

Monroe Elementary School

School Accountability Report Card

Reported for School Year 2010-11

Published During 2011-12

Monroe Elementary School

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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)

Monroe Elementary School is the school of choice for parents looking to give their children a well rounded, yet tailored education. High academic standards have resulted in Monroe being recognized three times as a California Distinguished School. While every child follows a state approved curriculum, they also move through a supplemental curriculum at their own pace, exploring mathematical concepts and language arts skills. Constant monitoring and feedback allow the faculty and staff to produce a superior education for each and every motivated student.

2010-11 School Accountability Report Card

Monroe Elementary School

Physical Campus

- Students from the neighborhood can be seen walking or riding bikes to Monroe Elementary School, while district bus service brings students from our downtown attendance area.
- Our campus is a recently renovated, well-equipped site. It is situated near the Pacific Ocean on the Santa Barbara Mesa. Entrance to the school is off a neighborhood street with a three-way stop just outside the school. The classrooms are bright and airy with outside patios. Classrooms are equipped with telephones, wired for the internet, and equipped with computers. Most classrooms have sinks and drinking fountains. Modern bathroom facilities include no-touch faucets on the sinks and toilets. Separate restrooms are available for the upper and lower grades.
- The school has well equipped separate playgrounds for kindergarten and upper grade students. Both playgrounds include play structures, while the upper playground includes grassy areas for students to engage in such sports as kickball, football, soccer and running. In addition, an expertly designed fitness course is always available to students.
- Monroe has an up-to-date, well-stocked library with over 10,000 titles. All classrooms visit the library on a regular basis, and it is open during recess and lunch. A library technician is available to help students choose appropriate high-interest books and to assist teachers in choosing materials that will help their students with any projects they may have.
- All students are afforded a free nutritious breakfast in the cafeteria. The cafeteria kitchen facilities are second to none in the district and the kitchen staff is dedicated to providing a nutritious breakfast and lunch daily.
- The cafeteria also serves as a multi-purpose auditorium where several student productions occur during the school year. A curtained stage looks out over the auditorium area which is equipped with a modern sound system including hanging stage, corded, and wireless microphones. A computer compatible projection system and screen are available for use in the auditorium as well as the individual classrooms.
- Attached to the auditorium is our computer lab equipped with 32 Apple computers. The computer lab is visited throughout the week by all classrooms. The school employs an on site computer technician who works with the classroom teachers to provide instruction and support.

Educational Highlights

- Fully certificated, dedicated classroom teachers provided innovative instruction in the core curriculum consisting of mathematics, language arts, science, and social studies. Attention to state standards is evident in the performance scores of Monroe students on the California Standards Test.
- Believing in a well rounded education, Monroe's PTA provides our students instruction in music and art by specialized teachers. The school employs a science teacher who works in conjunction with the classroom teachers to provide instruction in our science laboratory. Particular attention is focused on students in the fourth and fifth grades whose science knowledge is tested on the California Standards Test given at the end of the academic year.
- The sixth grade goes to a four day Outdoor School located in the nearby Santa Ynez Mountains. Outdoor School is a highlight of sixth grade and allows the students to learn state science curriculum in a setting outside of the classroom.
- The school library and computer lab participate in the Accelerated Reader program, and all Accelerated Reader books in the library are clearly marked. This program allows students to read books at their own reading level, which research has shown is most beneficial to their development of good reading skills. Monitoring is by computerized tests which guide the student to appropriate books that will allow them to progress at their individual rate. The program is also supported by computers in each classroom.

2010-11 School Accountability Report Card

Monroe Elementary School

- Performance Based Instruction (PBI) is a program in grades three through six. This program allows all students the unique opportunity to participate in Language Arts instruction with other students at their same level. It is offered in addition to heterogeneous classroom instruction in Language Arts. One result of this program is a structure provided to challenge GATE students as well as highly motivated and high achieving students. Beginning in grade three, with the introduction of the PBI program, these students are offered the opportunity to participate in classes such as: photography, airplanes and flight, speech writing, ecology and global warming, Shakespearian drama, mythology, and many, many more.
- An after school recreation program, open to all students, is in full swing at Monroe. Run by the Parks and Recreation Program of the City of Santa Barbara, it offers homework help along with physical activities from 2:30 – 5:30 P.M.
- The Monroe PTA also offers after school classes throughout the school year in everything from knitting and pottery to drama, martial arts, and marine biology. Classes are taught by teachers from our community and parents dedicated to enriching the lives of Monroe's students.

