

San Luis Coastal Unified School District

# Monarch Grove Elementary School

Transitional Kindergarten through  
Grade 5

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## 2013-2014 School Accountability Report Card

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### San Luis Coastal Unified School District Mission Statement

*The mission of San Luis Coastal Unified School District is to educate students to become self-sufficient individuals who are capable of making significant contributions to society and managing change in the culturally diverse world community. The District guarantees to provide the highest quality programs and services which will give all individuals the opportunity to realize their full intellectual, physical, creative, emotional, and social potential.*

### DISTRICT OFFICE

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In the spring of 2011, SLCUSD adopted its ten [Initiatives for Student Success](#). The State of California implemented the Local Control Funding Formula (LCFF) and [Local Control Accountability Plan](#) (LCAP) in 2014, we used them to help focus our Initiatives to support the state's goals. For 2014-2015, our focus areas will be:

**FOCUS AREA 1:** SLCUSD students will achieve substantial academic gains in mathematics.

**FOCUS AREA 2:** SLCUSD students will achieve substantial academic gains in English-Language Arts and Literacy.

**FOCUS AREA 3:** SLCUSD will provide student access to a world-class STEAM (Science Technology Engineering Arts and Math) and CTE (Career Tech Elective) program.

**FOCUS AREA 4:** SLCUSD will create an intentional culture of care, intervention, and support for all students.

**FOCUS AREA 5:** SLCUSD will expand technology and promote innovation in order to provide student access to personalized learning and to prepare for college and career readiness.

**FOCUS AREA 6:** SLCUSD will strengthen use of data cycle to improve academic achievement.

## I. Data and Access

*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* is an online data tool located at <http://dg.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* 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.

## II. About Monarch Grove Elementary School

### School Description and Mission Statement

Monarch Grove School teachers work together to provide meaningful and engaging curriculum for students. Teachers use multiple assessments to determine the strengths and needs of students and provide instruction accordingly. We strive to build upon students strengths, 'personalize' the student's educational experience and to provide enrichment activities that support the 'whole child'.

Monarch Grove considers school safety a top priority. School safety includes both physical and emotional safety for all. Honesty, respect and personal responsibility are emphasized. Bullying is not tolerated.

Monarch Grove School is a part of our community. We welcome volunteers and interaction with the community at-large.

### Opportunities for Parental Involvement

The school has an active, supportive PTA, a parent volunteers as our Volunteer Coordinator and opportunities on school committees (School Site Council, and District English Learners Advisory Committee). For further information concerning parental involvement opportunities, please call our school office at 805-534-2844.

**Enrollment by Grade Level (2013-2014)**

Grade Level	Number of Students
Transitional Kindergarten	19
Kindergarten	54
Grade 1	52
Grade 2	43
Grade 3	40
Grade 4	65
Grade 5	57
<b>Total Enrollment</b>	<b>330</b>

**Enrollment by Group (2013-2014)**

Group	Percent of Enrollment
African American	0.6%
American Indian or Alaska Native	
Asian	1.5%
Hispanic or Latino	19.7%
Pacific Islander	1.8%
White (not Hispanic)	66.7%
Two or More	4.9%
Socioeconomically Disadvantaged	40%
English Learners	10.3%
Students with Disabilities	12.72%

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

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	Avg. Class Size	2011-2012			Avg. Class Size	2012-2013			Avg. Class Size	2013-14		
		Number of Classrooms	1-20	21-32		33+	Number of Classrooms	1-20		21-32	33+	Number of Classrooms
T-K					24		1		19	1		
K	17.7	3			19	2	2		25		2	
1	24		2		16	2	1		23		2	
2	24.5		2		14	2	1		26.6	1	1	
3	23		2		17	2	2		26	1	1	
4	32		1		26	1		1	30		2	
5	26		2		34			1	28.5		2	
6	20	2			29		2					

### III. School Climate

#### School Safety Plan

Monarch Grove's Safety Plan includes emergency response training for a variety of emergencies as well as school climate and anti-bullying programs. The plan was updated and reviewed with staff in September 2014.

#### 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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
<b>Suspensions</b>	0.93%	1.49%	3.33%	2.94%	4.6%	3.97%
<b>Expulsions</b>	0	0	0	0.19%	0.27%	0.26%

### IV. School Facilities

#### Facility Conditions and Planned Improvements

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the Buildings, Grounds and Transportation office.

Following is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

#### Age of School Buildings

Monarch Grove School has 29 classrooms, a multipurpose room, a library and an office. The main campus was built in 1991.

