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	Woodland Elementary School	**District Name**	Newport-Mesa Unified School District
Street	2025 Garden Lane	**Phone Number**	(714) 424-5000
City, State, Zip	Costa Mesa, CA 92627	**Web Site**	www.nmusd.us
Phone Number	(949) 515-6945	**Superintendent**	Paul Reed, Acting Superintendent
Principal	Lauren Medve	**E-mail Address**	superintendent@nmusd.us
E-mail Address	lmedve@nmusd.us	**CDS Code**	30-66597-6107833

School Description and Mission Statement (School Year 2010-11)
This section provides information about the school, its programs and its goals.

Woodland Elementary is the first part of a two site educational setting for students who live on the east side of Costa Mesa. The school provides instruction for students in kindergarten through second grade in classroom settings of approximaely 24-26 students:1. We offer an extended day kindergarten that begins at 8:15 am and ends at 1:30 pm. Grades 1 and 2 begin at 8:25 am and end at 3:00 pm. After students complete second grade at Woodland, they continue their education at Kaiser Elementary School for instruction in grades three through six. After completing sixth grade, the students report to Ensign Middle School for grades seven and eight and proceed to Newport Harbor High School until their graduation from grade twelve.

Woodland Elementary is committed to assisting students achieve success and self-confidence by providing an outstanding academic program with an emphasis on literacy and math skills. As a staff, we believe in providing a challenging academic program; fostering success at school; ensuring a safe, orderly and supportive learning environment; teaching high standards of behavior, responsibility, and citizenship and encouraging all students to develop to the best of their potential, academically and socially. Technology is integrated throughout the curriculum and used as a tool to enhance learning in all areas. We believe that educational technology helps students and teachers solve problems more creatively and efficiently by developing critical thinking skills by providing students with a means to organize and process information.

Woodland has an on site before and after school daycare operated by the Child Development Center. The Center also operates a preschool in the morning. Additionally, there are a variety of off site day care facilities that pick students up from Woodland for before and after school care. Information is available in the school office on extended day and preschool programs.

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.

Woodland Elementary is fortunate to have a tremendously involved parent and community support base. The Parent Faculty Organization (PFO) is an integral part of the overall school program. Many of our programs would not be in place if it were not for the tireless and faithful support of this organization. The PFO uses fundraisers and volunteer hours to positively impact the Woodland student body. In addition, Woodland is pleased to have the support of the Kaiser/Woodland Schools Foundation created in the 2010-2011 school year. Fundraising by this organization helps support the school's academic program.

Parent volunteers are on campus daily providing classroom help, clerical and project support, field trip chaperons and many other services. All of our volunteers are cleared by the Department of Justice before working in classrooms. To volunteer at Woodland, a volunteer form is filled out and turned into the school office with personal photo identification. A clear TB report is needed to complete the form. Our campus volunteers must sign in the office and wear badges when on campus to show that they are cleared to work with our students.

Parents are encouraged to take leadership roles at Woodland. All parents have opportunities to serve in leadership capacities in the Parent Faculty Organization (PFO), School Site Council (SSC), and English Learner Advisory Committee (ELAC) at the school level and the DELAC at the District level.

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

Grade Level	Number of Students
Kindergarten	155
Grade 1	160
Grade 2	145
Grade 3	0
Grade 4	0
Grade 5	0
Total Enrollment	460

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.7	**White**	70.7
American Indian or Alaska Native	0.2	**Two or More Races**	0
Asian	2	**Socioeconomically Disadvantaged**	32.2
Filipino	0.4	**English Learners**	15.9
Hispanic or Latino	25.4	**Students with Disabilities**	8.5
Native Hawaiian/Pacific Islander	0.2		

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	10	0	0	20.8		7		22.1	5	3	0
1	20	8	0	0	22.3		5		22.9	2	6	0
2	19.1	10	0	0	19	1	6		24.2	0	6	0
3	0	0	0	0								
4	0	0	0	0								
5	0	0	0	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.

Woodland Elementary School's staff is committed to providing a quality education for students of all backgrounds and abilities in a safe and orderly environment. The staff maintains a positive learning environment that enables students to acquire basic skills, think critically and apply knowledge.

Woodland students are guided by Coach John Wooden's Pyramid of Success. Students are expected to understand and follow school rules in order to maintain a safe and orderly environment in which all children can learn. All students are given many opportunities to be recognized for academic achievement and positive character traits at school. Our positive behavior plan focuses on being respectful, responsible, and kind. Students receive awards for positive behavior, outstanding effort, and perfect attendance on a regular basis in the classroom and at Principal Awards Assemblies.

