

Executive Summary School Accountability Report Card, 2010–11

Clover Flat School

Address: 39639 Old Hwy 80, Boulevard, CA 91905
Principal: William Dennett

Phone: 619-766-4655
Grade Span: 2-8

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

Clover Flat School, located in Boulevard between Campo and Jacumba, operated as an independent district from 1886 until 1953 with its own school board. In 1953, it became one of six elementary schools in the newly created Mountain Empire Unified School District (MEUSD) and it no longer had its own school board.

The Boulevard area is a rural mountain town of approximately 1,500 people and is located approximately sixty-five miles east of San Diego. Within the area are three Indian reservations – La Posta, Manzanita, and Campo. The school has one permanent facility and nine portable classrooms, a Resource Specialist Program class, a library, a computer lab, a preschool, and a Before and After School Program (BASP).

The major source of employment is through government agencies (e.g., U. S. Border Patrol, California Highway Patrol, Sheriff's Department, Department of Corrections, U. S. Post Office, and Cal Trans.) There are a few local businesses including the Golden Acorn Casino and La Posta Casino, which employ residents, but most of the population that is employed commutes fifty or more miles to San Diego or El Centro. There are many families living here who receive Aid for Dependent Children (AFDC). Opportunities for educational, cultural, and extra-curricular experiences are scarce, but can be reached by driving fifty or more miles east or west.

Clover Flat School serves approximately 160 students in grades 2 through 8 for the communities of Boulevard and Jacumba. The Quality Education Initiative Act Grant gives the opportunity to offer class-size reduction for grades 2 through 8. There are eight regular education teachers, one Resource Specialist teacher, one special education aide, and one instructional aide. Our program also offers one library aide, one school secretary, and a Before and After School Program. The District provides limited speech services, a physical occupational therapist, and a nurse who is based at the high school. Through area agencies, individual and group counseling services are also available with parent permission. Clover Flat has self-contained classrooms, with student access to a site library and a computer lab. Instructional material is also available through a contract with San Diego County Office of Education.

The mission of the Mountain Empire Unified School District (MEUSD) and Clover Flat School is "Preparing to participate in a competitive global society." The vision of Clover Flat Elementary School is: When learning at the Clover Flat Jacumba Compact, we agree to model – at our school and community – respect, responsibility, and safety while setting goals, mastering standards, and celebrating diversity in a creative, moral, and fun environment.

Clover Flat has received the following awards: 2007 – California Business for Education Excellence for Academic Achievement Honor Roll; 2008 – the distinct honor of the California Distinguished School Award and Title I Academic Achievement Award and is called a "Double Winner School!"

Student Enrollment

Group	Enrollment
Number of students	160
Black or African American	1.3%
American Indian or Alaska Native	11.9%
Asian	1.9%
Filipino	0.6%
Hispanic or Latino	28.8%
Native Hawaiian or Pacific Islander	0.6%
White	52.5%
Two or More Races	2.5%
Socioeconomically Disadvantaged	58.8%
English Learners	21.3%
Students with Disabilities	0.0%

Teachers

Indicator	Teachers
Teachers with full credential	8
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 ¹ Program Results
English-Language Arts	66%
Mathematics	62%
Science	57%
History-Social Science	28%

Academic Progress²

Indicator	Result
2011 Growth API Score (from 2011 Growth API Report)	833
Statewide Rank (from 2010 Base API Report)	6
Met All 2011 AYP Requirements	Yes
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 13 of 13
2011–12 Program Improvement Status (PI Year)	Not in PI

¹ 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.

² 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

Clover Flat is comprised of both permanent and portable buildings. The school has one full-time custodian who is responsible for 8 classroom buildings, staff workroom, the Before and After School Program building, the Preschool, computer lab, library, Office, restrooms, and grounds. Basic cleaning occurs nightly. The District's Maintenance Department and custodial staff perform heavy custodial or maintenance duties, such as painting, over summer months or vacations. Maintenance and grounds are spread thin throughout the District, but handle work orders in a timely manner. Most recent site inspection was January 4, 2012.

Repairs Needed

Stained ceiling tiles, loose panel in boys restroom, classroom siding deterioration, and MPR sink counter top missing laminate on both sides.

Corrective Actions Taken or Planned

Item 1, 2, and 4 completed. Item 3 to be completed during summer recess.