#### Maintenance and Repair

The district maintenance staff ensures that 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. Many of our facilities were rehabilitated as part of our Measure A Building Program which began in 1996. District facilities are in very good shape.

#### Cleaning Process and Schedule

The Board of Education has adopted cleaning standards for all schools in the district. A summary of these standards is available at Buildings, Grounds and Transportation. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

#### Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which is one of the programs included in SBX34 and is allowed the flexibility to be used for any educational purpose. The District has continued using the state funding to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

#### Deferred Maintenance Projects

The complete deferred maintenance plan, approved by the Board of Education, is available at the Buildings, Grounds and Transportation office

#### School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Good	Fair	Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	✓			Action taken or planned is tracked with School Preventative Maintenance Management (SPMMS)
<b>Interior:</b> Interior Surfaces	✓			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	✓			
<b>Electrical:</b> Electrical	✓			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	✓			
<b>Safety:</b> Fire Safety, Hazardous Materials	✓			
<b>Structural:</b> Structural Damage, Roofs	✓			
<b>External:</b> Playground, School Grounds, Windows, Doors, Gates, Fences	✓			
<b>Overall Rating</b>	✓			

## V. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	2011-12	School 2012-13	2013-14	District 2013-14
With Full Credential	14	14	13	337
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

The district did not have any teacher misassignments (teachers assigned without proper legal authorization) or vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester) for the three-year period 2012-13 through 2014-15.

Indicator	2013-14	2013-14	2014-15
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 (2013-2014)

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	Not Taught by Highly Qualified Teachers
This School	100%	0%
All Schools in District	99.87%	0.13%
High-Poverty Schools in District	99.57%	0.43%
Low-Poverty Schools in District	100%	0%

## VI. Support Staff

### Academic Counselors and Other Support Staff (2013-2014)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Counselor
Counselor	.4	330
Library Media Teacher (Librarian)	0	
Library Media Services Staff (paraprofessional)	1	
Psychologist	.4	
Nurse	.33	
Speech/Language/Hearing Specialist	1	

## VII. Curriculum and Instructional Materials

### Quality, Currency, and Availability of Textbooks and Instructional Materials (2014-2015)

Supplying staff and students with high quality textbooks and instructional materials is a priority of the school district. The ratio of textbooks per pupil is one textbook to each student.

Core Curriculum Areas	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts	1 per student	0
Mathematics	1 per student	0
Science	1 per student	0
History/Social Science	1 per student	0
Foreign Language	1 per student	0
Health	1 per student	0
Visual and Performing Arts	Sufficient Instructional Materials	0
Science Laboratory Equipment (Grades 9-12)	Sufficient Instructional Materials	0

### K-8 Core Curriculum Areas

The district has adopted and purchased the following materials from the most recent list of standards-based materials adopted by the State Board of Education.

Subject	Adopted	Grade Levels	Publisher	Title
Reading/Language Arts	2003	K-5	Houghton Mifflin	<i>Reading California</i>
	2003	6-8	McDougal Littell	<i>Language of Literature</i>
Mathematics	2014	K-2	Math Learning Center	<i>Bridges</i>
	2009	3-5	Scott Foresman	<i>envision Math</i>
	2009	3-6 (Pacheco)	Harcourt	<i>California HSP Math</i>
	2009	6	Holt, Rinehart & Winston	<i>Holt California Mathematics, Course 1</i>
	2009	7-8	Holt, Rinehart & Winston	<i>Holt California Mathematics, Course 2: Pre-Algebra, Algebra 1</i>
History/Social Science	2007	K-5	Houghton Mifflin	<i>Houghton Mifflin History/Social Science</i>
	2007	6	Holt, Rinehart & Winston	<i>World History: Ancient Civilizations</i>
	2007	7	Holt, Rinehart & Winston	<i>World History: Medieval to Early Modern Times</i>
	2007	8	Holt, Rinehart & Winston	<i>US History: Independence to 1914</i>
Science	2008	K-5	Delta Education	<i>Full Option Science System (FOSS)</i>
	2008	6	MacMillan/McGraw-Hill	<i>California Earth Science</i>
	2008	7	Prentice Hall	<i>Focus on Life Science, California Edition</i>
	2008	8	Prentice Hall	<i>Focus on Physical Science, California Edition</i>

### 9-12 Core Curriculum Areas

The district has adopted and purchased the following standards-based materials for grades 9-12 that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education.

