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School Accountability Report Card
Reported for School Year 2009-10
Published During 2010-11

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The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

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

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

II. About This School

Contact Information (School Year 2010-11)
This section provides the school's contact information.

School		District	
School Name	Cornell Elementary School	**District Name**	Albany Unified School District
Street	920 Talbot Avenue	**Phone Number**	(510) 558-3750
City, State, Zip	Albany, CA 94706	**Web Site**	www.ausdk12.org
Phone Number	(510) 558-3702	**Superintendent**	Marla Stephenson
Principal	Wendy Holmes	**E-mail Address**	lhornada@ausdk12.org
E-mail Address	wholmes@ausdk12.org	**CDS Code**	01-61127-6090146

School Description and Mission Statement (School Year 2009-10)
This section provides information about the school, its programs and its goals.

Cornell School is made up of a diverse student body. Currently, there are 573 students enrolled, with over 20 different languages spoken. The school serves students in grades K-5, with 22 general education classrooms. Additional resources are allocated to serve students in need of reading and math intervention, English Language Development instruction, Speech and Language support, Special Education Resource services, Adaptive Physical Education, Occupational Therapy, and counseling. Students also participate in music, physical education, science, and library classes taught by specialists. These specialists provide instruction that enhances the classroom curriculum.

We offer a fee-based enrichment program to students during the Early Bird and Late Bird reading periods in 1st through 3rd grades. Some enrichment classes offered include: Spanish, Vocal Music, Guitar, World Percussion, Drama, and Chess. Inquiries about the Albany Enrichment Program should be directed to Jen Gripman at albany@eastbaycenter.org. Our campus also offers an after-school childcare program focused on Chinese language and culture. This program serves students in grades K-5. Inquiries regarding the Chinese After-School program should be directed to Susan Stevenson, Director of the Children's Center, at 559-6590.

The strength of our school lies with the staff who are knowledgeable, thoughtful and caring, and who share the belief that all students can learn. Our teaching faculty of fully credentialed and Cross-cultural Language and Academic Development (CLAD) certified teachers is dedicated to teaching students a core academic curriculum based on California State Standards, and they collaborate regularly to produce a focused approach to instruction. Their efforts are reflected in their students' performance on the California Standards Test. The most recently released Adequate Yearly Progress (AYP) results report 75% of Cornell students are proficient or advanced in English Language Arts, and 76% of students are proficient or advanced in Math, school-wide.

The Albany Unified School District is committed to offering an excellent education that empowers students to achieve their fullest potential. We support the district's mission, values and beliefs by:
•Offering a safe and supportive learning environment that allows all of our students to thrive in their academic achievement and social, emotional growth
•Valuing the diversity of our population, embracing the unique qualities of each student, and building students' understanding and acceptance of these differences between one another
•Targeting our work to ensure that our students have a deep understanding of the essential knowledge and skills taught at their grade level, develop critical thinking skills, produce high quality work, are adept at applying their learning, and are thoughtful, caring members of our community.

Cornell School's mission is to create a community of self-sufficient lifelong learners who are cooperative, respectful and responsible. We create safe, inclusive and engaging classrooms as places of exploration and creativity. We have routines and procedures that foster students taking responsibility for learning and achieving their personal best. Students reflect on themselves as learners in the roles of readers, writers, mathematicians, scientists, historians, sociologists, athletes and artists. Our students see their own individual strengths and set goals for their learning. They develop the skills to empathize with others through active listening and group work. This helps them see themselves as unique and part of a larger diverse society. As we tend to their learning, we emphasize critical thinking, problem solving and students' ability to express themselves clearly. All of our students are moving towards mastering the essential skills and grade level standards so that they can thrive as learners in school and throughout their lives.

To support our students in their growth of becoming life-long learners who are independent, cooperative, and responsible, we ask them to follow these Big Three Rules:
•Be respectful
•Be safe
•Be responsible (Be good learners & be good caretakers of our school).

