

THOMAS JEFFERSON ELEMENTARY SCHOOL

School Accountability Report Card

Reported Using Data from the 2011–12 School Year

Published During 2012–13

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC 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

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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (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 may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2012–13)

| School | | District | |
|-------------------------|-----------------------------|-----------------------|---------------------|
| School Name | Thomas Jefferson Elementary | District Name | Glendale Unified |
| Street | 1540 Fifth St. | Phone Number | (818) 241-3111 |
| City, State, Zip | Glendale, CA, 91201-1925 | Web Site | www.gusd.net |
| Phone Number | (818) 243-4279 | Superintendent | Dr. Richard Sheehan |
| Principal | Greg Mooshagian, Principal | E-mail Address | dsheehan@gusd.net |
| E-mail Address | gmooshagian@gusd.net | CDS Code | 19645686013718 |

School Description and Mission Statement (School Year 2011–12)

Thomas Jefferson Elementary School, in a cooperative effort among school staff members, students, parents and community members, is dedicated to providing students with the tools necessary to reach their highest academic potential in an environment that stresses curricular excellence with a focus on meeting or exceeding grade level standards.

Opportunities for Parental Involvement (School Year 2011–12)

The Jefferson PTA is one of our school's active parent associations. The PTA sponsor community events, such as Red Ribbon-Drug awareness days, and Reflections Art contests. The group raises money for school programs and provides resources and assistance to families and children in need. We have many volunteer opportunities for parents in classrooms, in the front office, and on the playground as well as lunch area. Jefferson has recently formed Jefferson Elementary School Foundation, whose primary purpose is to raise monetary resources and donations in which to provide, promote and support additional programs, materials, opportunities for students. Back to School Night and Spring Open House provide parents with an opportunity to meet teachers and staff visit the school and classrooms. We encourage parents to attend all school and PTA sponsored events as well as volunteer and support our school.

Student Enrollment by Grade Level (School Year 2011–12)

| Grade Level | Number of Students | Grade Level | Number of Students |
|--------------|--------------------|---------------------|--------------------|
| Kindergarten | 92 | Grade 8 | 0 |
| Grade 1 | 86 | Ungraded Elementary | 0 |
| Grade 2 | 87 | Grade 9 | 0 |
| Grade 3 | 87 | Grade 10 | 0 |
| Grade 4 | 90 | Grade 11 | 0 |
| Grade 5 | 73 | Grade 12 | 0 |
| Grade 6 | 78 | Ungraded Secondary | 0 |
| Grade 7 | 0 | Total Enrollment | 593 |

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

| Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 1.0% |
| American Indian or Alaska Native | 0.0% |
| Asian | 3.9% |
| Filipino | 1.9% |
| Hispanic or Latino | 14.8% |
| Native Hawaiian or Pacific Islander | 0.0% |
| White | 78.2% |
| Two or More Races | 0.2% |
| Socioeconomically Disadvantaged | 76.4% |
| English Learners | 74.4% |
| Students with Disabilities | 6.7% |

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | Avg. Class Size | 2009–10 Number of Classes* | | | Avg. Class Size | 2010–11 Number of Classes* | | | Avg. Class Size | 2011–12 Number of Classes* | | |
|-------------|-----------------|----------------------------|-------|-----|-----------------|----------------------------|-------|-----|-----------------|----------------------------|-------|-----|
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| K | 20 | 4 | 0 | 0 | 24.3 | 0 | 3 | 0 | 23.0 | 2 | 2 | 0 |
| 1 | 21 | 2 | 2 | 0 | 24.0 | 0 | 4 | 0 | 23.8 | 0 | 4 | 0 |
| 2 | 20 | 4 | 0 | 0 | 21.3 | 3 | 1 | 0 | 23.7 | 0 | 3 | 0 |
| 3 | 21 | 1 | 2 | 0 | 23.5 | 0 | 4 | 0 | 23.5 | 0 | 4 | 0 |
| 4 | 33 | 0 | 1 | 1 | 24.3 | 1 | 2 | 0 | 32.0 | 0 | 1 | 1 |
| 5 | 35 | 0 | 0 | 2 | 26.0 | 1 | 0 | 2 | 31.3 | 0 | 1 | 2 |
| 6 | 35 | 0 | 0 | 2 | 35.0 | 0 | 0 | 2 | 27.7 | 1 | 0 | 2 |
| Other | | | | | | | | | | | | |

* Number of classes indicates how many classes fall into each size category (a range of total students per classroom).

III. School Climate

School Safety Plan (School Year 2011–12)

Our campus is regularly inspected monthly by the school head custodian to ensure that all areas of the school are safe. The School Safety Plan was last revised in the spring of 2010. The plan, which is updated yearly, covers all safety procedures that are followed in emergency situations. It includes safety procedures for earthquakes, fires, lockdowns, as well as ways to protect the physical and emotional well-being of students. The safety plan is reviewed by teachers, parents, School Site council, and the Safety Team. To contact parents during a crisis, our staff uses cell phones and an automated phone system. Before school, the principal, support staff, crossing guards monitor the grounds and surrounding areas. During recess, teachers, instructional assistants, campus supervisors or aides supervise students on the playground, insuring safety at all times. After school principal and staff continued to patrol campus until all students have left for the day. To make morning drop-off and after-school pickup times safer and easier, a designated drop off lane in front of the school, marked by cones has been established. During the day, the school has only one unique entrance and exit, designated as a primary point of entry. All other access to the campus is prohibited. Additionally, the school works closely with local emergency and safety agencies and personnel, insuring safety and security at all times during and after the school day.