Subject	Year Adopted	Grade Levels	Publisher	Title
English	2003	9-12	McDougal Littell	<i>Language of Literature</i>
Mathematics	2009	9-12	Holt, Rinehart & Winston	<i>Algebra I</i>
	2009	9-12	McDougal Littell	<i>Geometry</i>
	2009	9-12	McDougal Littell	<i>Algebra II</i>
	1995	9-12	PWS Publishing Company	<i>Analytic Trigonometry with Applications</i>
	2001	9-12	Addison Wesley Longman, Inc.	<i>Elementary Statistics</i>
	2005	9-12	Prentice Hall	<i>Calculus: Graphical, Numerical, Algebraic</i>
	2010	9-12	Pearson/Addison Wesley	<i>Precalculus</i>
History/Social Science	2001	10	Heath/McDougal Littell	<i>Modern World History: Patterns for Interaction</i>
	2001	11	Heath/McDougal Littell	<i>The Americans: Reconstruction Through the 20<sup>th</sup> Century</i>
	2001	12	Prentice Hall	<i>Magruder's American Government</i>
	2001	12	Glencoe	<i>Economics: Principles and Practices</i>
Science	2008	9	Pearson/Addison Wesley	<i>Conceptual Integrated Science</i>
	2001	10	Scott Foresman	<i>Biology: The Web of Life, 2<sup>nd</sup> Edition</i>
	2001	11	Heath/McDougal Littell	<i>Introductory Chemistry: A Foundation, 4<sup>th</sup> Edition</i>
	2001	12	Holt, Rinehart & Winston	<i>Holt Physics 2002</i>

## Health

Each pupil enrolled in a health course has sufficient textbooks or instructional materials consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education.

Subject	Year Adopted	Grade Levels	Publisher	Title
Health	2006	9	Holt, Rinehart & Winston	<i>Lifetime Health</i>

## Foreign Language

Each pupil enrolled in a foreign language course has sufficient textbooks or instructional materials that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education.

Subject	Year Adopted	Grade Levels	Publisher	Title
Spanish	2005	9-12	Prentice Hall	<i>Realidades</i>
French	2005	9-12	Glencoe/McGraw Hill	<i>Bon Voyage</i>
Latin	2005	9-12	Cambridge	<i>Cambridge Latin Course, North American, 4<sup>th</sup> Edition</i>
	2005	9-12	Bolchazy	<i>Supplemental Books for Latin</i>

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-2013)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/>, and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$9,798	\$2,488	\$7,310	\$70,553
District			\$8,037	\$71,130
Percent Difference - School Site and District			-9.05%	-0.81%
State			\$4,690	\$67,762
Percent Difference - School Site and State			55.86%	4.12%

### Types of Services Funded (2013-2014)

Funded services include instructional, transportation, operations, and administrative. Some of the programs funded by state and federal resources that enable the district to provide services to support student achievement and well-being are:

- Arts and Music
- CAHSEE Instruction
- Career Technical Education
- Class Size Reduction
- English Language Instruction
- Enhancing Education Through Technology
- Limited English Proficiency, Title III
- School and Library Improvement Grant
- School Safety and Violence Prevention
- Special Education
- Supplemental School Counseling
- Vocational Education

### Teacher and Administrative Salaries (Fiscal Year 2012-2013)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Avg For Districts In Same Category
Beginning Teacher Salary	\$43,414	\$41,243
Mid-Range Teacher Salary	\$64,846	\$64,893
Highest Teacher Salary	\$91,225	\$83,507
Average Principal Salary (Elementary)	\$119,457	\$103,404
Average Principal Salary (Middle)	\$135,134	\$109,964
Average Principal Salary (High)	\$128,882	\$120,078
Superintendent Salary	\$187,480	\$183,557
% of Budget for Teacher Salaries	37%	40%
% of Budget for Admin Salaries	6%	6%

## IX. Student Performance

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the District	*	*	75%	*
All Students at the School	*	*	88%	
Asian	*	*		
Filipino	*	*		
Hispanic or Latino	*	*		
Pacific Islander	*	*		
White (Not Hispanic)	*	*	93%	
Two or More Races	*	*		
Male	*	*	87%	
Female	*	*	88%	
Socioeconomically Disadvantaged	*	*	**	
English Learners	*	*	**	
Students with Disabilities	*	*	**	

Please 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of an individual student.

### California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in science in grades 5, 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the Standardized Testing and Reporting (STAR) Results Web page at <http://star.cde.ca.gov>.

