

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 webpage 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

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and 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 webpage 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. Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2011-12)

School		District	
School Name	Wilson Elementary School	District Name	Newport-Mesa Unified School District
Street	801 W. Wilson Street	Phone Number	(714) 424-5000
City, State, Zip	Costa Mesa, CA 92627	Web Site	www.nmusd.us
Phone Number	(949) 515-6995	Superintendent	Paul Reed, Acting Superintendent
Principal	Julie Perron	E-mail Address	superintendent@nmusd.us
E-mail Address	jperron@nmusd.us	CDS Code	30-66597-6029524

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

This section provides information about the school, its programs and its goals.

Wilson School, located at 801 W. Wilson Street in the City of Costa Mesa, serves 600 students in Kindergarten through grade six, with an additional 144 children in our preschool. We are proud of the student body's cultural diversity which provides an opportunity for them to develop mutual understandings within an enriching school setting.

Wilson is a very special place to work and learn. We have a hard-working and talented staff and a comprehensive academic program. Learning for all is our core purpose, mission, and vision. We ensure the attainment of this core value in three ways: by sustaining positive relationships among students, staff, parents, and community; by maintaining strong partnerships with parents and students; and by establishing an atmosphere of cooperation and respect which supports students as they set and achieve high expectations. All members of our school community work hard to promote learning every day, because we know that when we provide a safe, nurturing, but challenging instructional program and school setting, every child has the opportunity to achieve, demonstrate good citizenship, and develop a love of learning.

Wilson School has established a record of consistent achievement, with staff and community committed to meeting the needs of all our students. We are proud of the work our Wilson family does together, and of our focus on dreaming bigger, working smarter, and going farther than we could have imagined.

Julie C. Perron, Principal

Opportunities for Parental Involvement (School Year 2010-11)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Wilson has provided many opportunities for parents and friends to become involved:

- Family Science Nights
- School Site Council and ELAC
- PTA
- Parent Workshops
- Volunteer Programs
- Back to School Night
- Open House
- Wildcat Rallies

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

Grade Level	Number of Students
Kindergarten	62
Grade 1	89
Grade 2	91
Grade 3	73
Grade 4	75
Grade 5	65
Grade 6	86
Total Enrollment	541

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.6	White	0.4
American Indian or Alaska Native	0.2	Two or More Races	0
Asian	0.4	Socioeconomically Disadvantaged	100
Filipino	0.4	English Learners	87.6
Hispanic or Latino	98.2	Students with Disabilities	8.7
Native Hawaiian/Pacific Islander	0		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2008-09				2009-10				2010-11			
	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	20.2	4	2	0	22.7		4		20.8	4	0	0
1	20	4	0	0	19.2	5			22.3	2	2	0
2	20.3	2	1	0	20.2	2	2		22.8	1	3	0
3	20	3	0	0	21	1	3		21.7	3	0	0
4	31.7	0	3	0	32		2		27.7	1	2	0
5	35.5	0	0	2	34			2	32.5	0	1	1
6	35	0	0	2	33.5			2	28.7	0	3	0
Other	0	0	0	0								

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

III. School Climate**School Safety Plan (School Year 2010-11)**

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Wilson School was constructed in 1957. There are 20 regular classrooms and 13 relocatable classrooms. All classrooms are used by after-school programs. The campus is inspected regularly to ensure safe conditions. Two full-time custodians, along with students and staff, help keep the campus clean. Walking through our school, one can see that all areas are utilized for a variety of small and large group instructional settings. As part of our commitment to a safe, orderly, and caring campus, we have developed a combined Positive Behavior Support and the Second Step program as part of our to Wild about Success program to ensure accountability and positive relationships. All students wear uniforms every day, which we have seen has added to improved student behavior and a positive school climate.

