

School Accountability Report Card Reported for School Year 2009-10 Published During 2010-11

The School Accountability Report Card (SARC), which is 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 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.

I. Data and Access

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.

II. About This School

Contact Information (School Year 2010-11)

This section provides the school's contact information.

School		District	
School Name	Montague Elementary School	District Name	Montague Elementary School District
Street	430 East Prather St.	Phone Number	(530) 459.3001
City, State, Zip	Montague, CA 96064	Web Site	www.mes-mesd-ca.schoolloop.com
Phone Number	(530) 459.3001	Superintendent	Margretta P. Brown
Principal	Margretta P. Brown	E-mail Address	gbrown@sisnet.ssku.k12.ca.us
E-mail Address	gbrown@sisnet.ssku.k12.ca.us	CDS Code	47-70417-6050876

School Description and Mission Statement (School Year 2009-10)

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

Mission Statement:

Montague Elementary School provides a safe, positive environment that encourages all children to reach their full potential and to ultimately believe in themselves, achieve success, and be productive responsible citizens. This is accomplished by committed, caring teachers, staff, parents and community members who engage students in academic, creative, and social skills which will enable them to function successfully in our ever-changing society.

Programs:

Montague Elementary School meets the interests and needs of a diverse population of students. We offer an Intensive Reading Program for Kindergarten through 3rd graders. All readers are leveled by ability and dispersed to six classrooms (two adults/room) for one hour of acceleration. This is in addition to an Accelerated Reading program that encourages our readers from grades K-12 to continuously read, challenge themselves, and be recognized for their achievements.

We also have competitive athletic teams beginning at grade 6. We offer volleyball, cross country, basketball, cheerleading, and track. We have a ski/snow boarding club and a dance team that is open to students in grades 4-8.

Our after school program offers a safe environment along with tutoring, crafts, computer lab, healthy snacks, and character education activities.

We have an active Gifted and Talented program, a Junior FFA program and a Junior Upcoming Medical Professionals group.

Please note. Without the usual data provided by the California Department of Education, we have completed the 09/10 SARC to the best of our ability and with the best information available.

Opportunities for Parental Involvement (School Year 2009-10)

This section provides information about opportunities for parents to become involved with school activities.

Parent involvement opportunities exist at virtually every level of the school. Parents are encouraged to attend athletic events, performances, and field trips throughout the year. Progress reports and trimester grade reports are mailed home and parent conferences are held three times a year, or, on an as needed basis. Parent representatives are elected to the serve on the School Site Council (SSC). The SSC meets each month and provides feedback to parents. In addition, the Gifted and Talented Education (GATE) and Title I programs hold annual parent informational meetings and conferences sponsored by the Siskiyou County Office of Education to keep parents informed of opportunities and developments within these programs. We also have a PTO that raises funds to help support student activities. Please contact Jennifer Dooley, school secretary, for information 530-459-3001.

Student Enrollment by Grade Level (School Year 2009-10)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	16
Grade 1	17
Grade 2	17
Grade 3	11
Grade 4	15
Grade 5	23
Grade 6	23
Grade 7	19
Grade 8	27
Total Enrollment	168

Student Enrollment by Group (School Year 2009-10)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	5	White	72
American Indian or Alaska Native	10	Two or More Races	
Asian		Socioeconomically Disadvantaged	82
Filipino	1	English Learners	9
Hispanic or Latino	12	Students with Disabilities	12
Native Hawaiian/Pacific Islander			

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	2007-08				2008-09				2009-10			
	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	19.0	1	0	0	16.0	1	0	0	16	1	0	0
1	20.0	1	0	0	18.0	1	0	0	17	1	0	0
2	0.0	0	0	0	0.0	0	0	0	17	1	0	0
3	18.0	1	0	0	0.0	0	0	0	11	1	0	0
4	16.0	1	0	0	18.0	1	0	0	15	1	0	0
5	0.0	0	0	0	16.0	1	0	0	23	1	0	0
6	0.0	0	0	0	0.0	0	0	0	23	1	0	0
K-3	0.0	0	0	0	14.0	1	0	0	0	0	0	0
3-4	0.0	0	0	0	0.0	0	0	0	0	0	0	0
4-8	16.5	4	0	0	15.3	2	1	0	46	2	0	0
Other	0.0	0	0	0	0.0	0	0	0	0	0	0	0

III. School Climate

School Safety Plan (School Year 2009-10)

This section provides information about the school's comprehensive safety plan.

