

# Mill Street Elementary School

## School Accountability Report Card

### Reported Using Data from the 2011-12 School Year

#### Published During 2012-13

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 2012-13)

School Contact Information	
<b>School Name</b>	Mill Street Elementary School
<b>Street</b>	102 Mill Street
<b>City, State, Zip</b>	Orland, CA 95963
<b>Phone Number</b>	(530) 865-1240
<b>Principal</b>	Kelly Haight
<b>E-mail Address</b>	khaight@orlandusd.net
<b>CDS Code</b>	11754816007488

District Contact Information	
District Name	Orland Unified School District
Phone Number	(530) 865-1200
Web Site	<a href="http://www.orlandusd.net">http://www.orlandusd.net</a>
Superintendent	Chris Von Kleist
E-mail Address	<a href="mailto:cvonkleist@orlandusd.net">cvonkleist@orlandusd.net</a>

### School Description and Mission Statement (School Year 2011-12)

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

#### Mission:

All students will be academically prepared for the next grade.

#### Vision:

- Culture of collaboration
- Effective instructional strategies
- Maximum student engagement
- Positive relationships

### Opportunities for Parental Involvement (School Year 2011-12)

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

#### Parent Involvement

Mill Street has an active parent participation component. We have a Parent Club that meets monthly to help the school organize annual events including the school carnival, activity nights, student health fair, and other special events. Many classrooms have a "Room Parent" who organizes parent helpers in and out of the classroom and communicates important classroom information with other parents. Our parents also help teachers supervise students on field trips and with special activities in the classroom. Our parents serve on the ELAC and School Site Council. All parents go through a district screening before they can help in the classroom. Parents can contact the school principal, Kelly Haight, at (530) 865-1240 to find out how they can help.

#### Homework

Our teachers assign homework four days a week. They send home a packet on Monday for students to complete during the week and return on Friday. Many teachers require parents to review and sign the packet each week. Teachers also assign reading for at least 15 minutes per night. We offer homework assistance throughout the school year. Bilingual support is offered in the form of our bilingual services clerk as needed for families who need assistance with homework. Coordination with the County program (SPARK) has resulted in the creation of a homework club where qualifying students receive homework support daily.

### Student Enrollment by Grade Level (School Year 2011-12)

Grade Level	Number of Students
Kindergarten	199
Grade 1	174
Grade 2	130
Total Enrollment	503

### Student Enrollment by Group (School Year 2011-12)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.2	White	35.4
American Indian or Alaska Native	0.6	Two or More Races	0
Asian	1.6	Socioeconomically Disadvantaged	83.9
Filipino	0.2	English Learners	52.5
Hispanic or Latino	62	Students with Disabilities	5.4
Native Hawaiian/Pacific Islander	0		

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2009-10				2010-11				2011-12			
	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	25.1		7		24.4	0	7	0	27.7	0	7	0
1	25.6		5		24.4	1	6	0	23.7	0	7	0
2	26.6		6		26.8	0	6	0	22.2	1	5	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 2011-12)

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.

Our buildings are well maintained and safe. The school social environment is very positive, and the principal, teachers, staff, parents, and students actively work together to ensure everyone's safety. Parents receive a copy of our school rules in the Parent Handbook, and parents, students and teachers sign the Parent Compact at the beginning of each year. We teach the school rules in the classroom and all staff members enforce them uniformly. All classrooms utilize a uniform discipline system including colored cards, earned attendance to rewards assemblies, recess detention, and behavior citations. The principal and staff are alert and attentive to unsafe behavior and actions, and include parents in the resolution.

Emergency action decisions are made through school, district, police and fire personnel. Key elements of the Safe School Plan cover fire, earthquakes, chemical spills, explosion, weapons, bomb threats, and evacuation and relocation procedures. Notification of extreme emergencies are announced by the Principal via an appropriate warning device or written notice. Teachers have action, evacuation, and relocation procedures posted in each classroom. Supervisors, custodians, office personnel and teachers have access to phone or 2-way radio communication at all times. The school is free of graffiti and vandalism and security checks are regular. Emergency Action Plans are in place and staff and students perform monthly emergency/evacuation drills. The school safety plan is updated annually in accordance with Senate Bill 187.

We revised our School Safety Plan on December 10, 2011 to include updated safety procedures. We also upgraded our door locks to safety locks to insure safety during lockdown procedures. During the summer and early Fall of 2009, new 8 foot fencing was installed around the perimeter of our campus with locked gates, and our playground equipment and flooring were replaced to better serve and protect the students during recess.