Suspensions and Expulsions

| Rate* | School 2009–10 | School 2010–11 | School 2011–12 | District 2009–10 | District 2010–11 | District 2011–12 |
|-------------|----------------|----------------|----------------|------------------|------------------|------------------|
| Suspensions | 0 | 1 | 1 | 24 | 6 | 6 |
| 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.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2012–13)

Although established in the early 1920's, the main buildings on our campus were built in 1930. The most recent renovations to our campus occurred in 2004 when a major remodeling was done. Three custodians and members of the district excellently clean and maintain our school grounds and buildings to the highest of standards. We have 11 modular or portable classrooms on our campus. Most of these temporary structures have been in service since 1998. They provide space for additional classrooms. We also have a school library and the school auditorium which is used for public assemblies, meetings, other performances as well as inside lunch seating during rainy, cold or hot days.

School Facility Good Repair Status (School Year 2012–13) as of : 1/25/13

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

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

| Teachers | School 2009–10 | School 2010–11 | School 2011–12 | District 2011–12 |
|--|----------------|----------------|----------------|------------------|
| With Full Credential | 30 | 31 | 39 | 1,110 |
| Without Full Credential | 0 | 0 | 0 | 1 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 44 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2010-11 | 2011-12 | 2012-13 |
|--|---------|---------|---------|
| 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 2011-12)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* 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 | 99.45% | 0.55% |
| High-Poverty Schools in District | 99.77% | 0.23% |
| Low-Poverty Schools in District | 98.69% | 1.31% |

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.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2011-12)

| Title | Number of FTE* Assigned to School | Average Number of Students per Academic Counselor |
|---|-----------------------------------|---|
| Academic Counselor | | |
| Counselor (Social/Behavioral or Career Development) | | |
| Library Media Teacher (librarian) | | |
| Library Media Services Staff (paraprofessional) | 1 | |
| Psychologist | .3 | |
| Social Worker | | |

| | | |
|------------------------------------|----|--|
| Nurse | .6 | |
| Speech/Language/Hearing Specialist | .4 | |
| Resource Specialist (non-teaching) | 1 | |
| Other | | |

Note: Cells shaded in black do not require data.

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012–13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: December 2012

| Core Curriculum Area | Textbooks and instructional materials/year of adoption | From most recent adoption? | Percent students lacking own assigned copy |
|------------------------|---|----------------------------|--|
| Reading/Language Arts | Houghton Mifflin – Reading – California/2012 McDougal Littell – The Language of Literature/2003 | Yes | 0% |
| Mathematics | MacMillan McGraw-Hill – Everyday Mathematics/1997 | Yes | 0% |
| Science | MacMilan McGraw-Hill – California Science/2007 Prentice Hall – California Earth Science/2007 | Yes | 0% |
| History-Social Science | Harcourt – Reflections: California Series/2006 McMillan McGraw-Hill – California Vistas/2006 McDougal Littell – World History: Ancient Civilizations/2006 | Yes | 0% |

VIII. School Finances

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

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental / Restricted) | Expenditures Per Pupil (Basic / Unrestricted) | Average Teacher Salary |
|---|------------------------------|--|---|------------------------|
| School Site | \$6,222 | \$1,542 | \$4,680 | \$75,275 |
| District | | | \$4,101 | \$70,145 |
| Percent Difference – School Site and District | | | 14% | 7% |
| State | | | \$5,455 | \$68,835 |
| Percent Difference – | | | -14% | 9% |

| | | | |
|------------------------------|--|--|--|
| School Site and State | | | |
|------------------------------|--|--|--|

Note: Cells shaded in black do not require data.

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 2011–12)

A combination of state and federal funding are used to support all aspects of our instructional programs. Strong PTA and school foundation's support is evident in many of our schools' supplemental activities. All Glendale Unified schools benefit from the support of the Glendale Educational Foundation, which offers enhanced programs in visual and performing arts, science and technology, and health and fitness.