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 9-12)	NA

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$2,738
District	\$5,555
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	Clover Flat School	District Name	Mountain Empire Unified
Street	39639 Old Hwy 80	Phone Number	(619) 473-9022
City, State, Zip	Boulevard, CA 91905	Web Site	www.meusd.net
Phone Number	(619) 766-4655	Superintendent	Steve Van Zant
Principal	William Dennett, Principal	E-mail Address	svanzant@meusd.net
E-mail Address	bdennett@meusd.net	CDS Code	37 68213 6085054

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

Clover Flat School, located in Boulevard between Campo and Jacumba, operated as an independent district from 1886 until 1953 with its own school board. In 1953, it became one of six elementary schools in the newly created Mountain Empire Unified School District (MEUSD) and it no longer had its own school board.

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Opportunities for Parental Involvement (School Year 2010–11)

Clover Flat has a very active PTA. Parents are encouraged to volunteer at school, to help in classrooms, or volunteer through the PTA for fundraisers and extracurricular activities. Fundraisers such as Trick or Treat Street~Carnival, Book Fair, Penny Wars, catalog sales, and the annual Jogathon support the school and provide one field trip per year with no cost to the students. Parents have the opportunity to serve on the School Site Council. The School Site Council meets every month to review test scores and help determine the school goals to meet the needs of every student. The committee is composed of five staff members and five parent/community members. Everyone is welcome at these meetings.

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

Grade Level	Number of Students	Grade Level	Number of Students
Grade 2	23		
Grade 3	22		
Grade 4	24		
Grade 5	25		
Grade 6	20		
Grade 7	24		
Grade 8	22		
Total Enrollment	160		

Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	11.9
Asian	1.9
Filipino	0.6
Hispanic or Latino	28.8
Native Hawaiian or Pacific Islander	0.6
White	52.5
Two or More Races	2.5
Socioeconomically Disadvantaged	58.8
English Learners	21.3
Students with Disabilities	0.0

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
2	11	1			11	1			20	1		
3	18	1			23		1		17	2		
4	18	1			23		1		14	2		
5	18	1			18	1			21	1		
6	17	1			20	1			18	1		
7					19	1			20	1		
8									20	1		
Other												

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

III. School Climate

School Safety Plan (School Year 2010–11)

Clover Flat School follows the District Board Policies regarding student safety. Teachers review and revise the site Safety Plan on a yearly basis. The safety plan includes disaster procedures, procedures for safe entry and exit of students, procedures for serious disciplinary problems, a sexual harassment policy, child abuse reporting procedures, school dress codes, and school discipline policies. The District also utilizes a message system for routine announcements to families. When necessary the system is used to send out emergency messages to our students and their families. Routine fire, disaster, lock-down, and earthquake drills are conducted on a regular basis.

Suspensions and Expulsions

Rate*	School 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
Suspensions	4.8	4	11.8	25.6	5.8	2.8
Expulsions	0	0	0	3	1	0.005

* 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)

Clover Flat is comprised of both permanent and portable buildings. The school has one full-time custodian who is responsible for 8 classroom buildings, staff workroom, the Before and After School Program building, the Preschool, computer lab, library, Office, restrooms, and grounds. Basic cleaning occurs nightly. The District's Maintenance Department and custodial staff perform heavy custodial or maintenance duties, such as painting, over summer months or vacations. Maintenance and grounds are spread thin throughout the District, but handle work orders in a timely manner. Williams's site inspection was September 13, 2011.

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

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			
Interior: Interior Surfaces		X			Stained ceiling tiles (replaced)
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X			
Electrical: Electrical		X			
Restrooms/Fountains: Restrooms, Sinks/Fountains				X	Wall panel loose at wall in boys restroom Staff restroom stained ceiling tiles (replaced) MPR laminate missing from sink
Safety: Fire Safety, Hazardous Materials		X			
Structural: Structural Damage, Roofs		X			
External: Playground/School Grounds, Windows/Doors/Gates/Fences		X			
Overall Rating	95.10%				

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	6	6	8	99
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	n/a

Teacher Misassignments and Vacant Teacher Positions

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

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

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

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

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

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.00%	0.00%
All Schools in District	99.03%	0.97%
High-Poverty Schools in District	98.97%	1.03%
Low-Poverty Schools in District	0.00%	0.00%

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

VI. Support Staff

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

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	n/a
Counselor (Social/Behavioral or Career Development)	0	
Library Media Teacher (librarian)	0	
Library Media Services Staff (paraprofessional)	.5	
Psychologist	0	
Social Worker	0	
Nurse	.1	
Speech/Language/Hearing Specialist	.5	
Resource Specialist (non-teaching)	.5	
Other		