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>.

### CST Results for All Students – Three-Year Comparison

This table displays percent of students achieving at Proficient or Advanced level (meeting or exceeding state standards) for the previous three-year period.

Subject	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	70%	66%	*	69%	68%	*	56%	55%	*
Mathematics	80%	75%	*	59%	59%	*	51%	50%	*
Science	77%	86%	88%	75%	75%	75%	60%	59%	60%
History/Social Science				63%	61%	*	49%	49%	*

\*No testing 2013-14; \*\*Less than 10 students

### CST 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 District	*	*	75%	*
All Students at the School	*	*	88%	
Filipino	*	*		
Hispanic or Latino	*	*		
White (Not Hispanic)	*	*	93%	
Male	*	*	87%	
Female	*	*	88%	
Socioeconomically Disadvantaged	*	*	**	
English Learners	*	*	**	
Students with Disabilities	*	*	**	

\*No testing 2013-14; \*\*Less than 10 students

### California Physical Fitness Test Results (2013-14)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9. 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 result to the district and state, see the CDE PFT 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
5	18.6%	37.3%	28.8%

## X. 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. Detailed information about the API can be found at the API Web page <http://www.cde.ca.gov/ta/ac/ap/>.

### API 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 10% of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10% 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 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2011	2012	2013
Statewide	8	8	8
Similar Schools	8	6	*

### API Changes by Student Group – Three Year Comparison – Average 2011, 2012, 2013

Group	Actual API Change 2011-12	Actual API Change 2012-13	Average 2011, 12, 13
All Students at the School	0	-1	1
Asian			
Filipino			
Hispanic or Latino			20
Pacific Islander			
White (Not Hispanic)	-17	8	0
Two or More Races			
Male			
Female			
Socioeconomically Disadvantaged	14	-3	-2
English Learners			7
Students with Disabilities			-1

### Academic Performance Index Growth by Student Group – Average 2011, 2012, 2013

This table displays, by student group, the number of students included in the API and the **Average 2011, 2012, 2013** Growth API at the school. \*District and state level data was not published.



Group	Number of Students	School	Average 2011, 2012, 2013			State
			Number of Students	LEA	Number of Students	
All Students at the School	221	1	*	*	*	*
Black or African America	3		*	*	*	*
American Indian or Alaska Native			*	*	*	*
Asian	5		*	*	*	*
Filipino	7		*	*	*	*
Hispanic or Latino	37	20	*	*	*	*
Pacific Islander			*	*	*	*
White (Not Hispanic)	163	0	*	*	*	*
Two or More Races	6		*	*	*	*
Socioeconomically Disadvantaged	80	-2	*	*	*	*
English Learners	26	7	*	*	*	*
Students with Disabilities	29	-1	*	*	*	*

### Adequate Yearly Progress

The federal NCLB Act 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; and
- Graduation rate for secondary schools.

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

### AYP Overall and by Criteria (2013-2014)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall		
Participation Rate - English-Language Arts		
Participation Rate - Mathematics		
Percent Proficient - English-Language Arts		
Percent Proficient - Mathematics		
API		

No results  
13-14

### Federal Intervention Program (2014-2015)

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. Detailed information about PI identification can be found at the AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	IN PI	In PI
First Year of Program Improvement Implementation	2012-2013	2004-2005
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement		6
Percent of Schools Currently in Program Improvement		37.5%

## XI. Instructional Planning and Scheduling

### Professional Development

The district has funded an extensive professional development program using federal Title I Professional Development funds, Title II Teacher Quality funds, Title III Limited-English-Proficient funds, district funds, and site monies. All staff members have access to the comprehensive Professional Development Calendar that is developed annually.

The district's focus for staff development has been concentrated in the areas of Common Core State Standards, assessment, writing, mathematics, reading and mathematics interventions, and support for high quality classroom instruction. Although most of our students are achieving at high levels, some of our student populations are not. This data has provided the impetus for our District Initiatives and staff development. Professional development days are scheduled annually to provide needed training.

Various methods of support are provided to assist teachers with the implementation of professional development goals, including the following:

- Weekly collaboration time for all teachers;
- Release time using substitutes;
- Student performance data reports available in illuminate;
- Assistance from EL Specialists, Instructional Coaches, and Teachers-on-Special Assignment.

Professional development days are scheduled annually to provide training on specific curricular areas, and/or assessment.



*The School Accountability Report Card (SARC), required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about this school, parents and community members should contact the school principal or the district office.*