

School Accountability Report Card

Reported for School Year 2005-06

Published During 2006-07



El Roble Intermediate



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 California Department of Education (CDE) Web site 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. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

School		District	
School Name	El Roble Intermediate	District Name	Claremont Unified
Street	665 North Mountain Ave.	Phone Number	(909) 398 - 0609
City, State, Zip	Claremont, CA 91711-	Web Site	www.cusd.claremont.edu
Phone Number	(909) 398-0609	Superintendent	David Cash
Principal	Kevin Grier, Ed.D.	E-mail Address	dcash@chs.cusd.claremont.edu
E-mail Address	kgrier@chs.cusd.claremont.edu		

School Description and Mission Statement

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

El Roble Intermediate School is centrally located at 665 N. Mountain Avenue at the intersection of Harrison and Mountain avenues in Claremont. The instructional day begins at 8:05 a.m. and ends at 2:15 p.m. Our office hours are from 7:30 a.m. until 4:00 p.m. daily. Parents are invited to arrange appointments or call in student absences by calling (909) 398-0343. An attendance line and homework hotline are available twenty-four hours a day. In addition, parents can sign up (free) for Parent Connect - an online grade, attendance, and assessment program.

El Roble is the sole intermediate school in Claremont and services seven feeder elementary schools. Approximately 1100 students attend El Roble. The following demographics represent our student population: 9.6% Asian, 8% Black, 1.4% Filipino, 27.3% Hispanic, 49.4% White, and 3.3% other.

School Accountability Report Card

Reported for School Year 2005-06

Published During 2006-07

The El Roble team is dedicated to developing the whole child by providing a safe and positive learning environment based on mutual trust and respect. Our engaging academic instruction adapts to an evolving society providing the skills and connections necessary to be confident and successful.

To truly make a connection with every student, so that we can better meet their needs to maximize learning, the El Roble team will:

- * Build on and solidify prior knowledge
- * Provide well-rounded opportunities for social, physical, mental, and emotional development
- * Understand and appreciate the middle school student
- * Collaborate as professionals
- * Meet high levels of achievement through differentiated instruction
- * Develop tolerance and respect for others
- * Develop a sense of intrinsic motivation for achievement
- * Foster responsibility, work ethic, self-concept, and teamwork
- * Facilitate exploration and creativity in academics
- * Foster a technologically literate and functional learning community
- * Facilitate the development of effective communicators

We firmly believe that all students are able to learn.

Opportunities for Parental Involvement

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

Contact Person Name: Diana Seder

Contact Person Phone Number: (909) 398-0609

Our school involves the community by expanding the walls of the classroom through parent and community involvement. Several groups support our students and curriculum. The School Site Council and PFA are our primary parent support groups.

Our School Site Council, comprised of teachers, parents, and students, oversees the development of the school plan. School Improvement funds are used to support the school curriculum. SIP funds are used to purchase instructional materials, employ consultants, and to pay for extra-task stipends for staff.

The PFA promotes the well being of the youth in the school, home and community, raises funds to enhance school programs, and promotes communication between home and school. The combination of parents and staff meets monthly to discuss student-centered activities on our campus. Their efforts have led to the purchase of technology needs, library books, and other needed materials for our school.

The Claremont Colleges, the Kravis Institute, TRACKS, the Claremont Rotary, and the American Red Cross are some of the organizations that contribute resources that in turn enhance our curriculum. Each organization is to be commended for its efforts.

The Claremont Colleges offer free after-school tutoring for our students. The Kravis Leadership Institute offers weekly leadership training and mentoring for a select group of students. Claremont Unified School District and the City of Claremont joined together to create athletic, dramatic, and cultural experiences for our students in a program called TRACKS. The Claremont Rotary Club volunteers take 500 students through the techniques of correct CPR training. Our Claremont Red Cross provides volunteers to support our annual bike marathon and have raised over \$100,000 over the course of 29 years as a result of the bike marathon.

We value our community members active participation in the education of our students. Our staff continues to explore partnerships with various community and business entities. We welcome other perspective partners to join in the process of educating our students.