Teacher and Administrative Salaries (Fiscal Year 2010–11)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$42,451 | \$41,455 |
| Mid-Range Teacher Salary | \$65,170 | \$66,043 |
| Highest Teacher Salary | \$88,157 | \$85,397 |
| Average Principal Salary (Elementary) | \$106,154 | \$106,714 |
| Average Principal Salary (Middle) | \$118,692 | \$111,101 |
| Average Principal Salary (High) | \$128,189 | \$121,754 |
| Superintendent Salary | \$259,000 | \$223,357 |
| Percent of Budget for Teacher Salaries | 41.00% | 39.00% |
| Percent of Budget for Administrative Salaries | 5.00% | 5.00% |

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

IX. 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>.

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

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
|------------------------|--|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2009–10 | 2010–11 | 2011–12 | 2009–10 | 2010–11 | 2011–12 | 2009–10 | 2010–11 | 2011–12 |
| English-Language Arts | 67% | 72% | 70% | 66% | 68% | 71% | 52% | 54% | 56% |
| Mathematics | 73% | 79% | 78% | 63% | 64% | 67% | 48% | 50% | 51% |
| Science | 67% | 49% | 63% | 68% | 72% | 73% | 54% | 57% | 60% |
| History-Social Science | 0% | 0% | 0% | 60% | 63% | 61% | 44% | 48% | 49% |

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

| Group | Percent of Students Scoring at Proficient or Advanced | | | |
|-------------------------------------|---|-------------|---------|-------------------------|
| | English-Language Arts | Mathematics | Science | History- Social Science |
| All Students in the LEA | 71% | 67% | 73% | 61% |
| All Students at the School | 70% | 78% | 63% | 0% |
| Male | 67% | 83% | 66% | 0% |
| Female | 72% | 73% | 60% | 0% |
| Black or African American | 0% | 0% | 0% | 0% |
| American Indian or Alaska Native | | | | |
| Asian | 79% | 73% | 0% | 0% |
| Filipino | 0% | 0% | 0% | 0% |
| Hispanic or Latino | 54% | 57% | 0% | 0% |
| Native Hawaiian or Pacific Islander | | | | |
| White | 72% | 82% | 63% | 0% |
| Two or More Races | 0% | 0% | 0% | 0% |
| Socioeconomically Disadvantaged | 66% | 76% | 58% | 0% |

| | | | | |
|--|-----|-----|-----|----|
| English Learners | 59% | 72% | 33% | 0% |
| Students with Disabilities | 33% | 44% | 0% | 0% |
| Students Receiving Migrant Education Services | | | | |

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 2011–12)

The California Physical Fitness Test (PFT) 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, 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 | 22.70% | 20.00% | 44.00% |

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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *API 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 | 2009 | 2010 | 2011 |
|-----------------|------|------|------|
| Statewide | 9 | 8 | 9 |
| Similar Schools | 10 | 10 | 10 |

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

| Group | Actual API Change 2009–10 | Actual API Change 2010–11 | Actual API Change 2011–12 |
|----------------------------------|---------------------------|---------------------------|---------------------------|
| All Students at the School | -3 | 17 | -1 |
| Black or African American | | | |
| American Indian or Alaska Native | | | |

| | | | |
|--|----|-----|----|
| Asian | | | |
| Filipino | | | |
| Hispanic or Latino | | -10 | |
| Native Hawaiian or Pacific Islander | | | |
| White | -6 | 28 | -4 |
| Two or More Races | | | |
| Socioeconomically Disadvantaged | -4 | 18 | -6 |
| English Learners | -8 | 21 | -4 |
| Students with Disabilities | | | |

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 – 2012 Growth API Comparison

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

| Group | 2012 Growth API | | | | | |
|--|--------------------|--------|--------------------|-----|--------------------|-------|
| | Number of Students | School | Number of Students | LEA | Number of Students | State |
| All Students at the School | 396 | 881 | 19,456 | 858 | 4,664,264 | 788 |
| Black or African American | 3 | | 238 | 836 | 313,201 | 710 |
| American Indian or Alaska Native | 0 | | 41 | 840 | 31,606 | 742 |
| Asian | 12 | 899 | 2,376 | 946 | 404,670 | 905 |
| Filipino | 8 | | 1,308 | 895 | 124,824 | 869 |
| Hispanic or Latino | 57 | 789 | 4,395 | 790 | 2,425,230 | 740 |
| Native Hawaiian or Pacific Islander | 0 | | 21 | 888 | 26,563 | 775 |
| White | 315 | 896 | 10,834 | 862 | 1,221,860 | 853 |
| Two or More Races | 1 | | 204 | 921 | 88,428 | 849 |
| Socioeconomically Disadvantaged | 316 | 865 | 9,348 | 808 | 2,779,680 | 737 |
| English Learners | 287 | 865 | 7,710 | 783 | 1,530,297 | 716 |
| Students with Disabilities | 34 | 680 | 1,684 | 658 | 530,935 | 607 |

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

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 2011–12)

| AYP Criteria | School | District |
|--|--------|----------|
| Made AYP Overall | No | No |
| Met Participation Rate - English-Language Arts | Yes | Yes |
| Met Participation Rate - Mathematics | Yes | Yes |
| Met Percent Proficient - English-Language Arts | No | No |
| Met Percent Proficient - Mathematics | No | No |
| Met API Criteria | Yes | Yes |
| Met Graduation Rate | N/A | No |

Federal Intervention Program (School Year 2012–13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE *PI Status Determinations Web page*: <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 | | 2011-2012 |
| Year in Program Improvement | | Year 2 |
| Number of Schools Currently in Program Improvement | | 12 |
| Percent of Schools Currently in Program Improvement | | 37.5% |

Note: Cells shaded in black do not require data.

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.

3 school days are dedicated for staff development.