

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

## Executive Summary School Accountability Report Card, 2007-08 Alhambra Unified School District

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## Emery Park Elementary School

Address: 2821 West Commonwealth Ave. , Alhambra CA 91803-1099 Phone: 626-308-2408

Principal: Anna Kuo Grade Span: K - 8

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2007-08 school year, except the School Finances and School Completion data that are reported for the 2006-07 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

### **Principal's Message**

Emery Park School is a small community school with a diverse staff and student population. We believe that learning is a lifelong process and that students learn best in a safe, positive, and caring environment. Learning takes place when all stakeholders (students, parents and teachers) work together as a team toward the same goals with shared responsibilities. We expect every student to be respectful, responsible, safe and focused/committed to learning.

Even though we are a K-8 school, strong emphasis has been placed on cultivating a college-going atmosphere. Starting young, we infuse our Kindergarten students with the idea of attending college by our annual *Kindergarten to College Pep Rally*. In grade 4 and up, students are trained in AVID strategies, such as note-taking and organization skills. In addition to AVID in the 7<sup>th</sup> and 8<sup>th</sup> grades, we will be part of the Continuing Sustainability Project of California GEAR UP after two years' participation as their grant recipient. Our students take field trips to colleges and attend Career Day to listen to different professionals talk about college requirements for the different jobs.

The Parent Teacher Association (PTA) at Emery Park is strong, active and in constant collaboration with the staff. Many activities have been sponsored by our PTA, such as our Halloween Haunted House, our Kindergarten Pajama Party and our Annual Family Fun Fest, etc. Other parent groups include the School Site Council (SSC), School Advisory Council (SAC) and the English Learners Advisory Committee (ELAC). In addition to offering parent Institute to our parents in the last two years, computer and ESL classes were also offered.

Emery Park School prides itself in providing an excellent academic program for ALL students. Our staff is highly qualified

and dedicated to the success of our students. Our API scores for the past few years continue to rise, showcasing the hard work by our team.

## Student Enrollment

Group	Percent
African American	0.53 %
American Indian or Alaska Native	%
Asian	18.36 %
Filipino	2.5 %
Hispanic or Latino	72.01 %
Pacific Islander	%
White (not Hispanic)	5.53 %
Multiple or No Response	1.07 %
Socioeconomically Disadvantaged	66 %
English Learners	24 %
Students with Disabilities	9 %
<b>Total Number of students</b>	<b>561</b>

## Teachers

Indicator	Teachers
Teachers with full credential	24
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	
Misassignments of Teachers of English Learners	
Total Teacher Misassignments	0

## Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	N/A
Health	N/A
Visual and Performing Arts	N/A
Science Laboratory Equipment (grades 9-12)	N/A

## School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$ 5,701
District	\$ 5,735
State	\$5,300

## Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	50%
Mathematics	62%
Science	40%
History-Social Science	N/A

## Academic Progress

Indicator	Result
2008 Growth API Score (from 2008 Growth API Report)	787
Statewide Rank (from 2007 Base API Report)	6
2008-09 Program Improvement Status (PI Year)	Not in PI

## School Completion

Indicator	Result
Graduation Rate	N/A

## Postsecondary Preparation

Measures	Percent of Graduates
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	N/A
Graduates Who Completed All Courses Required for University of California or California State University Admission	N/A

## 2007-08 School Accountability Report Card Report (SARC)

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 at the [SARC](#) Web site. 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 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 schools contact information.

School		District	
School Name	Emery Park Elementary	District Name	Alhambra Unified
Street	2821 West Commonwealth Ave.	Phone Number	626-943-3000
City, State, Zip	Alhambra , CA 91803-1099	Web Site	www.alhambra.k12.ca.us
Phone Number	626-308-2408	Superintendent	Donna Perez
Principal	Anna Kuo	E-mail Address	perez_donna@alhambra.k12.ca.us
E-mail Address		CDS Code	19-75713-6011019

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

This section provides information about the school's goals and programs.

It is our charge and challenge to provide relevant instruction, necessary tools and a variety of opportunities and choices that will empower students to:

- Achieve academically by meeting state content standards
- Mature physically, socially and emotionally
- Accept and appreciate cultural, aesthetic and other diversity
- Develop a positive attitude, social skills and zest for learning

#### Opportunities for Parental Involvement (School Year 2007-08)

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

Parents and staff members participate on various committees that make decision regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with District goals.

These committees include: Bilingual Advisory Council (BAC), Parent Teacher Association (PTA), School Advisory Committee (SAC), and School Site Council (SSC).

The community is very supportive of the education program at Emery Park School. Numerous programs and activities are enriched by the generous contributions made by the following organizations: 7-11, Shakey's Pizza, Sizzler Restaurant, Soroptomist Club, Rotary Club, IN-N-OUT Burger, and CalTech.