School Accountability Report Card

Reported for School Year 2005-06

Published During 2006-07

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Grade 7	585	Total Enrollment	1131
Grade 8	546		

Student Enrollment by Group

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
African-American	7.5%	White (Not Hispanic)	45.2%
American Indian or Alaska Native	0.2%	Multiple or No Response	4.8%
Asian	10.3%	Economically Disadvantaged	26.4%
Filipino	1.7%	English Learners	5.0%
Hispanic or Latino	29.5%	Students With Disabilities	11.0%
Pacific Islander	0.8%		

Average Class Size and Class Size Distribution

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

Subject	2003-04				2004-05				2005-06			
	Number of Classrooms				Number of Classrooms				Number of Classrooms			
	Avg. Class Size	1-22	23-32	33+	Avg. Class Size	1-22	23-32	33+	Avg. Class Size	1-22	23-32	33+
English	29.8	5.0	10.0	21.0	30.9	5.0	9.0	21.0	29.6	7.0	11.0	20.0
Mathematics	31.3	1.0	13.0	20.0	29.7	4.0	21.0	11.0	30.1	3.0	16.0	17.0
Science	33.3	--	6.0	26.0	31.4	2.0	16.0	16.0	33.0	2.0	3.0	28.0
Social Science	31.1	2.0	15.0	17.0	31.9	3.0	6.0	24.0	31.7	2.0	8.0	24.0

School Accountability Report Card

Reported for School Year 2005-06

Published During 2006-07

II. School Climate

School Safety Plan

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

El Roble is extremely sensitive to the need to have a well prepared staff and student body in the event of a major disaster. As such, the school site safety coordinator, Nancy Herrman, continuously works to maintain a high level of preparedness in terms of both staff readiness and replenishment of necessary supplies. El Roble has monthly fire drills and at least 3-4 EQ/disaster drills each year that include evacuation of classrooms and grouping of staff to assigned disaster roles.

School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

Our school climate creates an atmosphere that is positive, respectful and caring. We believe that the development of our students into conscientious, socially aware, and well-disciplined young citizens is accomplished by doing the following:

1. Establishing an atmosphere and attitude on campus of mutual respect for each other, regardless of age, socioeconomic status, gender, creed or color.
2. Establishing and clearly communicating reasonable standards of behavior.
3. Communicating with students and parents the rewards of good citizenship and the consequences of poor choices.
4. Encouraging and maintaining a mutual effort between parents and school to provide students with positive and productive ways of developing social skills.

Positive behavior, contributions and accomplishments are rewarded in a variety of ways, including, but not limited to individual classroom recognition, public announcements, and Renaissance awards assemblies.

In addition, El Roble staff developed a comprehensive safe school plan to ensure the safety of students, staff and parents. The plan reflects our clear academic and behavioral expectations students and staff to treat others with respect and dignity. Students, staff, parents and the community are informed of the expectations and consequences for failing to meet the expectations via newsletters, the student handbook and orientation sessions.

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		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Suspensions	0.11	0.06	0.05	0.17	0.20	0.16
Expulsions	0.00	0.00	0.01	0.00	0.00	0.02

School Accountability Report Card

Reported for School Year 2005-06

Published During 2006-07

III. School Facilities

School Facility Conditions and Improvements

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.

El Roble School was built in 1956 and has 42 teaching stations plus a multipurpose room, library, gymnasium, pool, and office. To accommodate the increased enrollment, eleven portables have been added to the site.

The District maintenance staff and site custodians maintain the campus and buildings. To maintain a safe and healthy environment all custodians and maintenance staff receive training in general maintenance procedures, handling hazardous materials, safety procedures, playground equipment safety checks, and work safety issues.

Students and staff participate in regularly scheduled fire and disaster training drills. The District provides each site with an Emergency Preparedness Plan and Operations Manual. In turn, each site has developed a specific Emergency Plan that is in compliance with California Government Code 8607, California Standardized Emergency Management System (SEMS), and California Education Code, Section 35295. The plans were developed in cooperation with state, county, and city officials and include specific courses of action to be taken in case of an emergency. All of the schools meet Field Act requirements. Each school has developed a safety plan. This can be found at each school office as part of their Comprehensive School Improvement Plan.

To adequately maintain the schools, the District has developed a five year deferred maintenance plan for repairing and maintaining all sites. The plan includes major repairs such as roof replacement, carpet replacement and asphalt replacement. All sites are on a rotation plan for repainting.