Opportunities for Parental Involvement (School Year 2009-10)
This section provides information about opportunities for parents to become involved with school activities.

At Cornell, we value and enjoy a high level of parent and community involvement. The school works in partnership with parents to support students, staff, and our instructional programs. Opportunities for parent involvement include School Site Council, Cornell Parent-Teacher Association, English Language Learner Advisory Committee, Cornell Crew, Wellness Committee, Garden Committee, Albany Music Fund, Albany Education Foundation, SchoolCARE, and as classroom volunteers. Communication between the school and home is accomplished through weekly school-wide newsletters as well as classroom newsletters, phone calls, emails, meetings, report cards, and conferences.

The Cornell PTA supports a number of the school's instructional programs as well as enrichment activities. The PTA also offers parent education nights, funds our supplemental vocal music program, hosts community building events, and coordinates many fundraising activities. Along with the PTA, these organizations and other community resources have provided support to our school in a number of ways, such as funding personnel and programs, supplying instructional materials for classrooms, offering enrichment activities for our students, and coordinating improvements to our school. The members of our School Site Council discuss our students' achievement, help monitor the implementation of our site plan, approve categorical budgets, and evaluate our instructional programs. In addition, our teachers and students also benefit from help given by parent volunteers. To find out how you can get involved, contact the office or talk to your child's classroom teacher.

Student Enrollment by Grade Level (School Year 2009-10)
This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	91
Grade 1	93
Grade 2	85
Grade 3	97
Grade 4	92
Grade 5	88

Total Enrollment	546

Student Enrollment by Group (School Year 2009-10)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	3.6	White	36.3
American Indian or Alaska Native	0	Two or More Races	3.1
Asian	31.6	Socioeconomically Disadvantaged	18.9
Filipino	2	English Learners	33
Hispanic or Latino	9.9	Students with Disabilities	6.9
Native Hawaiian/Pacific Islander	0.55		

Average Class Size and Class Size Distribution (Elementary)

This table displays, by grade level, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2007-08				2008-09				2009-10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.3	3	1	0	21.0	0	4	0	25.2	0	4	0
1	20.0	4	1	0	19.8	4	0	0	26.0	0	4	0
2	19.8	4	0	0	19.3	3	0	0	24.5	0	4	0
3	23.2	0	5	0	19.5	4	0	0	24.2	0	4	0
4	30.3	0	3	0	29.7	0	3	0	30.6	0	3	0
5	30.5	0	2	0	29.7	0	3	0	29.6	0	3	0
K-3	0.0	0	0	0	0.0	0	0	0.0	0.0	0	0	0
3-4	0.0	0	0	0	0.0	0	0	0.0	0.0	0	0	0
4-8	0.0	0	0	0	0.0	0	0	0.0	0.0	0	0	0
Other	0.0	0	0	0	0.0	0	0	0.0	0.0	0	0	0

III. School Climate

School Safety Plan (School Year 2009-10)

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

Safety is a priority at Cornell School. We have implemented a school-wide positive behavior program called BEST. Using the BEST program as our guide, Cornell staff has developed behavior expectations for common areas around the school. Classroom and common area behavior expectations are framed around three core ideas which serve as our Big Three Rules - Be Safe, Be Responsible, and Be Respectful. We have also developed a Peaceful Playground handbook which specifies the guidelines for safe and cooperative play on the play structure and playground. In addition, our school has a Conflict Manager program, where students assist their peers in resolving conflicts at recess. In the classroom, Cornell teachers integrate the Welcoming Schools anti-bias curriculum into their instructional programs to address issues of bullying, diversity, and accepting differences.