Monroe PTA

The PTA has well developed and smoothly run annual fundraising programs that support the work of the school. PTA funding helps to provide instructors and education in art, music, drama, and supports our computer and science labs during the school day. In addition, the PTA assures that all sixth grade students attend the four day Outdoor School through a scholarship program. Funding from the PTA allows students at Monroe to be exposed to assemblies from jazz, to physics, to storytelling. Funding from PTA has also allowed new play structures to be installed on our playgrounds and for a wonderful fitness course to be purchased that is used by all students.

We believe all students can learn. We are committed to meeting each student's needs by maintaining an environment that is conducive to learning and by providing a program which promotes academic excellence and social, physical and psychological growth. Our goal is to have students become productive members in our society with the ability to think clearly, solve problems, and take an active role in the democratic process.

Opportunities for Parental Involvement (School Year 2010-11)

Contact Person Name: Celeste Darga, Principal

Contact Person Phone Number: (805) 966-7023 ext. 102

The PTA, School Site Council, and English Learner Advisory Committee are active in encouraging and assisting Monroe's efforts toward quality education. Parent groups sponsor, organize and supervise programs that enrich and extend school experiences in art, music, and computers. Parents regularly volunteer in schoolwide activities as well as in classrooms.

For parent participation in scheduled events and field trips, please check the Monroe School website, www.sbceoportal.org/monroe and the school calendar. In addition, the Monroe Messenger, a joint weekly publication from the PTA and Monroe School offers on-going and upcoming school events. To participate in other classroom activities, contact the classroom teacher or Principal Celeste Darga.

2010-11 School Accountability Report Card

Monroe Elementary School

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

Grade Level	Number of Students
Kindergarten	70
Grade 1	82
Grade 2	64
Grade 3	68
Grade 4	79
Grade 5	64
Grade 6	58
Total Enrollment	485

Student Enrollment by Subgroup (School Year 2010-11)

Group	Percent of Total Enrollment
Black or African American	1.0%
American Indian or Alaska Native	0.2%
Asian	1.2%
Filipino	0.4%
Hispanic or Latino	73.2%
Native Hawaiian/Pacific Islander	0.0%
White	22.7%
Two or More Races	1.2%
Socioeconomically Disadvantaged	61.9%
English Learners	51.5%
Students with Disabilities	15.1%

Average Class Size and Class Size Distribution

Grade Level	2008-09				2010-11			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+
K	20.0	4	0	0	22.3	2	2	0
1	19.8	4	0	0	26.0	0	3	0
2	19.4	5	0	0	25.7	0	3	0
3	20.0	3	0	0	20.5	1	3	0
4	30.0	0	2	0	25.7	0	3	0
5	29.7	0	3	0	22.3	1	2	0
6	26.0	0	2	0	28.0	0	2	0

2010-11 School Accountability Report Card

Monroe Elementary School

School Climate

School Safety Plan (School Year 2010-11)

Date of Last Review/Update: January 2012

Date Last Discussed with Staff: January 2012

In preparation for emergencies, each school has a plan for the supervision of children and for access to local news media. First aid kits and fire extinguishers are in place. All emergency stores (rations, tool kits, bedding, etc.) will be reviewed each year.

In emergencies, students must remain on the school site until a designated person signs for their release. If children are on their way home, they should continue to their homes.

We appreciate cooperation in providing current phone numbers, addresses, and names of trusted people to care for children.

Key elements of Monroe's safety plan deal with:

- student emergencies
- fire
- infectious diseases
- health and safety
- harassment
- hate crime
- visitors
- playground uses
- conduct code

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	1.0	2.3	0.6	4.1	4.0	1.9
Expulsions	0	0	0	0	0	0

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

2010-11 School Accountability Report Card

Monroe Elementary School

School Facilities

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

Adult supervision of students begins at the front of the school at 7:40 a.m. every morning and ends after the last bus has left for the day. Recess and cafeteria supervisors ensure that students are carefully monitored while away from classrooms. All staff members at Monroe are responsible for the behavior of all students as they move about the school. During the school day, all visitors sign in at the office and receive a pass to allow them on campus.

Monroe School is fortunate to have additional rooms beyond the regular classrooms. These include the science lab, the computer lab, an art room, several tutoring rooms and a multi-purpose room that includes a beautiful stage.

Our generous playground area includes blacktop with large toy climbing structures, a new fitness course, grass soccer fields and a baseball diamond. A beautiful garden classroom is adjacent to our large field, allowing classes to work and learn in the garden. An additional and separate playground area is well equipped for the kindergarten classes.

