

# John C. Fremont Charter

1120 W. 22<sup>nd</sup> St  
Merced, CA 95340-3540  
(209) 385-6627  
Trisha Wylie, Principal  
Dr. RoseMary Parga Duran, Superintendent



## 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	
<b>School Name</b>	John C. Fremont Charter	<b>District Name</b>	Merced City Elementary
<b>Street</b>	1120 West 22nd St.	<b>Phone Number</b>	(209) 385-6600
<b>City, State, Zip</b>	Merced, CA, 95340-3540	<b>Web Site</b>	www.mcsd.k12.ca.us
<b>Phone Number</b>	(209) 385-6627	<b>Superintendent</b>	RoseMary Parga Duran
<b>Principal</b>	Trisha Wylie	<b>E-mail Address</b>	rpargaduran@mcsd.k12.ca.us
<b>E-mail Address</b>	twylie@mcsd.k12.ca.us	<b>CDS Code</b>	24657716025654

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

Fremont Charter School is a neighborhood school, located in west central Merced, serving students in preschool through 5th grade. As the Charter School of the Merced City School District, Fremont offers the families of Merced yet another public school alternative in their children's education. Approximately 44% of Fremont's students live within the schools boundaries and 56% attend Fremont as School of Choice or Administrative Transfer students. Fremont's ethnicity count is reflective of the district-wide population. Our student body is approximately 57% Hispanic, 27% Caucasian, 5% Asian, 8% African-

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American, and Pacific Islander, 3%. Fremont Charter School is a School-Wide Title I School with approximately 74% of our students eligible for free or reduced lunch. Additionally, approximately 21% of our current kindergarten through 5th grade students are Limited English Proficient, including languages such as Hmong, Spanish, Punjabi or Chinese as their primary, home language. It is the mission of Fremont Charter School to provide a safe, supportive learning environment which values diverse thinking, personal integrity and a productive work ethic. Our school is committed to implementing a rigorous standards-based curriculum, while encouraging life-long learning, self-motivation, personal goal setting, and accountability. It is the primary premise of the Fremont Charter that together, the Fremont Community can and will ensure a quality, public educational experience for each and every one of our students.

**Opportunities for Parental Involvement (School Year 2010–11)**

Fremont Charter School requires parents to get involved with their children's education for a minimum of forty (40) hours per year. This is accomplished by being actively involved in their children's education, helping in the school and participating in various school, parent and community activities such as the English Learner Advisory Committee. The staff of Fremont recognizes that many parents work during the school day or have small children at home and are unable to help in the classroom. However, the following elements are key to ensuring Fremont's mission to provide a rigorous, quality, standards driven program, and are therefore mandatory to participating in Fremont Charter School: 1. Bringing students to school on time every day in Standardized Dress, ready to learn 2. Student Handbook - reviewing and signing it daily 3. Providing a place within the home to complete homework, including daily reading 4. Reviewing and signing off all homework 5. Parent Teacher Conferences 6. Back to School Night 7. Special Education Meetings (IEP, SST, SOS, SARB) 8. Open House It is the parent's responsibility to record their time on the Activity Sign-In Logs located in your child's classroom, the Library Media & Technology Center or school Office. Students of parents who do not support or fulfill their Home School Contract responsibilities, will be referred to the Personnel Committee for consideration which may include an administrative transfer to another MCSD school. The district will supply the transportation to the new school according to the MCSD transportation policy. Fremont is non-sectarian in its programs, admissions policy, employment practices, and all other operations, shall not charge tuition, and shall not discriminate on the basis of race, ethnicity, national origin, gender, or disability.

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

<b>Grade Level</b>	<b>Number of Students</b>	<b>Grade Level</b>	<b>Number of Students</b>
Kindergarten	87	Grade 8	0
Grade 1	95	Ungraded Elementary	0
Grade 2	90	Grade 9	0
Grade 3	81	Grade 10	0
Grade 4	93	Grade 11	0
Grade 5	65	Grade 12	0
Grade 6	0	Ungraded Secondary	0

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Grade 7	0	Total Enrollment	511
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Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment
Black or African American	5.1%
American Indian or Alaska Native	0.8%
Asian	4.5%
Filipino	0.2%
Hispanic or Latino	68.5%
Native Hawaiian or Pacific Islander	0.8%
White	18.2%
Two or More Races	2.0%
Socioeconomically Disadvantaged	78.5%
English Learners	25.8%
Students with Disabilities	8.0%

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+
K	20.0	4	0	0	24.0	1	3	0	24.8	0	4	0
1	19.4	5	0	0	24.0	1	3	0	21.8	1	3	0
2	19.4	5	0	0	20.5	2	2	0	24.0	0	4	0
3	20.3	4	0	0	23.0	0	4	0	23.7	0	3	0
4	28.5	0	2	0	31.0	1	2	0	31.0	0	3	0

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5	32.0	0	3	0	31.0	1	2	0	32.5	0	1	1
6												
Other						1						

\* 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)

Safety of students and staff is a primary concern of Fremont Elementary School. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student body and staff safety during a disaster. Fire drills are held monthly while other disaster drills are conducted on a regular basis throughout the school year. Teachers, administrators, and classified staff members all help monitor the school grounds before, during, and after school each day. All visitors are required to check in at the office before entering the campus and wear a visitor's badge throughout their stay. The School Safety Plan was implemented in the 1998-99 school year and is revised and updated annually in order to ensure that it is properly implemented. The plan's policies are reviewed with administrators, staff and student body at the beginning of each school year.