## Suspensions and Expulsions

Rate*	School			District		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Suspensions	1.91	2.86	1.79	17.4	10.5	12.4
Expulsions	0	0	0	0.14	0.09	0.18

\* 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 2012-13)

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:** 9-28-12

Overall our facilities are very good. The district continues to maintain the facilities, providing upgrades during the summer months and throughout the year. To assist in this effort, the district uses a Facility Inspection Tool developed by the State of California Office of Public School Construction. The results of this survey are available at the school office, at the district office, or on the Internet at <http://www.orlandusd.net/Schools/Accountability/index.html>.

This school has 28 classrooms, a cafeteria, a library media center, and an administration building. Each classroom is attended to every day and bathrooms are cleaned daily by our custodians. There is one playground with age-appropriate equipment to meet the unique needs of the kindergarten students and two playground areas for first and second graders. The school site has a security system in place, along with a public address system and bell system. Each classroom is carpeted and equipped with age-appropriate furnishings. Students are supervised on the playground beginning at 7:30 am, at all recesses, and while waiting to board the buses in the afternoon.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. During the 2008-2009 school year, Hilliard Co was hired to map out a custodial schedule to make sure adequate time was allotted to each campus to ensure cleanliness. During the 2009-2010 year, local bond funds (Measure K), and state matching funds were used to install new air conditioning units for all buildings, install the perimeter fence, and upgrade the playground equipment and flooring. Construction began on the new cafeteria and classroom complex during the 2012-13 school year and we expect to open the doors for all the new facilities to start the school year in 2013-14.

### School Facility Good Repair Status (School Year 2012-13)

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	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[ ]	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[ ]	[X]	[ ]	[ ]	

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[ ]	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[ ]	[ ]	[ ]	[X]	Insufficient electrical outlets in Administration Office, Media Center, and classrooms 2-20 due to increase of computers in the classroom.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	[ ]	
<b>Safety:</b> Fire Safety, Hazardous Materials	[ ]	[X]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[ ]	[X]	[ ]	[ ]	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	[ ]	Some windows have lost their seal.
<b>Overall Rating</b>	[ ]	[X]	[ ]	[ ]	

## V. Teachers

### Teacher Credentials

Teachers	School			District
	2009-10	2010-11	2011-12	2011-12
<b>With Full Credential</b>	24	22	23	
<b>Without Full Credential</b>	0	0	0	
<b>Teaching Outside Subject Area of Competence</b>	0	0	0	---

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2010-11	2011-12	2012-13
<b>Misassignments of Teachers of English Learners</b>	0	0	
<b>Total Teacher Misassignments</b>	0	0	
<b>Vacant Teacher Positions</b>	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.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011-12)

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 Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	0	0

\* 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 2011-12)

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

\* 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 2012-13)

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:** 2011, December

For several years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks and assessments we use are based on these content standards, and our teachers are expected to be firmly focused on them. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation. You can find the content standards for each subject at each grade level on the Web site of the California Department of Education (CDE). Mill Street continues to rely on these standards for this school year, but will be transitioning to the new California Common Core Standards in the school year 2013-14.

**Reading and Writing**

During the 2012-2013 school year, Mill Street School teachers will use the McGraw Hill Language Arts curriculum. In Kindergarten, students are expected to identify and know the sound of every letter of the alphabet and begin to read C-V-C words. By the end of first grade, students should be reading a level 17 book with appropriate fluency and comprehension and be able to write a cohesive paragraph with few errors. When students leave our school at the end of second grade, they are expected to be able to write a two paragraph essay and read small chapter books. Student progress is measured using the curriculum-embedded assessments as well as teacher created district progress assessments.

**Math**

Using the math adoption of McGraw Hill's Every Day Math (purchased in 2009-2010), teachers are building foundational skills in number sense, algebra, measurement and geometry to prepare students for the next year and to take the CST for the first time. Each trimester, student progress in math is measured in two ways. First, the curriculum based measurements assess how well students have mastered the skills that were taught within a specified time frame using the adopted curriculum. In addition, students are given a district progress assessment three times during the year to show growth on the essential standards and to predict student success on the second grade CSTs in the spring.

**Science**

Students learn the science standards starting in first grade. The curriculum covers physical, earth, and life sciences. The scientific method of experimentation and investigation is woven through all of our science courses.

**Social Science**

Students learn about citizenship starting in first grade. In second grade, we explore the lives of people who affect our students' everyday lives and learn about extraordinary people from history.