### 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
Kindergarten	53
Grade 1	63
Grade 2	60
Grade 3	60
Grade 4	46
Grade 5	53
Grade 6	60
Grade 7	74
Grade 8	92
Ungraded Elementary	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Ungraded Secondary	0
Total Enrollment	561

### 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
African American	0.53 %
American Indian or Alaska Native	%
Asian	18.36 %
Filipino	2.5 %
Hispanic or Latino	72.01 %
Pacific Islander	%
White (not Hispanic)	5.53 %
Multiple or No Response	1.07 %
Socioeconomically Disadvantaged	66 %
English Learners	24 %
Students with Disabilities	9 %

### Average Class Size and Class Size Distribution (Elementary)

Avg. Class

Avg. Class

Avg. Class

	Size	Classrooms			Size	Classrooms			Size	Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.0	3			18.0	3			19.5	2.0		
1	19.7	3			20.0	3			20.0	3.0		
2	16.5	2			19.5	2			20.0	3.0		
3	19.3	3			23.0	2	1		20.0	3.0		
4	28.0		2		28.0		2		33.0			1.0
5	32.0		1		30.0		1		33.0			1.0
6	33.5			2	32.5		1	1	33.0			1.0
K-3	19.0	1			20.0	2			18.0	1.0		
3-4												
4-8	28.0		1						33.5			2.0
Other												

### III. School Climate

#### School Safety Plan (School Year 2007-08)

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

The safety of students and staff is a primary concern of Emery Park School. The school complies with laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted regularly throughout the school year. All visitors must check in at the school office and wear visitors' badges while on school grounds. During lunch, recesses, and before and after school, yard supervisors trained by the District in conflict mediation monitor students and school grounds, including the cafeteria and playgrounds, to ensure a safe and orderly environment.

The Comprehensive School Safety Plan was developed by the School Site Council in cooperation with local law enforcement in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive School Safety Plan include child abuse reporting procedures, teacher notification of dangerous pupils procedures, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policy, and suspension and expulsion policies. The School Site Council evaluates the plan annually and updates the plan as needed. The plan was last updated and reviewed with school staff in September 2008. An updated copy is available to the public at the school and District offices.

#### 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	7.5	6.7	4.8	9.1	10.0	8.1
Expulsions	0.2	0.5	0.9	0.7	0.6	0.6

### IV. School Facilities

#### Facility Conditions and Planned Improvements (School Year 2008-09)

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

No modernizations planned at this time for the 2008/09 school year.

## 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	X			
Mechanical Systems	X			Air conditioning in main building 2 <sup>nd</sup> floor classrooms is ineffective. Units are scheduled to be replaced by September, 2009.
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			Some ceiling panels need replacement or re-alignment. Minor carpet repairs needed in some rooms and other normal wear & tear items addressed as general maintenance repairs. Ceiling repairs and painting in main building 2 <sup>nd</sup> floor corridor completed by 12/19/08. Acoustic tile on auditorium walls to be repaired by 12/5/08.
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			Drainage in new building 1 <sup>st</sup> & 2 <sup>nd</sup> floor corridors being evaluated for correction. No completion date set.
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)		X		Low water pressure in rooms A8, A9, A15, A16; high water pressure in rooms A3, A10; slow drainage in main building 1 <sup>st</sup> floor corridor and cafeteria. All to be evaluated and repairs completed by 1/30/09. Obsolete fountain in auditorium to be replaced; date TBD.
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			Swings and mats to be replaced; no completion date set.
Roofs	X			Leak near windows in room D23 to be corrected by 12/19/08.
Overall Cleanliness	X			

### 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		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 at the [DataQuest](#) Web site.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	23	25	24	786

Without Full Credential	0	0	0	20
Teaching Outside Subject Area of Competence	0	0	0	10

### 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	0	0*
Total Teacher Misassignments	0	0	0*
Vacant Teacher Positions	0	0	0*

\*Data as of December 1, 2008

### 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 at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the [NCLB](#) Web site.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	93.1	6.9
All Schools in District	99.0	1.0
High-Poverty Schools in District	99.8	0.2
Low-Poverty Schools in District	100.0	0.0

## 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		
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other		N/A

## VII. Curriculum and Instructional Materials

### Quality, Currency, 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.

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	K-5: Houghton Mifflin 2002 6-8: McDougal Littell 2002	0%
Mathematics	K-5: Harcourt School Publishers 2008 6-8: McDougal Littell 2008	0%
Science	K-5: MacMillan/McGraw-Hill 2007 6-8: Prentice Hall 2007	0%
History-Social Science	K-5: Harcourt Brace 2006 6-8: Glencoe 2006	0%
Foreign Language	N/A	N/A
Health	N/A	N/A
Visual and Performing Arts	N/A	N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A

## 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 and teacher salaries can be found on the [Certificated Salaries and Benefites](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$7,895	\$2,194	\$5,701	\$64,621
District	N/A	N/A	\$5,735	\$65,625
Percent Difference – School Site and District	N/A	N/A	-0.59%	-1.53%
State	N/A	N/A	\$5300	\$63458
Percent Difference – School Site and State	N/A	N/A	7.57%	1.83%

### Types of Services Funded (Fiscal Year 2007-08)

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

In addition to general State funding, Alhambra Unified School District receives State and Federal categorical funding for special programs. For the 2006-07 school year, the District received approximately \$1,660 per student in Federal and State aid for the following categorical, special education, and support programs:

- Class Size Reduction
- Drug/Alcohol/Tobacco Education

- Economic Impact Aid
- Enhancing Education Through Technology Grant (EETT)
- Gifted and Talented Pupils
- Home-to-School Transportation
- Instructional Materials
- Peer Assistance and Review
- School Improvement Program

## Teacher and Administrative Salaries (Fiscal Year 2006-07)

This table displays district-level salary information 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.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$34,563	\$39,708
Mid-Range Teacher Salary	\$60,660	\$63,805
Highest Teacher Salary	\$94,890	\$82,081
Average Principal Salary (Elementary)	\$111,802	\$102,166
Average Principal Salary (Middle)	\$0	\$107,816
Average Principal Salary (High)	\$132,176	\$116,474
Superintendent Salary	\$207,969	\$183,478
Percent of Budget for Teacher Salaries	36.3 %	40.6 %
Percent of Budget for Administrative Salaries	4.8 %	5.2 %

## 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.

### 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	48	46	50	48	49	52	42	43	46
Mathematics	52	53	58	53	54	56	40	40	43
Science	37	34	35	41	44	48	35	38	46
History-Social Science	40	33	24	37	35	36	33	33	36

*Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. 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 by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
African American	*	*		
American Indian or Alaska Native				
Asian	72	90	70	50
Filipino	*	*		
Hispanic or Latino	43	48	24	14
Pacific Islander				
White (not Hispanic)	58	72	*	*
Male	45	60	40	34
Female	52	56	30	15
Economically Disadvantaged	47	55	30	
English Learners	39	56	19	6
Students with Disabilities	8	25	*	
Students Receiving Migrant Education Services	*	*	*	*

*Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

## 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 on the [Physical Fitness Testing](#) Web page.

Grade Level	Percent of Students Meeting Healthy Fitness Zones
5	11.1
7	22.2
9	*

*Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

API Rank	2005	2006	2007
Statewide	6	6	6
Similar Schools	5	7	7

- "N/A"** means a number is not applicable or not available due to missing data.
- "\*\*"** means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.
- "A"** means the school or subgroups scored at or above the statewide performance target of 800 in 2008.
- "B"** 6011019
- "C"** means the school had significant demographic changes and will not have any growth or target information.
- "D"** means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.
- "E"** indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

### 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	15	3	7	787
African American				
American Indian or Alaska Native				
Asian	10	6	28	896
Filipino				
Hispanic or Latino	16	1	2	749
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged	6	19	17	775
English Learners	27	5	2	778
Students with Disabilities				

- "N/A"** means a number is not applicable or not available due to missing data.
- "\*\*"** means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.
- "A"** means the school or subgroups scored at or above the statewide performance target of 800 in 2008.
- "B"** means the school did not have a valid 2007 Base API and will not have any growth or target information.
- "C"** means the school had significant demographic changes and will not have any growth or target information.
- "D"** means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.
- "E"** indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

### 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.

### 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	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	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.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	

## XI. School Completion and Postsecondary Preparation

### Admission Requirements for California Public Universities

#### University of California

## Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the [DataQuest](#) Web site.

Indicator	School			District			State		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Dropout Rate (1-year)				1.8	1.2	1.6	3.1	3.5	4.4
Graduation Rate				94.6	94.9	92.5	85.0	83.0	79.5

## Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2007-08 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the [CAHSEE](#) Web page. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2008		
	School	District	State
All Students	N/A	N/A	N/A
African American	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A
Asian	N/A	N/A	N/A
Filipino	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A
White (not Hispanic)	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A
English Learners	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A

## Career Technical Education Programs (School Year 2007-08)

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

N/A
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## Career Technical Education Participation (School Year 2007-08)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of the school's pupils participating in CTE	N/A
Percent of the school's pupils completing a CTE program and earning a high school diploma	N/A
Percent of school's CTE courses sequenced or articulated between the school and institutions of postsecondary education	N/A

## Courses for University of California and/or California State University Admission

## (School Year 2007-08)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment, in and completion of, courses required for UC/CSU admission can be found at the [DataQuest](#) Web site.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	N/A
Graduates Who Completed All Courses Required for UC/CSU Admission	N/A

## 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.

Alhambra Unified School District offers staff development opportunities to teachers, administrators, and instructional aides. Staff members build teaching skills and concepts through participation in conferences, workshops and collaboration meetings throughout the year. The District offers two staff development days annually where teachers participate in a broad-based variety of professional growth sessions in curriculum and instructional strategies.

The District's Professional Development Collaborative, consisting of three administrators and three teachers, meets regularly to develop an annual staff development plan for the District based on the National Staff Development Council's Standards for Staff Development. Using student achievement data and results from staff surveys, the collaborative identifies training opportunities that are aligned with the goals of the District and that will improve the learning of all students.

The Alhambra Unified School District offers several programs to support new and veteran teachers in their classroom skills and to ensure continued professional development. Beginning Teacher Support and Assessment (BTSA) Induction, a State-sponsored program designed for first-and-second-year teachers who hold a preliminary credential, provides assistance and support over a two-year period. The District's Peer Assistance and Review (PAR) program is designed to assist both veteran and new teachers by providing in-class support.