A safe and clean environment is provided for students, staff and volunteers. Our custodians ensure classrooms, restrooms and campus grounds are kept clean and safe and to ensure that all classrooms and facilities are well maintained. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring students and staff are safe during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. The school safety plan is reviewed often and updated as needed.

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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	0.0	25.4	19.04	0.0	29.6	19.04
Expulsions	0.0	0.0	.59	0.0	0.0	.59

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010-11)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

Our school facility was inspected in August 2010 by Tom Gray and Margretta Brown receiving a good rating using the California Facility Inspection Tool. Upgrades/repairs are scheduled to be completed by in a timely manner. These findings were discussed with the faculty on August 17, 2010.

Montague Elementary School employs a maintenance and operations person who oversees the safety, cleanliness, and adequacy of school facilities. Montague Elementary School also employs a custodian to make sure the school is clean, safe and in good operation.

The Maintenance and Operations Manager inspects the buildings and grounds and meets with the maintenance staff, custodians and bus drivers on a monthly basis to make sure everything is working correctly and the classroom, bathrooms, cafeteria and all other parts of the school are being cleaned properly. Areas indicated in the below School Facility Good Repair Status are in the process of being repaired or replaced as needed.

School Facility Good Repair Status (School Year 2010-11)

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

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[X]	[]	[]	
Interior: Interior Surfaces	[]	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	
Electrical: Electrical	[]	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	[]	
Structural: Structural Damage, Roofs	[]	[]	[X]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	[]	
Overall Rating	[]	[X]	[]	[]	

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 on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
With Full Credential	9	8	10	10
Without Full Credential	1	1	1	1
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of 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). *Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.*

Indicator	2008-09	2009-10	2010-11
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-10)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on 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	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	11	0
All Schools in District	11	0
High-Poverty Schools in District	11	0
Low-Poverty Schools in District	0	0

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009-10)

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 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	.5	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (paraprofessional)	0	---
Psychologist	0	---
Social Worker	0	---
Nurse	0	---
Speech/Language/Hearing Specialist	.20	---
Resource Specialist (non-teaching)	0	---
Other	0	---

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Our school sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program as well as to provide all students have a textbook and/ or workbook they can take home as needed in the four core areas. All textbooks and instructional materials used within the school are aligned with the California State Content Standards and Frameworks. We follow the seven-year cycle for each content area on State Instructional Materials Adoption Cycle.

Our current curriculum adoptions are as follows:

- Reading/Language Arts, 2010 & 2003 adoption
- Mathematics, 2007 adoption
- Science, 2008 adoption
- History-Social Science, 2006 adoption
- Health, 2004 (based on 2002 Framework)
- Physical Education courses aligned to Standards adopted in 2004
- VAPA based on 2003 Framework (adopted materials will be out in 2006),

A committee consisting of teachers establishes textbook selection criteria based on the California Frameworks and content standards, reviews instructional materials on the state list, and makes recommendations. Textbook publishers are selected and then piloted by teachers. Recommendations are made and materials are selected for adoption. Those materials are made available for public review at the district office.

Other Resources: The school's library has numerous educational and recreational books that are available for students to check out. The Siskiyou County Office of Education AV department has a large collection of video and audiotapes for classroom use as well as CD and Video Disks. Computers in the classroom are connected to the internet for staff and student access to resources and information.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	Grades K-5 Houghton-Mifflin — A Legacy of Literacy, 2003 adoption Grades K-3 Fountas and Pinnell Leveled Literacy Intervention, 2010 adoption Grades 6-8 McDougal Littell California Literature, 2010 adoption	0	Yes
Mathematics	Grades K-2 Saxon, 2001 adoption Grade 3 Saxon Math 54, 2001 adoption Grade 4 Saxon 65, 2001 adoption Grade 5 Saxon 76, 2001 adoption Grade 6 McDougal Littell Course 1, 2008 adoption Grade 7 McDougal Littell Course 2, 2008 adoption Grade 8 McDougal Littell Algebra I, 2008 adoption	0	Yes
Science	Grades K-5 McGraw Hill Science, 2008 adoption Grades 6-8 Pearson Prentice Hall — Science Explorer, 2008 adoption	0	Yes
History-Social Science	Grades K-5 Pearson Scott Foresman, History Social Science for California, 2006 adoption Grades 6-8 McDougal Littell California Middle School Social Studies, 2006 adoption	0	Yes
Foreign Language	NA	NA	NA
Health	NA	NA	NA
Visual and Performing Arts	NA	NA	NA

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)

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 on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & 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	\$9,252	\$3,529	\$5,723	\$37,275
District	---	---	\$5,723	\$37,275
Percent Difference: School Site and District	---	---	0	0
State	---	---	\$5,681	\$57,352
Percent Difference: School Site and State	---	---	.7	-35.1

Types of Services Funded (Fiscal Year 2009-10)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

We spent an average of \$9,252 in 2008-2009 to educate each student. The figures shown in the table above reflect the direct cost of educational services, per Average Daily Attendance (ADA), excluding food services, facilities acquisition and construction, and certain other expenditures. These calculations are required by law annually and are compared with other districts statewide.