Woodland's custodians, along with staff members, work hard to help keep the campus clean and safe. The campus is inspected regularly to ensure safe conditions. Woodland has a Disaster Preparedness Plan and materials on hand in case of an emergency. The school conducts regular monthly emergency fire and earthquake drills. The safety of our students at Woodland is our top priority. Our campus is secure during and after school hours.

Suspensions and Expulsions

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	0.85	1.46	1.52	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

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Year and month in which data were collected: 10/2011

Woodland – 26,880 Classroom Sq. Ft.
This school was built in 1963. There are 17 permanent classrooms, a multi-purpose room, a library/computer lab and an administration building. 11 portables were constructed and 8 of them were reconfigured and modernized through the modernization project completed in 2004.

297 work orders were completed for Woodland in the 2010-2011 fiscal year. This site was last inspected on 10/9/2011.

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 #174128: Stained ceiling tiles located in the following rooms: K-2, PK-1 (some tiles are bowing) rm. 5 (ceiling tile appears to separating from ceiling). Completed 10/18/2011. Work Order #174130: Seam in carpet located middle of room becoming exposed, Rm. 16. Completed 11/8/2011.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[ ]	[X]	[ ]	[ ]	
Electrical: Electrical	[ ]	[X]	[ ]	[ ]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	[ ]	Work Order #174129: Drinking fountain cap off or tighten in rooms: 10, 18, 17, 13, 3, 4, 8, 9, boys RR across from teachers lounge. Completed 12/13/2011.
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]	[ ]	[ ]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	[ ]	Work Order #174131: Asphalt patch has settled in blacktop behind Rm. 9. Completed 10/20/2011. Work Order #174132: Science lab (portable) has no Room ID on outside of door. Portable is located next to field facing school. Completed 11/15/2011.
Overall Rating	[ ]	[X]	[ ]	[ ]	

V. Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	31	26	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	0	---
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	$5,796	$197	$5,599	$87,722
District	---	---	$5,594	$81,911
Percent Difference: School Site and District	---	---	0.1%	7.1%
State	---	---	$5,455	$69,207
Percent Difference: School Site and State	---	---	2.6%	26.8%

* **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	66	58	69	61	62	63	49	52	54
Mathematics	77	76	75	55	57	58	46	48	50
Science	0	0	0	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	69	75	0	N/A
Male	63	81	0	N/A
Female	74	69	0	N/A
Black or African American	0	0	0	N/A
American Indian or Alaska Native				N/A
Asian	0	0	0	N/A
Filipino				N/A
Hispanic or Latino	50	63	0	N/A
Native Hawaiian/Pacific Islander	0	0	0	N/A
White	72	77	0	N/A
Two or More Races				N/A
Socioeconomically Disadvantaged	42	51	0	N/A
English Learners	35	53	0	N/A
Students with Disabilities	41	68	0	N/A
Students Receiving Migrant Education Services				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			

* 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	8	8	8
Similar Schools	7	8	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	23	-16	13
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	16	-9	-2
Two or More Races	N/D		
Socioeconomically Disadvantaged		-40	
English Learners			
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	136	864	15,623	830	4,683,676	778
Black or African American	2		209	789	317,856	696
American Indian or Alaska Native	0		49	820	33,774	733
Asian	1		686	928	398,869	898
Filipino	0		139	878	123,245	859
Hispanic or Latino	28	783	6,519	745	2,406,749	729
Native Hawaiian/Pacific Islander	1		128	820	26,953	764
White	104	881	7,869	891	1,258,831	845
Two or More Races	0		11	902	76,766	836
Socioeconomically Disadvantaged	40	742	7,508	753	2,731,843	726
English Learners	16	707	4,964	711	1,521,844	707
Students with Disabilities	21	756	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	Yes	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	No
Met Percent Proficient: Mathematics	Yes	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
First Year of Program Improvement		2011-2012
Year in Program Improvement		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 determined 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.)?

The Newport-Mesa Unified School District provides two full days of Professional Development each school year. One half day of Professional Development is planned to enhance K-12 Zone Verticle Alignment and Collaboration. The 2011-2012 collaboration brought our zone together to hear Anthony Muhammad, a well-known educational consultant, speak about the benefits of Response to Intervention and Professional Learning Communities in schools.

The additional one and one-half days of Professional Development are planned by the individual schools based on their individual needs. Woodland's will include Administering Universal Assessment, Using Data to Guide Instruction, Lexia, and Web Design. Teachers are supported by designing staff development to address their needs and enhance their instructional programs.