We maintain a Comprehensive School Safety Plan that meets local and state guidelines. The safety plan is annually approved by the School Board. Practice drills for fire, earthquakes and emergencies are held with the staff and students. Emergency kits are in classrooms and additional emergency supplies are stored on site. The key elements of the Comprehensive School Safety Plan are as follows:

School Contact Information
Safe School Vision Statement
School Mission Statement
Overall School Culture Goal
Action Steps to Reach Goal (Site Plan)
Assessment of School Crime at School

Strategies and Programs that Foster School Safety
Policies and Procedures
School Safety Strategies and Programs
Component 1 - Personal Characteristics of Students and Staff
Component 2 - The School's Physical Environment
Component 3 - The School's Social Environment
Component 4 - The School's Culture

The key elements of our Emergency Response Plan include procedures for the following:

Building evacuation
Fire
Chemical accident
Earthquake
Air Pollution
Explosion/aircraft crash
Bomb threat
Suspicious individuals
Medical/First aid
Terrorist situation

Suspensions and Expulsions
This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	2.0	2.3	4.6	4.6	9.8	6.0
Expulsions	0.0	0.0	0.0	0.0	0.0	0.1

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010-11)
This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

District facility committees have completed studies of district-wide needs as we plan for the future. In general, our district needs to prepare for continued growth in enrollment and is renovating existing facilities. Voters passed a $31.6 million school bond for construction and renovation of the Albany schools. With the school bond and state funding, the district built a new middle school in 1999 and completed a new high school in 2001 to replace the existing Albany High School. An additional State modernization bond was passed Fall 2003 and a local construction bond was passed by Albany voters in Fall 2004. Modernization of all district elementary schools began in 2000 and was completed in 2007. Modernization includes new fire alarm/sprinkler system, new intercom/phone system, network, seismic retrofit, ADA-compliant restrooms/accessibility, code-compliant heating/ventilation/AC (HVAC), energy conservation, new lighting, suspended ceilings, code-compliant doors and door hardware, replacement of old floor tile, roof system repair/replacement, replacement of portable classrooms, and painting, etc.

School Facility Good Repair Status (School Year 2010-11)
This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[ ]	[X]	[ ]	[ ]	
Interior: Interior Surfaces	[ ]	[X]	[ ]	[ ]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[ ]	[X]	[ ]	[ ]	
Electrical:	[ ]	[X]	[ ]	[ ]	

Electrical					
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	[ ]	
Safety: Fire Safety, Hazardous Materials	[ ]	[X]	[ ]	[ ]	
Structural: Structural Damage, Roofs	[ ]	[X]	[ ]	[ ]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	[ ]	
Overall Rating	[ ]	[X]	[ ]	[ ]	

V. Teachers

Teacher Credentials
This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/.

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
With Full Credential	24	21	23	184
Without Full Credential	1	2	0	0
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions
This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). *Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.*

Indicator	2008-09	2009-10	2010-11
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-10)
This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at http://www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	**Non-NCLB Compliant Teachers**
This School	96.0	4.0
All Schools in District	99.0	1.0
High-Poverty Schools in District	n/a	n/a
Low-Poverty Schools in District	98.6	1.4

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009-10)
This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are

assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	n/a	n/a
Counselor (Social/Behavioral or Career Development)	n/a	---
Library Media Teacher (Librarian)	1.0	---
Library Media Services Staff (paraprofessional)	n/a	---
Psychologist	0.4	---
Social Worker	n/a	---
Nurse	n/a	---
Speech/Language/Hearing Specialist	0.8	---
Resource Specialist (non-teaching)	n/a	---
Other	3.6	---

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)
This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	Houghton- Mifflin, California Reading & Core Literature Novels	0	Yes
Mathematics	Everyday Math	0	Yes
Science	Delta/Full Option Science System	0	Yes
History-Social Science	Houghton Mifflin for K-1 Harcourt for grades 2-5	0	Yes
Foreign Language	N/A	N/A	Yes
Health	N/A	N/A	Yes
Visual and Performing Arts	N/A	N/A	Yes

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)
This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at http://www.cde.ca.gov/ds/fd/ec/ and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	$7,509	$2,354	$5,155	$75,522
District	---	---	$5,443	$64,092
Percent Difference: School Site and				