#### Suspensions and Expulsions

Rate*	School 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
Suspensions	5.1	5.5	4.3	10.4	12.1	13.0
Expulsions	0	0	.19	.20	1.7	1.0

\* 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)

Fremont School is located at 1120 W. 22nd Street in Central Merced. It is situated in an older, but attractive busy area of the community. This location provides the school and its students a safe, somewhat sheltered environment. Area residents take pride in their neighborhood school and provide a watchful eye during non-instructional times. The school grounds at Fremont reflect a safe and inviting appearance. The schools perimeter is lined with a six-foot cyclone fence which maintains a secure area for students. The grounds are maintained in hazard-free condition by the Merced City School District Maintenance Department and the schools custodians. Recent beautification projects such as painting and tree planting have enhanced the school environment. Fremont School is comprised of 5 main buildings which house the majority of the classrooms and offices with approximately 13 portable classrooms. The school design provides features that enhance safety in a secure, physical environment for all students. The school also has a partnership with the Merced Police Department. Campus security is further supported by trained noon-duty campus supervisors who monitor students under the direct supervision of the site administrator. We have crossing guards at R and 22nd Streets, S & 22nd Streets and at the corner of 21st & S Streets. Parents are also encouraged to volunteer to help our staff crossing guards with students.

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

Year and month in which data were collected: November 4, 2011

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer		X			
<b>Interior:</b> Interior Surfaces			X		Stained ceiling tiles in Room 1 & 17. Window framing and siding in need of repair in student support building.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation		X			
<b>Electrical:</b> Electrical		X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X			
<b>Safety:</b> Fire Safety, Hazardous Materials		X			
<b>Structural:</b> Structural Damage, Roofs		X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X			
<b>Overall Rating</b>		GOOD			

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	27	24	22	437
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	3

### Teacher Misassignments and Vacant Teacher Positions

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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	0
All Schools in District	97.6	2.4
High-Poverty Schools in District	97.6	2.4
Low-Poverty Schools in District	0	0

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		511
Counselor (Social/Behavioral or Career Development)	.20	

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Library Media Teacher (librarian)	.50	
Library Media Services Staff (paraprofessional)	.875	
Psychologist	.40	
Social Worker		
Nurse	.23	
Speech/Language/Hearing Specialist	.50	
Resource Specialist (non-teaching)	.50	
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: September, 2011

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Reading California, Houghton Mifflin, 2003	Yes	0
Mathematics	California Math, Houghton Mifflin, 2009	Yes	0
Science	California Science, MacMillan/McGraw, 2008	Yes	0
History-Social Science	California Vistas, MacMillan/McGraw, 2007	Yes	0
Foreign Language			
Health	Health Wave, Health Wave, 1997	Yes	0
Visual and Performing Arts	Arts In Action, Holt, 1985	Yes	0
Science Laboratory Equipment (grades 9-12)			

## 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	\$6,788	\$1,356	\$5,431	\$74,480
District			\$ 4,216	\$73,601
Percent Difference – School Site and District			.07	.01
State			\$5,455	\$69,419
Percent Difference – School Site and State			1.0	.07

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)

In addition to general revenue funding from the State, the District receives state and federal categorical grants and allocations for special programs. This includes, but is not limited to the following categorical, special education, and support programs: Title I, Part A - Basic Grant, Title I, Program Improvement, Title II, Part A - Teacher Quality Title II, Part D - Technology Title III, Part A - Limited English Proficiency, Title IV, Part A - Safe and Drug Free Schools, Special Education, Community Based Education and Tutoring, Home-to-School Transportation, Class Size Reduction, Gifted and Talented Education, Economic Impact Aid and Quality Education Investment Act grant. Economic Impact Aid/State Compensatory Education & Economic Impact Aid/Limited English Proficient.

### Teacher and Administrative Salaries (Fiscal Year 2009–10)

Category	District Amount	State Average For Districts In Same Category
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<b>Beginning Teacher Salary</b>	\$41,212	\$41,692
<b>Mid-Range Teacher Salary</b>	\$72,129	\$68,251
<b>Highest Teacher Salary</b>	\$83,980	\$86,582
<b>Average Principal Salary (Elementary)</b>	\$106,504	\$108,334
<b>Average Principal Salary (Middle)</b>	\$104,126	\$111,791
<b>Average Principal Salary (High)</b>	\$0	\$113,648
<b>Superintendent Salary</b>	\$175,000	\$180,492
<b>Percent of Budget for Teacher Salaries</b>	56.06%	42.00%
<b>Percent of Budget for Administrative Salaries</b>	7.87%	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>.