Monroe School was built in 1958 but went through an extensive renovation and modernization in 2001. This beautiful campus is well maintained and needed repairs are promptly completed. All toilets are in working order. The school is cleaned on daily, weekly and annual schedules that keep the site welcoming and hospitable.

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)	√			Etched window with graffiti in room 16
Interior Surfaces (walls, floors, and ceilings)	√			
Hazardous Materials (interior and exterior)				
Structural Damage	√			
Fire Safety	√			
Electrical (interior and exterior)	√			
Pest/Vermin Infestation	√			
Drinking Fountains (inside and outside)		√		One drinking fountain has a failed drain.
Restrooms	√			
Sewer	√			
Playground/School Grounds	√			Kindergarten playground asphalt cracked with some potholes
Roofs	√			Rain gutters and downspouts in need of repair.
Overall Cleanliness	√			
Inspection Date: May 2009.				

2010-11 School Accountability Report Card

Monroe Elementary School

Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	28	26	24	281
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	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

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 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%	0%
All Schools in District	100%	0%
High-Poverty Schools in District	100%	0%
Low-Poverty Schools in District	100%	0%

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
Library Media Services Staff (paraprofessional)	1.0
Psychologist	1.5
Nurse	0.2
Health Aide	0.8

2010-11 School Accountability Report Card

Monroe Elementary School

Speech/Language/Hearing Specialist	1.5
Counselor	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
All textbooks were selected from the State Board of Education list of standards-based materials. There are sufficient textbooks for all students. Data collected in October 2011.	
Reading/Language Arts	SRA/McGraw-Hill, <i>SRA Open Court 2002</i> Intervention: Scholastic <i>READ 180 California Enterprise Edition, 2009</i>
Mathematics	Pearson Scott Foresman, Scott Foresman–Addison Wesley <i>enVision Math California, 2009</i>
Science	Houghton-Mifflin Harcourt, <i>California Science, 2007</i>
History-Social Science	Houghton-Mifflin Harcourt, <i>Reflections: California Series, 2007</i>

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	\$8,694	\$3,599	\$5,095	\$66,206
District			\$5,611	\$67,787
Percent Difference Between School Site and District			-9%	-2%
State			\$5,455	\$69,419
Percent Difference Between School Site and State			-7%	-5%

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>.

2010-11 School Accountability Report Card

Monroe Elementary School

Types of Services Funded (Fiscal Year 2010-11)

Monroe School receives federal and state supplemental funding. These categorical monies allow the school to provide a broad range of supplementary support services to its students. Title I, Economic Impact Aid/ Limited English Proficient and School Improvement Program monies are the principle funding sources for the following support programs:

- Performance Based Instruction in language arts;
- science lab;
- computer lab;
- in school and after school tutorials;
- additional reading and math tutor support.

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.

2010-11 School Accountability Report Card

Monroe Elementary School

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

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	55%	48%	48%	51%	52%	54%	49%	52%	54%
Mathematics	56%	53%	53%	56%	58%	61%	46%	48%	50%
Science	47%	59%	51%	49%	58%	59%	50%	54%	57%

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
All Students in the LEA	54%	61%	59%
All Students at the School	48%	53%	51%
Male	47%	54%	57%
Female	49%	51%	44%
Hispanic or Latino	38%	44%	42%
White	79%	84%	
Socioeconomically Disadvantaged	32%	44%	39%
English Learners	33%	42%	39%
Students with Disabilities	39%	37%	

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/tq/pfi>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18.00%	36.10%	24.60%

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

Monroe Elementary 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	5	5	4
Similar Schools	6	5	3

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	20	-19	-4
Hispanic or Latino	22	-19	1
White	-12	-9	17
Socioeconomically Disadvantaged	21	-28	9
English Learners	35	-14	3
Students with Disabilities			33

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	320	760	3,104	793	4,683,676	778
Black or African American	4		32	815	317,856	696
American Indian or Alaska Native	1		24	797	33,774	733

2010-11 School Accountability Report Card

Monroe Elementary School

Asian	4		39	924	398,869	898
Filipino	2		9		123,245	859
Hispanic or Latino	240	710	2,202	749	2,406,749	729
Native Hawaiian or Pacific Islander	0		3		26,953	764
White	65	930	730	909	1,258,831	845
Two or More Races	4		54	872	76,766	836
Socioeconomically Disadvantaged	193	700	1,938	743	2,731,843	726
English Learners	169	684	1,715	734	1,521,844	707
Students with Disabilities	60	674	485	676	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	No	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	In PI	In PI
First Year of Program Improvement Implementation	2010-2011	2004-2005
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement		8
Percent of Schools Currently in Program Improvement		61.5%

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.