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: January 2012

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Houghton Mifflin Holt Literature	Y	0
Mathematics	Pearson Scott Foresman Pearson Prentice Hall	Y	0
Science	McMillan/McGraw Hill Holt/Rinehart & Winston	Y	0
History-Social Science	Pearson Scott Foresman Pearson Prentice Hall	Y	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	\$5,690	\$2,952	\$2,738	\$49,743
District			\$4,484	\$55,035
Percent Difference – School Site and District			39%	9.6%
State			\$5,455	\$63,062
Percent Difference – School Site and State			50%	21.1%

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)

Economic Impact Aide/State Compensatory Education to help educationally disadvantaged students succeed in the regular education program.
 Title III for Language Instruction Program for limited English proficient students to attain English proficiency and meet academic performance standards.
 Title IV for Safe and Drug-Free Schools and Communities program to support learning environments that promote academic achievement.
 QEIA Grant to provide class size reduction in grades 2-8.
 Title VII for Indian Education.

Teacher and Administrative Salaries (Fiscal Year 2010–11)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$31,575	\$39,074
Mid-Range Teacher Salary	\$49,564	\$60,172
Highest Teacher Salary	\$76,043	\$78,468
Average Principal Salary (Elementary)	\$101,199	\$95,926
Average Principal Salary (High)	\$113,568	\$107,041
Superintendent Salary	\$130,000	\$148,555
Percent of Budget for Teacher Salaries	34.00%	38%
Percent of Budget for Administrative Salaries	7.00%	6.00%

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

IX. Student Performance

Standardized Testing and Reporting Program

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

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

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

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

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	61%	66%	66%	39%	42%	45%	49%	52%	54%
Mathematics	63%	52%	62%	37%	34%	36%	46%	48%	50%
Science	59%	44%	57%	35%	35%	49%	50%	54%	57%
History-Social Science	0%	0%	28%	22%	22%	29%	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	45%	36%	49%	29%
All Students at the School	66%	62%	57%	28%
Male	69%	59%	70%	0%
Female	63%	64%	45%	0%
Black or African American	*	*	*	*
American Indian or Alaska Native	59%	75%	0%	0%
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	55%	60%	0%	0%
Native Hawaiian or Pacific Islander	*	*	*	*
White	76%	61%	69%	0%
Two or More Races	*	*	*	*
Socioeconomically Disadvantaged	58%	58%	43%	18%
English Learners	43%	45%	0%	0%
Students with Disabilities	*	*	*	*
Students Receiving Migrant Education Services	n/a	n/a	n/a	n/a

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

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

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	9.50%	23.80%	23.80%
7	31.60%	21.10%	10.50%

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	4	7	6
Similar Schools	n/a		

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	74	-11	19
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White			1
Two or More Races	N/D		
Socioeconomically Disadvantaged		-6	27
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	139	833	1,079	735	4,683,676	778
Black or African American	2		21	708	317,856	696
American Indian or Alaska Native	17	812	65	685	33,774	733
Asian	3		5		398,869	898
Filipino	0		4		123,245	859
Hispanic or Latino	41	773	471	690	2,406,749	729
Native Hawaiian or Pacific Islander	1		7		26,953	764
White	72	865	475	783	1,258,831	845
Two or More Races	3		17	771	76,766	836
Socioeconomically Disadvantaged	86	796	697	697	2,731,843	726
English Learners	30	707	354	656	1,521,844	707
Students with Disabilities	8		127	570	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	Yes	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	Yes	No
Met API Criteria	Yes	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 in PI	In PI
First Year of Program Improvement	n/a	2009-2010
Year in Program Improvement	n/a	Year 3
Number of Schools Currently in Program Improvement		4
Percent of Schools Currently in Program Improvement		23.5%

Note: Cells shaded in black do not require data.

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.

The Mountain Empire Unified School District has provided 5 minimum days for parent-teacher conferences at the elementary level prior to the end of the first trimester. An additional eight days are provided for District-wide staff development. The eight-day staff development is provided in joint efforts with all the elementary schools with Principals creating the schedule for these eight minimum days. The last day of the school year is also a minimum day.

Clover Flat's overall professional culture is one of its greatest strengths. Teachers are provided opportunities to improve instructional practice through participation in staff development days, staff meetings, and training on specific instructional strategies. Staff development emphasizes standards, technology, and alternative assessments in literacy and math.