In addition to general fund state funding, we receive state and federal categorical funding for special programs, which include the following categorical, special education, and support programs:

- SIP (School Improvement program)
- EIA (Economic Impact Aid)
- TUPE (Tobacco Use Prevention Education)
- Title I, Part A Compensatory Education
- Title II, Teacher Quality
- Title IV, Safe and Drug Free Schools and Communities
- Title VI, Rural School Facility Construction
- Title VII, Class Size Reduction
- Discipline
- Intervention
- Behavior Class Management

Teacher and Administrative Salaries (Fiscal Year 2008-09)

This table displays district salaries 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 based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/df/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	35,190	\$38,905
Mid-Range Teacher Salary	\$44,906	\$56,504
Highest Teacher Salary	\$52,517	\$71,750
Average Principal Salary (Elementary)	\$56,000	\$92,053
Average Principal Salary (Middle)	NA	\$95,666
Average Principal Salary (High)	NA	\$94,401
Superintendent Salary	\$24,000	\$111,055
Percent of Budget for Teacher Salaries	36.7	37.9
Percent of Budget for Administrative Salaries	6.1	6.8

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs 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 ten through eleven. The CAPA includes ELA, 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 CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. 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. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

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

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

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	39	49	50.0	38	52.9	50.0	46	50	52
Mathematics	37	49	48.7	36	48.6	48.7	43	46	48
Science	58	62	61.9	58	57	61.9	46	50	54
History-Social Science	21	16	16.0	21	15	16.	36	41	44

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	50	50	62	19
All Student at the School	50	50	62	19
Male	41	41	59	19
Female	59	59	65	*
Black or African American	*	*		
American Indian or Alaska Native	*	*		
Asian				
Filipino				
Hispanic or Latino	*	*	*	*
Native Hawaiian/Pacific Islander				
White	62	53.8	70	22
Two or More Races	*	*	*	*
Socioeconomically Disadvantaged	50.6	47.5	52	11
English Learners	*	*	*	*
Students with Disabilities	*	*	*	*
Students Receiving Migrant Education Services	*	*	*	*

California Physical Fitness Test Results (School Year 2009-10)

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. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	4.5	36.4	31.8
7	50.0	33.3	16.7

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 CDE Academic Performance Index (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 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	2007	2008	2009
Statewide	3	2 *	*
Similar Schools	1		

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

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. *Note: "N/A" means that the student group is not numerically significant.*

Group	Actual API Change		
	2007-08	2008-09	2009-10
All Students at the School	17	47	5
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	25	51	21
Two or More Races			
Socioeconomically Disadvantaged	10	41	17
English Learners			
Students with Disabilities			

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	755	759	767
Black or African American			686
American Indian or Alaska Native			728
Asian			890
Filipino			851
Hispanic or Latino			715
Native Hawaiian/Pacific Islander			753
White	799	800	838
Two or More Races			808
Socioeconomically Disadvantaged	734	738	712
English Learners			692
Students with Disabilities			580

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 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) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2009-10)

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	Yes	Yes
Participation Rate: English-Language Arts	Yes	Yes
Participation Rate: Mathematics	Yes	Yes
Percent Proficient: English-Language Arts	Yes	Yes
Percent Proficient: Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	N/A

Federal Intervention Program (School Year 2010-11)

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

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	
Percent of Schools Currently in Program Improvement	---	

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Professional development is an intentional process that gives teachers the ability to analyze the effectiveness of what they do, reflected in current practices while making adaptations when things are not going well in the classroom. Teachers will continue to learn and improve, just as students do. Staff members build teaching skills by participating in conferences, courses, and workshops throughout the year and then sharing their experiences and knowledge with their colleagues. The district schedules eight mandatory staff development sessions lasting approximately two hours for a total of sixteen hours. The following topics are discussed:

- Reading Language Arts
- Math
- Writing
- Discipline
- Intervention
- Professional Learning Communities