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Facility In Good Repair		Repair Needed and Action Taken or Planned
	Yes	No	
Gas Leaks	x		
Mechanical Systems	x		
Windows/Doors/Gates (interior and exterior)	x		
Interior Surfaces (walls, floors, and ceilings)	x		
Hazardous Materials (interior and exterior)	x		
Structural Damage	x		
Fire Safety	x		
Electrical (interior and exterior)	x		
Pest/Vermin Infestation	x		
Drinking Fountains (inside and outside)	x		
Restrooms	x		
Sewer	x		
Playground/School Grounds	x		
Other			

School Accountability Report Card

Reported for School Year 2005-06

Published During 2006-07

IV. 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 CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2003-04	2004-05	2005-06	2005-06
With Full Credential	45	50	49	306
Without Full Credential	5	2	1	13
Teachers Teaching Outside Subject Area	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	2004-05	2005-06
Misassignments of Teachers of English Learners	0	0
Total Teacher Misassignments	0	0
Vacant Teacher Positions	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

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 CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	85.3%	14.7%
All Schools in District	83.0%	17.0%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	90.0%	10.0%

School Accountability Report Card

Reported for School Year 2005-06

Published During 2006-07

Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

There is a shortage of substitute teachers throughout California and this shortage has been felt in some curricular areas

in Claremont; however, the district is fortunate to maintain a pool of highly qualified individuals who serve as substitutes.

When a teacher is absent for any reason, his/her class must be covered by a credentialed substitute teacher.

Sometimes

it is necessary for teachers to reschedule school business activities if sufficient substitutes are not available on a given

day. The salary paid to substitute teachers remains competitive with neighboring districts.

Teacher Evaluation Process

This section provides information about the procedures and the criteria used for teacher evaluations.

Teachers in the Claremont Unified School District are evaluated on a regular basis by the principal (or Assistant Principal

at the secondary schools). The staff evaluation plan adopted by the Board of Education and Claremont Faculty Association conforms to State evaluation mandates and mirrors research in effective teaching. Permanent teachers are

evaluated every second year; non-tenured staff twice each year. The administrators participate in an annual training program to refine their skills in supervision.

V. Support Staff

Academic Counselors and Other Support Staff

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	1.0	1131.0

School Accountability Report Card

Reported for School Year 2005-06

Published During 2006-07

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

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	Holt, Rinehart, Winston - "Literature & Language Arts" (grades 7 & 8) McDougal Littell - "Bridges to Literature" (special education students)	0
Mathematics	Glencoe - "Algebra 1" McDougal- Littell - "Mathematics Course 1" Merrill - "Algebra 1" Merrill - Algebra 2" Saxon Publishers - "Math 65" & "Math 54"	0
Science	Prentice Hall - "Focus on Life Science" Prentice Hall - "Focus on Physical Science"	0
History-Social Science	Pearson Education/Prentice Hall - "America: History of Our Nation" (grade 8) Pearson Education/Prentice Hall - "Medieval & Early Modern Times" (grade 7)	0
Foreign Language	McDougal-Littell - "En Espanol"	0
Health	McGraw-Hill	N/A
Science Laboratory Equipment (grades 9-12)		N/A

School Accountability Report Card

Reported for School Year 2005-06

Published During 2006-07

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

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 and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Expenditures Per Pupil (Basic)	Average Teacher Salary
District	--	\$56,919.00
State	\$4,743.00	\$57,067.00

Types of Services Funded

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

Claremont Unified School District currently spends approximately 71% of its general operating budget directly in the classroom. This includes funds expended for teachers, instructional assistants, books, materials, supplies and equipment.

Another 20% of the operating budget is made up of direct support to the classroom including expenditures for principals, site staff, student support staff, curriculum support, maintenance of school buildings, and grounds maintenance.

The remainder of the operating budget is expended for the Board of Education, the Superintendent, and District and Central Support Departments.

Teacher and Administrative Salaries (Fiscal Year 2004-05)

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 at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37,592.00	\$37,730.00
Mid-Range Teacher Salary	\$55,476.00	\$59,397.00
Highest Teacher Salary	\$75,849.00	\$72,979.00
Average Principal Salary (Elementary)	\$94,645.00	\$90,266.00
Average Principal Salary (Middle)	\$101,074.00	\$95,759.00
Average Principal Salary (High)	\$105,239.00	\$103,395.00
Superintendent Salary	\$137,000.00	\$143,489.00
Percent of Budget for Teacher Salaries	42.6%	41.5%
Percent of Budget for Administrative Salaries	6.0%	5.6%

School Accountability Report Card

Reported for School Year 2005-06

Published During 2006-07

VIII. 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 and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 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 at the CDE Web site at <http://star.cde.ca.gov>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