**Textbooks**

Our language arts, math, ELD, social studies and science curriculum were selected from the SBE approved publisher's list. Each student has access to this curriculum and to his or her own textbook in every curricular area.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	McGraw Hill "Treasures" Adopted Curriculum (2011)  Scholastic Reading Counts  Read Naturally  SIPPS	Yes	0
<b>Mathematics</b>	Wright Group/McGraw-Hill California Adopted Curriculum --"Everyday Math"  Accelerated Math	Yes	0
<b>Science</b>	Houghton Mifflin California Adopted Curriculum	Yes	0
<b>History-Social Science</b>	Pearson Scott Foresman California Adopted Curriculum	Yes	0

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	4400	423	3977	60346
District	---	---	\$5,519	\$58,033
Percent Difference: School Site and District	---	---	-27.9	4.0
State	---	---	\$5,455	\$62,892
Percent Difference: School Site and State	---	---	-27.1	-4.0

\* **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 2011-12)

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

During the 2011-2012 school year, our Title I funds were used to pay for four part time paraprofessionals, one Title I reading intervention teacher, professional development for teachers and support staff, parent involvement materials and activities, and before and after school intervention classes to assist underperforming students in math and language arts.

EIA/LEP funds were used to pay the salaries of one certificated teacher to provide intervention for English Learners and one bilingual services clerk, supplies for ELD, and professional development in the area of ELD.

### Teacher and Administrative Salaries (Fiscal Year 2010-11)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,047	\$38,725
Mid-Range Teacher Salary	\$54,381	\$59,717
Highest Teacher Salary	\$74,079	\$77,957
Average Principal Salary (Elementary)	\$79,907	\$95,363
Average Principal Salary (Middle)	\$83,624	\$98,545
Average Principal Salary (High)	\$93,727	\$107,031
Superintendent Salary	\$131,000	\$149,398
Percent of Budget for Teacher Salaries	38%	37%
Percent of Budget for Administrative Salaries	7%	6%

\* 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	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English-Language Arts	34	41	39	39	38	42	52	54	56
Mathematics	48	53	48	33	37	37	48	50	51
Science				44	41	45	54	57	60
History-Social Science				39	35	35	44	48	49

\* 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	42	37	45	35
All Student at the School	39	48		
Male	30	47		
Female	48	50		
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	36	43		
Native Hawaiian/Pacific Islander				
White	47	60		
Two or More Races				
Socioeconomically Disadvantaged	34	43		
English Learners	31	40		
Students with Disabilities				
Students Receiving Migrant Education Services	27	55		

\* 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	2009	2010	2011
Statewide	5	2	2
Similar Schools	3	1	2

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

Group	Actual API Change		
	2009-10	2010-11	2011-12
All Students at the School	-57	26	21
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-73	53	27
Native Hawaiian/Pacific Islander			
White	-33		
Two or More Races			
Socioeconomically Disadvantaged	-54	33	20
English Learners	-45	47	65
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 - 2012 Growth API Comparison**

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, district, and state level.

Group	2012 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	120	762	1,533	729	4,664,264	788
Black or African American	0		11	752	313,201	710
American Indian or Alaska Native	1		14	668	31,606	742
Asian	3		43	687	404,670	905
Filipino	0		4		124,824	869
Hispanic or Latino	76	746	929	700	2,425,230	740
Native Hawaiian/Pacific Islander	0		1		26,563	775
White	40	794	521	782	1,221,860	853
Two or More Races	0		8		88,428	849
Socioeconomically Disadvantaged	101	735	1,186	705	2,779,680	737
English Learners	63	727	591	636	1,530,297	716
Students with Disabilities	10		193	592	530,935	607

### 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 2011-12)

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 2012-13)

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	2008-2009	2009-2010
Year in Program Improvement	Year 4	Year 3
Number of Schools Currently in Program Improvement	---	2
Percent of Schools Currently in Program Improvement	---	33.3

## 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, and data reporting, etc.)?
- 

Built into the school year are seven modified "Banking" school days that allow for teacher professional development. Teachers in collaboration with the administrator work together at the beginning of the year as a committee to plan the content of these days according to the previous year's assessment data and the school-wide professional development goals.

Other major areas of focus for professional development the year 2012-2013 are the Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words (SIPPS) Program, SBE adopted math curriculum "Everyday Math", the newly purchased SBE approved Language Arts series "Treasures", Professional Learning Communities, and the new California Common Core Standards. Delivery of this staff development will be by release time to attend workshops during the day or "extra duty" paid hours on weekends and/or vacations. During implementation of this staff development, teachers are supported through in-class coaching, teacher-principal meetings, and collaboration with their grade level teams.

In addition to the above described "Banking" days, every Wednesday is a "modified" school day where students are released 45 minutes early and teachers meet in their grade level professional learning teams. This collaboration time consists of focused discussions around essential standards, curricular pacing schedules, effective teaching strategies, formative assessment, student achievement data, and student intervention and enrichment groups.