District	---	---	-13.08%	6.49%
State	---	---	$5,681	$61,706
Percent Difference: School Site and State	---	---	-14.17%	4.31%

Types of Services Funded (Fiscal Year 2009-10)
This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

Funding was used to support the following:
-Clerical Aide
-Intervention Specialist
-Reading Intervention Materials
-English Language Learner Specialist
-Library Media Specialist
-Reading
-Before/After School Math/Reading Intervention Teachers

Teacher and Administrative Salaries (Fiscal Year 2008-09)
This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$42,779	$38,970
Mid-Range Teacher Salary	$62,305	$59,776
Highest Teacher Salary	$83,985	$78,072
Average Principal Salary (Elementary)	$116,316	$94,605
Average Principal Salary (Middle)	$125,566	$98,480
Average Principal Salary (High)	$134,164	$106,266
Superintendent Salary	$205,692	$144,721
Percent of Budget for Teacher Salaries	28.4	38.8
Percent of Budget for Administrative Salaries	4.5	6.0

IX. Student Performance

Standardized Testing and Reporting Program
The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessmen (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; anc history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at http://star.cde.ca.gov. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf.

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

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

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	72	75	75	71	75	75	46	50	52
Mathematics	73	81	81	70	75	75	43	46	48
Science	76	78	78	70	74	74	46	50	54
History-Social Science	0	0	0	51	60	60	36	41	44

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

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	78.5	85	82	
All Student at the School	75	81	81	
Male	74	82	82	
Female	77	80	72	
Black or African American	45	60	*	
American Indian or Alaska Native	*	*		
Asian	73	85	75	
Filipino	*	*	*	
Hispanic or Latino	69	73	62	
Native Hawaiian/Pacific Islander	*	*		
White	87	88	94	
Two or More Races	67	74	*	
Socioeconomically Disadvantaged	*	*	*	
English Learners	66	77	58	
Students with Disabilities	*	*		
Students Receiving Migrant Education Services				

California Physical Fitness Test Results (School Year 2009-10)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at http://www.cde.ca.gov/ta/tg/pf/. *Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	**	**	**

X. Accountability

Academic Performance Index

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

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2007	2008	2009
Statewide	9	9	9
Similar Schools	5	2	3

Academic Performance Index Growth by Student Group – Three-Year Comparison
This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. *Note: "N/A" means that the student group is not numerically significant.*

Group	Actual API Change		
	2007-08	2008-09	2009-10
All Students at the School	-24	43	-10
Black or African American			
American Indian or Alaska Native			
Asian	-12	18	-19
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	-25	50	-5
Two or More Races			
Socioeconomically Disadvantaged			
English Learners	-29	34	-11
Students with Disabilities			

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison
This table displays, by student group, the Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	891	871	767
Black or African American		726	686
American Indian or Alaska Native			728
Asian	899	906	890
Filipino			851
Hispanic or Latino	857	781	715
Native Hawaiian/Pacific Islander			753
White	932	894	838
Two or More Races			808
Socioeconomically Disadvantaged		784	712
English Learners	868	830	692
Students with Disabilities		650	580

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

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

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria (School Year 2009-10)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	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	No

Federal Intervention Program (School Year 2010-11)

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

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	
Percent of Schools Currently in Program Improvement	---	

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.

The Cornell teaching faculty is offered three district-wide staff development days during the school year. Along with meetings held every Wednesday afternoon, these professional development days offer teachers the opportunity to collaborate with one another about their curriculum, instruction and assessments, to share best practices with colleagues, and to discuss ways to better support our students' learning. On a monthly basis, Cornell teachers collaborate with the faculty at Marin School and Ocean View School in order to align our work across the district. An on-going focus for this collaboration is the implementation of our adopted math program, Everyday Math, developing essential standards in math and language arts, as well as other relevant issues that enhance our teachers' instruction and our students' learning.

Instructional Leadership Team (ILT) members from the High School, Middle School, and Elementary Schools attended summer professional development on BEST, Professional Learning Communities, and essential standards and assessments.