

La Colina Junior High School

School Accountability Report Card

Reported for School Year 2010-11

Published During 2011-12

La Colina Junior High School

4025 Foothill Rd.
Santa Barbara CA 93110
(805) 967-4506
www.lcjhs.org.
Mr. David Ortiz, Principal
dortiz@sbsdk12.org

Santa Barbara Unified School District

720 Santa Barbara St.
Santa Barbara, CA 93101
(805) 963-4338
www.sbsdk12.org
Dr. David E. Cash, Superintendent
bkeyani@sbsdk12.org

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 Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

Ed-Data Partnership Web Site

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

Internet Access

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

About This School

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

La Colina Junior High School opened in September 1959 and is located on a beautiful campus set back from Foothill Road near the San Marcos Pass highway, with views of the mountains. The staff includes 37 regular education teachers, four special education teachers, two counselors, one school psychologist, one health assistant, one librarian, one library assistant, two full-time administrators and one part-time administrator. Support staff includes four office personnel, five grounds and building maintenance staff, four food service workers, and twelve special education teaching assistants.

The school became a two-year junior high in 1981, dropping enrollment from 1,100 to 650. Grades seven and eight are now on campus with an enrollment of approximately 830 students. The campus is shared with the Open Alternative School. Campus meetings are held quarterly to maintain an effective and efficient campus.

2010-11 School Accountability Report Card

La Colina High School

It is the vision of the La Colina Junior High School community that everyone associated with the school including students, parents/guardians, and staff dedicate themselves to the goal that all students will achieve proficiency or higher with respect to the California State Content Standards, and subsequently, Common Core State Standards. Also, that this achievement will occur in a culture that promotes equity, access, relevance, rigor, and positive relationships. All human and material resources of La Colina Junior High School will be dedicated to these purposes. Additional information is available on the school website: <http://www.lcjhs.org>.

Opportunities for Parental Involvement (School Year 2010-11)

Contact Person Name: Mr. David L. Ortiz, Principal

Contact Person Phone Number: (805) 967-4506, ext. 114

Historically, La Colina has always had a very involved Parent-Teacher-Student Association (PTSA). The PTSA provides outstanding leadership, volunteer support, and organization of the major fund-raising activities for the school. The major fund-raisers include: PTSA Annual Fundraiser (fall semester), Axxess Coupon Books, and E-Scrip. Active instrumental music, vocal music, and theater support groups also provide very generous financial assistance.

Parent/guardian volunteer opportunities at La Colina are numerous and fulfill a wide variety of needs. For example, parents help in the library, classrooms, cafeteria, and the office, chaperone school dances and activities, and serve on numerous committees. Key committees include the PTSA, School Site Council, English Learner Advisory Committee (ELAC), Parent Project (twelve week parenting course offered each year), Safe Schools/Disaster Preparedness Committee, and Diversity/Equity Awareness Committee. Other important activities include: Back-To-School (fall semester), Incoming Parent Orientation and Open House Night. Special programs on parent education are offered throughout the school year during the PTSA and ELAC meetings. Parents and guardians are a regular presence on campus and appreciated greatly.

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

Grade Level	Number of Students
Grade 7	409
Grade 8	435
Total Enrollment	844

Student Enrollment by Subgroup (School Year 2010-11)

Group	Percent of Total Enrollment
Black or African American	1.1%
American Indian or Alaska Native	0.8%
Asian	5.6%
Filipino	0.5%
Hispanic or Latino	40.2%
Native Hawaiian/Pacific Islander	0.1%
White	46.4%
Two or More Races	4.9%
Socioeconomically Disadvantaged	26.5%
English Learners	21.9%
Students with Disabilities	10.4%

2010-11 School Accountability Report Card

La Colina High School

Average Class Size and Class Size Distribution

Subject	2008-09			2010-11				
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+
English	27.2	8	22	10	28.1	6	15	10
Mathematics	28.0	6	21	8	28.0	5	17	8
Science	30.6	0	20	12	31.4	0	21	5
Social Science	30.5	0	22	10	31.2	0	15	11

School Climate

School Safety Plan (School Year 2010-11)

Date of Last Review/Update: March 2011

Date Last Discussed with Staff: March 2011

Vision

La Colina Junior High School is committed to providing a productive, safe, and positive learning environment which provides powerful learning experiences and academic success for each student. The vision of the Safe School Plan is to collect information regarding the physical environment, school culture, personal characteristics of students and staff, and the social environment in order to promote a safe environment for the school community.

