ year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/ Language Arts	Timeless Voices, Timeless Themes, Prentice Hall, 2002; Weaving it Together, Heinle & Heinle, 2002; Language!, Sopris West, 2005; Step Up To Writing, Sopris West 2005	SBE Approved	0%
Mathematics	All students have current textbooks in good condition. In grades K-8, students have textbook selected from the most recent State-adopted lists. CPM; College Prep Math; Sallee; 1993 Algebra 1: Applications, Equations, Graphs; McDougal-Littell; Larson; 2001 Foundations for Algebra, Year 2, Hoey; CPM Educ.; 2000 Pre-Algebra(Calif. Edition); Davidson; Prentice Hall/Pearson Education; 2001 Progress in Mathematics(Calif. edition); McDonnell; Sadlier-Oxford; 2001 Foundations for Algebra, Year 1; Sallee; CPM Education; 2000	SBE Approved	0%
Science	Focus on Life Science CA Edition 2007; Fisher; Glencoe McGraw-Hill; 2007 Science Explorer: Focus on Life Science; Coolidge-Stoltz; Prentice Hall; 2001 Focus on Physical Science Calif. Edition 2007; Berwald; Glencoe/McGraw-Hill; 2007 Science Explorer: Focus on Physical Science; Frank; Prentice Hall; 2001	SBE Approved	0%
History-Social Science	Creating America, Beginnings through WWI, Prentice Hall 2006; World History, Medi evil and Early Modern Times, Prentice Hall 2006; Our World, National Geographic, Explore America, Ballard & Tighe, 2003	SBE Approved	0%

Foreign Language	Paso A Paso by Prentice Hall	SBE Approved	0%
Health	See Focus On Life Science - 7th grade	SBE Approved	0%
Visual and Performing Arts	N/A	SBE Approved	0%
Science Laboratory Equipment (grades 9-12)	N/A	SBE Approved	0%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	$6,224	$745	$5,479	$80,662
District			$5,692	$74,263
Percent Difference – School Site and District			-3.74%	4.13%
State			$5,455	68203
Percent Difference – School Site and State			0.22%	8.37%

Note: Cells shaded in black do not require data.

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

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

Types of Services Funded (Fiscal Year 2010–11)

Rincon Valley receives additional funding through Title I, IEA/LEP and a very generous parent group. These funds are used to enhance student learning, provide staff development and support extra-curricular activities.

Teacher and Administrative Salaries (Fiscal Year 2009–10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	43,410	35,288
Mid-Range Teacher Salary	64,650	65,456
Highest Teacher Salary	81,890	95,624
Average Principal Salary (Elementary)	101,891	106,217
Average Principal Salary (Middle)	108,620	111,763
Average Principal Salary (High)	121,815	121,538
Superintendent Salary	176,455	197,275
Percent of Budget for Teacher Salaries	44.15%	39.18%
Percent of Budget for Administrative Salaries	6.84%	4.97%

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

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at http://star.cde.ca.gov.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	75%	80%	82%	50%	54%	57%	50%	52%	54%
Mathematics	76%	81%	78%	38%	42%	43%	46%	48%	50%
Science	91%	93%	89%	52%	59%	59%	50%	53%	56%
History-Social Science	68%	75%	70%	41%	42%	48%	41%	44%	48%

Note: **Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.**

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	57%	43%	59%	48%
All Students at the School	82%	78%	89%	70%
Male	80%	77%	88%	73%
Female	84%	79%	90%	67%
Black or African American	55%	73%	85%	43%
American Indian or Alaska Native				
Asian	96%	96%	10%	96%

Filipino				
Hispanic or Latino	69%	63%	84%	54%
Native Hawaiian or Pacific Islander				
White	86%	81%	89%	72%
Two or More Races	78%	83%	95%	86%
Socioeconomically Disadvantaged	67%	58%	69%	35%
English Learners	44%	42%	0%	25%
Students with Disabilities	46%	32%	67%	26%
Students Receiving Migrant Education Services				

Note: **Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.**

California Physical Fitness Test Results (School Year 2010–11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at http://www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	**Five of Six Standards**	**Six of Six Standards**
7	15.50%	32.60%	36.20%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

X. Accountability

Academic Performance Index

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

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	2008	2009	2010
Statewide	10	10	10
Similar Schools	5	10	10

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

Group	Actual API Change 2008−09	Actual API Change 2009−10	Actual API Change 2010−11
All Students at the School	26	8	-8
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			3
Native Hawaiian or Pacific Islander			
White	22	12	-8
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

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

Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

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

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	798	900	11,790	780	4,683,676	778
Black or African American	19	807	304	712	317,856	696
American Indian or Alaska Native			126	651	33,774	733
Asian	51	987	618	859	398,869	898
Filipino			106	850	123,245	859
Hispanic or Latino	130	836	5,202	710	2,406,749	729
Native Hawaiian or Pacific Islander			68	770	26,953	764
White	534	912	4,884	844	1,258,831	845
Two or More Races	39	915	436	834	76,766	836
Socioeconomically Disadvantaged	120	794	5,807	705	2,731,843	726
English Learners	74	832	4,043	684	1,521,844	707
Students with Disabilities	63	626	1,640	580	521,815	595

Adequate Yearly Progress

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

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

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE *AYP Web page at* http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)

AYP Criteria	School	District
Made AYP Overall	no	no
Met Participation Rate - English-Language Arts	yes	yes
Met Participation Rate - Mathematics	yes	yes
Met Percent Proficient - English-Language Arts	yes	no
Met Percent Proficient - Mathematics	no	no
Met API Criteria	yes	yes
Met Graduation Rate	n/a	yes

Federal Intervention Program (School Year 2011–12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE *PI Status Determinations Web* page: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	Not Title I	In PI
First Year of Program Improvement	n/a	2008-2009
Year in Program Improvement	n/a	Year 3
Number of Schools Currently in Program Improvement		13
Percent of Schools Currently in Program Improvement		43%

Note: Cells shaded in black do not require data.

XI. School Completion and Postsecondary Preparation

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10

Dropout Rate (1-year)	n/a	n/a	0	4.2	4.9	4.0	4.9	5.7	4.6
Graduation Rate	n/a	n/a	n/a	84.9	80.3	82.1	80.2	78.6	80.4

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

XII. Instructional Planning and Scheduling

Professional Development

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

Staff development is provided in conjunction with the district's C&I 7-12 office that coordinates the Staff Development Block Grant. Staff development has focused on student learning, differentiation, Explicit Direct Instruction, and professional learning communities.

Rincon Valley Middle

Santa Rosa High

School Accountability Report Card, 2010-2011

Provided by the Ed-Data Partnership

For more information visit www.ed-data.org