Wilson has developed a comprehensive Safe School Plan. Our plan is evaluated yearly and amended, as needed, by the school safety planning committee. All Wilson school staff were inserviced in the SEMS elements in 2007, and reviews were conducted in May of 2008. Key elements of the plan include: assessing the current status of school crime committed on the school campus and at school-related functions; child abuse reporting procedures; disaster procedures (routine and emergency); policies for suspension, expulsion and mandatory expulsion; procedures for notification of staff regarding dangerous students; policies on sexual harassment; policy relating to school dress code (especially gang-related apparel); procedures for safe ingress and egress of pupils, parents, and school employees to and from school; procedures that create a safe and orderly environment conducive to learning at school; rules and procedures on school discipline. As part of the plan, emergency supplies are maintained both in the classrooms and in a central location, and evacuation drills are conducted periodically throughout the year. Parents and community are apprised of the elements of the plan and have the opportunity to provide input via a yearly Family Survey.

Suspensions and Expulsions

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	11.8	7.51	7.58	6.44	6.55	9.87
Expulsions	0	0	0	0.27	0.18	0.07

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: 9/2011

Wilson – 33,600 Classroom Sq. Ft.

This school was built in 1957. There are 22 permanent classrooms, a multi-purpose room and an administration building. 13 portables were constructed between 1996 and 2000. 2 of the portables were replaced with new units and one additional was placed in 2004. The school was modernized in 2004.

338 work orders were completed for Wilson in the 2010-2011 fiscal year. . The site was last inspected on 9/10/2011.

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

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

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]	[]	[]	Work Order #172268: Bolt down cabinets in room 17 and 18. Completed 9/19/2011. Work Order #172265: Replace stained ceiling tiles in rooms 5, 35, 21 and 37. Completed 9/14/2011.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	
Electrical: Electrical	[]	[X]	[]	[]	Work Order #172261: Front office florescent light out. Completed 9/15/2011.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	[]	Work Order #174577: Per Williams visit-Please fix water pressure on water fountain by room 23, pressure low at the moment. See Office. Thank you - Rosa. Completed 10/21/2011. Work Order #174576: Per Williams Visit-Please fix water fountain in MPR. See Office. Thank you - Rosa. Completed 10/21/2011.
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	[]	

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Structural: Structural Damage, Roofs	[]	[X]	[]	[]	Work Order #172269: Replace rain gutter on back of portable 13. Completed 9/23/2011. Work Order #172267: Add one downspout to back side gutter on portable #17. Completed 9/23/2011. Work Order #172266: Patch the bottom siding on east side of portable #17. Completed 9/15/2011.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	[]	[X]	[]	[]	Work Order #172270: Lubricate latches on portables 14 and 15. Completed 9/14/2011. Work Order #172264: Enlarge strike plate on heater door in faculty lounge. Completed 9/14/2011.
Overall Rating	[]	[X]	[]	[]	

V. Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	29	27	24	976
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

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

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
 "Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

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* webpage 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	100	0
All Schools in District	98.97	1.03
High-Poverty Schools in District	98.95	1.05
Low-Poverty Schools in District	99.07	0.93

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

VI. Support Staff

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

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

* 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:

The Newport-Mesa Unified School District follows the State's curriculum cycle to adopt updated, high quality textbooks and related materials. Students are provided with an adequate supply of Board-approved textbooks for all subject areas. The reading/language arts and mathematics curricula are aligned with District and State content standards. Teachers also select supplementary instructional materials to meet the specific needs of their students. History/Social Science and Science curriculum instruction are aligned with the District and State content standards. Elementary schools also participate in the Beckman@Science Program. Individual schools also support instruction by providing a library/media center and technology resources in the classroom including computers, CD-ROM, and instructional television. Internet access is currently available in the library/media center and in many classrooms. Teachers and administrators have been trained in using the internet as an instructional tool in the classroom. Each school continues to develop a way of integrating technology into instruction and curriculum.

Data collected: October 2008

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton-Mifflin Reading: A Legacy of Literacy, 2003- All students have one student anthology or classroom Big Books and corresponding practice book. Teachers have Medallion adoption.		
Mathematics	Pearson – Envision Math. All students have a textbook or consumable workbook . Additionally, students in grades 1-6 have a homework practice book.		
Science	Pearson Scott Foresman Science Text. All students have a textbook, Big Books and practice books. Teachers supplement this curriculum with the Hands-on, Inquiry-based science kits. Kits are provided to each classroom teacher on a rotation schedule.		