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		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English-Language Arts	52%	59%	61%	51%	57%	59%	36%	40%	42%
Mathematics	47%	52%	56%	48%	52%	54%	34%	38%	40%
Science	--	--	57%	40%	44%	51%	25%	27%	35%
History-Social Science	43%	48%	45%	42%	49%	47%	29%	32%	33%

CST 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
African-American	42%	34%	44%	29%
American Indian or Alaska Native	--	--	--	--
Asian	71%	78%	64%	61%
Filipino	52%	50%	64%	57%
Hispanic or Latino	43%	37%	40%	26%
Pacific Islander	--	--	--	--
White (Not Hispanic)	73%	66%	68%	55%
Male	58%	55%	64%	48%
Female	64%	56%	52%	43%
Economically Disadvantaged	42%	38%	38%	29%
English Learners	30%	36%	30%	25%
Students With Disabilities	12%	13%	20%	18%

School Accountability Report Card

Reported for School Year 2005-06

Published During 2006-07

Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	69%	67%	68%	66%	61%	63%	43%	41%	42%
Mathematics	68%	67%	67%	67%	68%	66%	51%	52%	53%

NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African-American	49%	45%
American Indian or Alaska Native	--	--
Asian	82%	88%
Filipino	--	--
Hispanic or Latino	51%	49%
Pacific Islander	--	--
White (Not Hispanic)	80%	79%
Male	65%	69%
Female	70%	65%
Economically Disadvantaged	48%	49%
English Learners	38%	41%
Students With Disabilities	18%	21%

Local Assessment Results

Districts may choose to administer their own academic assessments in reading, writing, and mathematics. In such cases, this table displays the percent of students, by grade level and subject area, meeting or exceeding the district standard.

No Data Available

School Accountability Report Card

Reported for School Year 2005-06

Published During 2006-07

California Physical Fitness Test Results

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 fitness standards (scoring in 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 at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	Percent of Students Meeting Fitness Standards
7	47.2%

IX. 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 Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API 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 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 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 10 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	2003-04	2004-05	2005-06
Statewide Rank (from 2005 API Base Report)	8	8	8
Similar Schools	2	3	8

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			2006 API Growth Score (from 2006 API Growth Report)
	2003-04	2004-05	2005-06	2006
All Students	14	19	1	800
Asian	-1	35	1	892
Hispanic or Latino	29	28	-20	714
White (Not Hispanic)	8	10	25	848
Economically Disadvantaged	9	33	-9	708
Students With Disabilities	--	--	-21	525

School Accountability Report Card

Reported for School Year 2005-06

Published During 2006-07

State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

In terms of after school interventions, El Roble offers identified students the After School Academic Support Program (ASAP) in the core subject areas. In addition, the Panther Team (for at-risk 7th grade students) also offers after school remediation and homework assistance opportunities.

During the summer, students in need of remediation in either math or language arts are offered the opportunity to participate in a 2-hour per day (23 day) summer school program to help fill the identified learning gaps.

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 CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

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

Federal Intervention Program

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 CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
Number of Schools Currently in Program Improvement	--	0
Percent of Schools Currently in Program Improvement	--	0.0%

School Accountability Report Card

Reported for School Year 2005-06

Published During 2006-07

XI. Instructional Planning and Scheduling

School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

El Roble Intermediate School offers a traditional six period (47 minute per period) day plus a shorter (24 minute per period) period of Sustained Silent Reading. The school year is broken up into three trimesters of 12 weeks in length. The students receive instruction in the four (4) core classes and one period of daily PE. In addition, every student is able to choose one period of an elective class per trimester.

The school's leadership team consists of the principal, assistant principal, two academic counselors, one transition specialist, and one psychologist.

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

Claremont Unified School District offers the El Roble Intermediate School staff the opportunity to participate in teacher-selected staff development classes. These professional development classes are both given by fellow CUSD staff and outside experts in the areas requested. The CUSD staff is offered monetary compensation for any CUSD-sponsored professional development that they attend as specified in the CFA and CSEA contract.

Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
7	57,936	54,000
8	57,936	54,000

Minimum Days in School Year

The section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

Fifteen (15)

Six days were for the purpose of conducting staff development.

Three days were for the purpose of holding teacher parent conferences.

The six remaining minimum days were provided by the district for the start of school, the last day of school, and selected minimum days that corresponded to locally recognized holidays.