Goals

- Promote safety as a priority at school;
- Continue to update and review the respective Safe School surveys administered to parents, students, and staff to increase understanding of current needs, concerns, and issues;
- Provide appropriate training to committee members, and subsequently to staff, parent volunteers, and students;
- Monitor progress on a formative (quarterly) and summative (yearly) basis.

Disaster Preparedness

The plan includes regularly scheduled disaster preparation drills (e.g., disturbance, earthquake), each month. Generally, the drills include practice in responding safely and logically to a variety of dangerous situations. Clear communication, drop and cover techniques, evacuation routes, and what to do whether one is inside a classroom or office, or outside on campus are emphasized. Some drills have simulated casualties to better prepare students, staff and others for real emergencies. Two-way radio systems as well as the use of cell phone are available to enhance communication within the campus and throughout the school district.

Committee Members

Committee members include the principal, assistant principal, dean of students, counselors, faculty, staff, parents, and students. Meetings are held quarterly to promote communication and organization.

Committee History

2010-11 School Accountability Report Card

La Colina High School

The La Colina Junior High School Safe School Committee was formed in 1998. The committee meets on a regular basis to analyze data regarding the emotional and physical safety at the school site. The data collection tools included student, staff and parent surveys, crime reports (site and police), suspension and discipline referral reports, attendance reports, injury reports and observations.

Suspensions and Expulsions

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

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	3.3	8.0	8.8	7.1	8.6	7.4
Expulsions	0.5	0.1	0.1	0.4	0.4	0.4

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

School Facilities

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

The La Colina campus is situated on nearly 29 acres with a beautiful view of the coastal mountains. The school is set back from the main road, Foothill Road, which helps to create a quiet and serene environment. The school buildings, campus, and parking lots provide ample space for all to move freely and safely from one area to another.

La Colina has both permanent and portable classrooms as well as an auditorium, library, activity room and cafeteria. The community has regular access to the facility during the evening and/or on weekends. Despite the high amount of campus and facility use, the custodial staff and gardener work diligently to maintain a beautiful campus for all to enjoy.

As previously mentioned, safety is a priority. Careful attention is made to ensure that the grounds and facility are in proper working order. As soon as a hazard is identified, plans are developed to resolve the issue.

Another aspect of maintaining safety is supervision. Before school, during passing periods and lunchtime, and after school, staff is assigned to designated areas to supervise student behavior and provide any necessary support to promote our safe, respectful, and responsible culture. Teachers are required to monitor their classroom and the immediate area outside their classroom. Additionally, administration and the campus supervisor patrol campus throughout the school day to assist students, parents/guardians, and staff, and monitor unauthorized community access. All visitors are required to check in and register at the school office and obtain a visitor's badge. All campus rules and regulations are posted on the school's front office wall.

An ongoing priority of La Colina is to maintain the campus at its highest level. Though the school is now 52 years old, the buildings and grounds are kept in excellent condition. To do so, the school maintenance plan is reviewed annually and assessment of the buildings and campus are completed regularly. An important component of the maintenance plan is the strategic and comprehensive maintenance schedule for classrooms, restrooms, and grounds.

2010-11 School Accountability Report Card

La Colina High School

School Facility Good Repair Status

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	√			
Mechanical Systems	√			
Windows/Doors/Gates (interior and exterior)	√			
Interior Surfaces (walls, floors, and ceilings)	√			Damaged ceiling tile in cafeteria.
Hazardous Materials (interior and exterior)				
Structural Damage	√			
Fire Safety	√			
Electrical (interior and exterior)	√			
Pest/Vermin Infestation	√			
Drinking Fountains (inside and outside)		√		One drinking fountain needs repair.
Restrooms	√			
Sewer	√			
Playground/School Grounds	√			
Roofs	√			
Overall Cleanliness	√			
Inspection Date: June 2009.				

Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	44	43	37	446
Without Full Credential	0	0	1	2
Teaching Outside Subject Area of Competence (with full credential)	3	3	1	15

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	3	1	1
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

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

2010-11 School Accountability Report Card

La Colina High School

competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.00%	0.00%
All Schools in District	99.20%	0.80%
High-Poverty Schools in District	100.00%	0.00%
Low-Poverty Schools in District	98.16%	1.84%

Note: 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.

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	2.0	422
Library Media Teacher (librarian)	1.0	---
Library Media Services Staff (paraprofessional)	1.0	---
Psychologist	0.8	---
Nurse	0.4	---
Speech/Language/Hearing Specialist	0.4	---
Other	1.0	---

One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2011-12)

All textbooks were selected from the most recent State Board of Education list of standards-based materials. There are sufficient textbooks for all students. Data collected in October 2011.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials
Reading/Language Arts	Holt, Rinehart and Winston: <i>Literature and Language Arts</i> , 2003 Intervention Program: Scholastic: <i>Read 180 California Enterprise Edition</i> , 2009
Mathematics	Holt, Rinehart and Winston, <i>Holt California Mathematics</i> , 2008, CPM Educational Program: <i>Algebra Connections</i> , 2008 Pearson Prentice Hall, <i>Prentice Hall Mathematics California Algebra Readiness</i> , 2009
Science	Holt, Rinehart Winston: <i>Holt California Science: Earth, Life, and Physical Science</i> , 2007
History-Social Science	Teachers' Curriculum Institute: <i>History Alive! California Middle Schools Program</i> , 2005

2010-11 School Accountability Report Card

La Colina High School

Foreign Language	Glencoe/McGraw-Hill: <i>Glencoe Spanish 1 Buen viaje!</i> McDougal, Littell & Company: <i>Discovering French, Nouveau!</i> Cambridge University Press: <i>Cambridge Latin Course</i>
Health	Holt, Rinehart and Winston: <i>Holt Decisions for Health</i>
Visual and Performing Arts	No textbooks used

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	\$8,186	\$2,802	\$5,383	\$66,455
District			\$5,719	\$65,217
Percent Difference Between School Site and District			-6%	+2%
State			\$5,455	\$70,570
Percent Difference Between School Site and State			-1%	-6%

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 Web page 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 Web page 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)

La Colina provides the following programs and supplemental services:

- Advancement Via Individual Determination (AVID) – a pre-college systematic approach to support qualified, underrepresented students in higher level classes, (e.g., honors)
- English Language Arts including READ 180, System 44 and English 3D: additional support for English learners to develop listening, speaking, reading and writing English knowledge and skills
- Fundamentals of Success (FOS) – an elective study skills course that parallels the AVID model
- Arts Program – a comprehensive program that includes music, vocal, theater and visual arts
- Foreign Language Program – includes Spanish, French and Latin
- California High School Exit Exam (CAHSEE) Tutorial Classes – a support class for students who tested below proficiency on the California Standards Test (CST) that focuses on English and mathematics skills after school
- Homework Centers – a tutorial center for all students who need additional support after school
- Fighting Back Program – a youth services specialist who coordinates a variety of programs that promote a healthy life style with anti-tobacco, alcohol and drug emphasis
- Police Activities League (PAL) – advisors and coaches who coordinate and coach a variety of sports
- Clubs – staff members who oversee a variety of clubs (e.g., science, math, chess, etc.)
- English Language Advisory Committee (ELAC) – school staff facilitating a monthly meeting related specifically to English Learner compliance guidelines and support practices

2010-11 School Accountability Report Card

La Colina High School

- Parent Project – a 12-week course on positive and productive parenting
- PTSA – monthly meetings including parent, student, teacher and principal reports
- PTSA Parent Programs – monthly presentations for parents on such topics as the educational system, health, safety, social networking and adolescence
- ASB Student Council – a leadership class that oversees programs and activities designed to promote inclusion and leadership
- Peer Leadership Club – an advisor and group of students who oversee programs and activities designed to promote equity, access, relevance, rigor and relationships

Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	43,986	41,035
Mid-Range Teacher Salary	67,910	65,412
Highest Teacher Salary	79,853	84,837
Average Principal Salary (Elementary)	110,532	106,217
Average Principal Salary (Middle)	118,325	111,763
Average Principal Salary (High)	123,822	121,538
Superintendent Salary	204,400	197,275
Percent of Budget for Teacher Salaries	37%	39%
Percent of Budget for Administrative Salaries	4.7%	5%

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

Student Performance

Standardized Testing and Reporting Program

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>.

2010-11 School Accountability Report Card

La Colina High School

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

Percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

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%	74%	77%	58%	62%	64%	49%	52%	54%
Mathematics	62%	64%	63%	40%	43%	46%	46%	48%	50%
Science	78%	76%	79%	60%	61%	63%	50%	54%	57%
History-Social Science	67%	69%	72%	52%	55%	56%	41%	44%	48%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	64%	46%	63%	56%
All Students at the School	77%	63%	79%	72%
Male	73%	60%	82%	72%
Female	80%	67%	77%	72%
Asian	89%	93%	91%	83%
Hispanic or Latino	59%	42%	63%	59%
White	88%	77%	91%	82%
Two or More Races	93%	91%	100%	94%
Socioeconomically Disadvantaged	53%	35%	61%	52%
English Learners	33%	14%	21%	21%
Students with Disabilities	48%	26%	58%	28%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state levels, see the Physical Fitness Testing Web page 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
7	13.30%	22.80%	49.80%

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

2010-11 School Accountability Report Card

La Colina High School

Accountability

Academic Performance Index

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

Academic Performance Index Ranks -- Three-Year Comparison

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

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

API Rank	2008	2009	2010
Statewide	9	9	9
Similar Schools	5	7	8

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

Group	Actual API Change 2008-09	Actual API Change 2009-10	Actual API Change 2010-11
All Students at the School	10	25	0
Hispanic or Latino	9	24	9
White	12	26	-2
Socioeconomically Disadvantaged	5	34	-9
English Learners		40	-6

Note: "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	
	Number of Students	2011 Growth API	Number of Students	2011 Growth API	Number of Students	2011 Growth API
All Students at the School	815	880	7,543	808	4,683,676	778
Black or African American	8		119	742	317,856	696
American Indian or Alaska Native	6		44	832	33,774	733
Asian	45	982	298	926	398,869	898

2010-11 School Accountability Report Card

La Colina High School

Filipino	4		41	877	123,245	859
Hispanic or Latino	322	796	3,845	722	2,406,749	729
Native Hawaiian or Pacific Islander	1		6		26,953	764
White	383	934	2,971	898	1,258,831	845
Two or More Races	40	974	188	925	76,766	836
Socioeconomically Disadvantaged	210	763	2,826	701	2,731,843	726
English Learners	171	749	2,304	674	1,521,844	707
Students with Disabilities	88	639	933	555	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 English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page 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	Yes	No
Met Percent Proficient - Mathematics	No	No
Met API Criteria	Yes	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 (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page at <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>

Indicator	School	District
Program Improvement Status	Not in PI	In Pi
First Year of Program Improvement Implementation		2011-2012
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		6
Percent of Schools Currently in Program Improvement		54.5%

Instructional Planning and Scheduling

Professional Development

The primary areas of professional development are literacy across the curriculum, using technology in the classroom, and support for district initiatives: READ 180, 3D, AVID, and professional development to support implementation of the Common Core State Standards. Professional development is selected using student achievement data, as well as based on individual teacher needs. Professional development is offered as an integral part of site based Professional Learning Communities (PLC), during the school year in workshops with leading experts in the area literacy across the curriculum, conferences, as well as individual mentoring. Teachers are supported in a variety of ways including through in-class coaching, in PLCs, and teacher-principal or teacher-coach meetings.