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	Pearson Scott Foresman 2007. All K-5 students have student text materials and web based support documents. 6-8 grade students – Glencoe student text materials and web based support documents.		
Foreign Language			
Health			
Visual and Performing Arts	McGraw-Hill Textbooks		

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$5,037	\$260	\$4,778	\$79,392
District	---	---	\$5,594	\$81,911
Percent Difference: School Site and District	---	---	-14.6%	-3.1%
State	---	---	\$5,455	\$69,207
Percent Difference: School Site and State	---	---	-12.4%	14.7%

* **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 webpage 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 webpage 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)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Each district school receives categorical funding to provide supplemental services to assist students:

- in reaching academic proficiency
- in mastering grade level content standards and
- successfully graduate from high school.

Services throughout the district include:

- Class Size Reduction
- Tutoring
- Supplemental instructional materials and books in mathematics, reading/language arts, science and social science
- Programs for English Language Learners
- Extended Day/Year/Summer School
- Enrichment Programs
- Access to Technology
- AVID/MESA Programs
- Parent Education/Family Nights
- Social Services (Healthy Start)
- Student/Family Primary Language Support
- Translation for Home-School Communication
- Counseling (Academic and Career)
- Gifted and Talented Education (GATE)
- Special Education

Please check with your child's principal to receive information regarding the services that are specific to your child's school.

Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,566	\$42,017
Mid-Range Teacher Salary	\$78,311	\$67,294
Highest Teacher Salary	\$103,052	\$86,776
Average Principal Salary (Elementary)	\$118,304	\$108,534
Average Principal Salary (Middle)	\$132,152	\$112,893
Average Principal Salary (High)	\$131,169	\$123,331
Superintendent Salary	\$260,116	\$226,417
Percent of Budget for Teacher Salaries	36%	38%
Percent of Budget for Administrative Salaries	6%	5%

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

IX. Student Performance

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

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

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

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

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

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	37	39	33	61	62	63	49	52	54
Mathematics	40	41	44	55	57	58	46	48	50
Science	37	27	31	65	66	70	50	54	57
History-Social Science	N/A	N/A	N/A	55	59	61	41	44	48

* 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	63	58	70	61
All Student at the School	33	44	31	N/A
Male	27	43	29	N/A
Female	40	45	33	N/A
Black or African American	0	0	0	N/A
American Indian or Alaska Native	0	0	0	N/A
Asian	0	0	0	N/A
Filipino	0	0	0	N/A
Hispanic or Latino	33	44	32	N/A
Native Hawaiian/Pacific Islander				N/A
White	0	0	0	N/A
Two or More Races				N/A
Socioeconomically Disadvantaged	33	43	31	N/A
English Learners	22	36	24	N/A
Students with Disabilities	24	22	0	N/A
Students Receiving Migrant Education Services	0	0	0	N/A

* 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 webpage 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	27.9	18	9.8

* 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 webpage at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	2	2	2
Similar Schools	6	7	5

Academic Performance Index Growth by Student Group - Three-Year Comparison

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	18	-3	-3
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	18	-3	0
Native Hawaiian/Pacific Islander			
White			
Two or More Races	N/D		
Socioeconomically Disadvantaged	19	-3	-3
English Learners	28	-5	2
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	357	715	15,623	830	4,683,676	778
Black or African American	3		209	789	317,856	696
American Indian or Alaska Native	1		49	820	33,774	733
Asian	1		686	928	398,869	898
Filipino	2		139	878	123,245	859
Hispanic or Latino	349	714	6,519	745	2,406,749	729
Native Hawaiian/Pacific Islander	0		128	820	26,953	764
White	1		7,869	891	1,258,831	845
Two or More Races	0		11	902	76,766	836
Socioeconomically Disadvantaged	357	715	7,508	753	2,731,843	726
English Learners	314	704	4,964	711	1,521,844	707
Students with Disabilities	47	602	1,693	653	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)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) webpage 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
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	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	Yes

Federal Intervention Program (School Year 2011-12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: <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	2003-2004	2011-2012
Year in Program Improvement	Year 5	Year 1
Number of Schools Currently in Program Improvement	---	11
Percent of Schools Currently in Program Improvement	---	35.5

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

For the past 3 years there have been 2 pupil free staff development days.