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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	38%	40%	43%	43%	45%	46%	49%	52%	54%
Mathematics	52%	51%	58%	42%	47%	50%	46%	48%	50%
Science	54%	62%	68%	40%	48%	49%	50%	54%	57%
History-Social Science	0%	0%	0%	28%	33%	41%	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	46%	50%	49%	41%
All Students at the School	43%	58%	68%	0%
Male	42%	58%	70%	0%
Female	43%	57%	67%	0%
Black or African American	21%	29%	0%	0%
American Indian or Alaska Native	0%	0%	0%	0%
Asian	50%	56%	0%	0%
Filipino				
Hispanic or Latino	42%	57%	70%	0%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%
White	49%	67%	0%	0%

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Two or More Races	0%	0%	0%	0%
Socioeconomically Disadvantaged	35%	52%	65%	0%
English Learners	22%	37%	0%	0%
Students with Disabilities	33%	33%	0%	0%
Students Receiving Migrant Education Services	0%	0%	0%	0%

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	23.10%	21.50%	16.90%
7	0.00%	0.00%	0.00%
9	0.00%	0.00%	0.00%

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

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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	2	3	3
Similar Schools	2	3	2

**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	37	2	16
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	52	12	27
Native Hawaiian or Pacific Islander			
White	8	-6	28
Two or More Races	N/D		
Socioeconomically Disadvantaged	52	0	22
English Learners	45	1	63
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.

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Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	302	764	7,946	763	4,683,676	778
Black or African American	13	661	469	688	317,856	696
American Indian or Alaska Native	4		25	870	33,774	733
Asian	15	769	895	802	398,869	898
Filipino	0		61	932	123,245	859
Hispanic or Latino	205	762	4,829	738	2,406,749	729
Native Hawaiian or Pacific Islander	2		18	761	26,953	764
White	57	812	1,436	826	1,258,831	845
Two or More Races	6		153	840	76,766	836
Socioeconomically Disadvantaged	233	731	6,249	734	2,731,843	726
English Learners	78	724	2,790	712	1,521,844	707
Students with Disabilities	28	589	759	557	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

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Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate	N/A	N/A

### 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	In PI	In PI
First Year of Program Improvement	2008-2009	2004-2005
Year in Program Improvement	Year 4	Year 3
Number of Schools Currently in Program Improvement		14
Percent of Schools Currently in Program Improvement		77.8%

Note: Cells shaded in black do not require data.

## XI. Instructional Planning and Scheduling

### Professional Development

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

Every year specific days are dedicated to staff development for teachers and other professional staff. Credentialed/licensed staff members receive training in core curricular areas, instructional strategies and technology integration. District conducted staff development include:

#### 2008-2009

K-5 California Mathematics  
6-8 Holt California  
CELDT Training

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CPR Training/First Aid  
Soar To Success  
Math/Destination  
Math/Expressions  
Fast Forward  
Read 180  
Data Director

**2009-2010**

Special Education Staff Development: 3 days  
Special Education SETPD: 4 days  
Autism: 3 days  
New Teacher Orientation: 2 days  
Dataworks Step Up academy: 10 days  
English Learner Professional Development: 5 days  
DataDirector Assessment: 1 day  
Houghton Mifflin Math: 3 days  
Holt Math: 3 days  
Core + 30: 1 day  
Explicit Direct Instruction: 4 days  
Strategic Schooling: 4 days  
SETPD English Learners: 5 days  
English Learners Language Arts West Ed: 5 days  
Coach Training: 18 days  
CELDT Support Coaching: 10 days  
Benchmark/Pacing Committee: 2 day

**2010-2011**

CELDT Support Training: 3 days  
READ 180 System 44: 4 days  
Houghton Mifflin Mathematics Training: 10 days  
Muir QEIA Training: 3 days  
New Teacher Orientation: 2 days  
DataDirector Training: 5 days  
Professional Learning Communities Training Solution Tree: 2 days  
Crisis Prevention Intervention: 2 days  
DataWorks Explicit Direct Instruction Lesson Design Textbook Correlation: 9 days  
DataWORKS Instructional Leadership Instructional Effectiveness: 8 days  
DataWorks Concept & Skill Development Workshop: 2 days  
DataWorks Lesson Design & Lesson Study: 9 days  
DataWorks Administrators' Institute: 18 days  
MCOE Academic Performance Survey Training: 2 days  
Positive Behavioral Intervention Support Training: 6 days  
Autism Spectrum Disorder Training: 6 days  
English Learners Language Arts WestED: 3 days  
EL Identification & Assessment Training: 1 day  
State Testing Training: 3 days  
English Language Arts Houghton Mifflin Medallions/ELD Training: 4 days  
District Progress Assessment/Pacing Committee: 4 days  
CPR/First Aid Training: 1 day  
P-16 Math Forum: 1 day