



**Alturas Community Day School
School Accountability Report Card
2010-2011
Published during the 2011-2012 school year**

**MODOC JOINT UNIFIED SCHOOL DISTRICT
MISSION STATEMENT**

The mission of the Modoc Joint Unified School District is to provide a quality education by leading, assisting, and motivating all students to establish and achieve goals to become responsible and productive citizens.

Alturas Community Day School Mission Statement: The goal of Alturas Community Day School is to provide the best education possible to students who require an alternative environment for their education and to provide day to day communication and social skills for our students, with the goal of returning them to a traditional educational environment.

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**Modoc Joint Unified School District
Board of Education:**
Fernand Larranaga
Alan Hopkins
Jerry Hall
Erin Bevil
Karen Hays
Superintendent: Mike Martin
Principal: Barry Barnhart

School Accountability Report Card

Reported Using Data from the 2010–11 School Year

Published During 2011–12

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 2011–12)

School		District	
School Name	<i>Alturas Community Day</i>	District Name	<i>Modoc Joint Unified</i>
Street	<i>802 North East St.</i>	Phone Number	<i>(530) 233-7201</i>
City, State, Zip	<i>Alturas, CA, 96101</i>	Web Site	<i>www.modoc.k12.ca.us</i>
Phone Number	<i>(530) 233-7201</i>	Superintendent	<i>Mike Martin</i>
Principal	<i>Barry Barnhart</i>	E-mail Address	<i>mmartin@modoc.k12.ca.us</i>
E-mail Address	<i>bbarnhart@modoc.k12.ca.us</i>	CDS Code	<i>25735856115661</i>

School Description (School Year 2010–11)

Alturas Community Day School (ACDS) serves students in kindergarten through sixth grade and strives to provide the most appropriate and best education possible to students who enroll in this alternative education program. The goal of ACDS is to provide individualized and personalized instruction to aid students to re-enter a regular classroom environment. ACDS shares its principal with Alturas Elementary School and Modoc Middle School.

Building

The school is now located adjacent to the Alturas Elementary School campus. The classroom is comfortable and attractive and is designed to provide opportunity for group and individualized learning. Computers connected to the internet are available to all students, and several learning programs are available to them electronically. The school has adequate and clean restrooms .

Average Class Sizes:

The student population of ACDS varies during the school year. The maximum enrollment is 12.

Library

Alturas Community Day School has a small library in the classroom and shares books with Alturas Elementary School.

Computers

Three computers are in the classroom, along with internet connections and appropriate peripherals. On most days, there will be one computer to each student.

Discipline

Students are disciplined according to the district conduct guidelines. The instructor establishes classroom behavior expectations and consequences during the first week of school. Some students enter Alturas Community Day School with a Student Behavior Contract. This contract is agreed upon by the student, parent(s), instructor, and administrator.

Homework

Students in kindergarten through third grade take packets home to complete during the school week. Fourth through sixth graders are assigned homework daily. We expect all students to read for 30 minutes each night. We offer homework assistance through our before-school program and during recess.

Schedule

Alturas Community Day School begins at 8:15 a.m. and ends at 3:00 p.m. every day. Students receive the number of instructional minutes required by the State of California.

Opportunities for Parental Involvement (School Year 2010–11)

Open communication is encouraged with the home and parents are contacted by classroom teacher on positive incidents and achievements as well as concerns. Parents are encouraged to participate in ACDS Site Council and are welcome to volunteer in the classroom. Parent conferences are held in conjunction with the elementary and middle schools. Parents are urged to communicate often with the principal and teacher.

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

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 4	0
Grade 1	0	Grade 5	0
Grade 2	1	Grade 6	0
Grade 3	0	Total	1

Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment
Black or African American	100.0%
American Indian or Alaska Native	0.0%
Asian	0.0%
Filipino	0.0%
Hispanic or Latino	0.0%
Native Hawaiian or Pacific Islander	0.0%
White	0.0%
Two or More Races	0.0%
Socioeconomically Disadvantaged	100.0%
English Learners	0.0%
Students with Disabilities	0.0%

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2008–09 Number of Classes *			Avg. Class Size	2009–10 Number of Classes *			Avg. Class Size	2010–11 Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2					1	1			1	1	0	0
3	1	1										
4	3	1			4	1						
5												
6												

* Number of classes indicates how many classes fall into each size category (a range of total students per classroom). * Number of classrooms indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

III. School Climate School Safety Plan (School Year 2010–11)

It is important at ACDS to maintain a safe and comfortable environment for students by preventing discipline problems before they occur. Students work individually with teachers on a contract plan with frequent contact among teacher, student and parent. The classroom is housed in the Alternative Education building and is well-maintained for safety concerns and is evaluated by the staff monthly. Fire, earthquake, emergency, and intruder drills are conducted at the appropriate intervals. There is a telephone in the classroom.

Suspensions and Expulsions

Rate*	School 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
Suspensions	100.00%	1,200.00%	0.00%	12.68%	68.90%	13.15%
Expulsions	0.00%	0.00%	0.00%	0.29%	0.00%	0.93%

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 2011–12)

Alturas Community Day School provides a friendly, non-stressful environment for its students. With a low student-teacher ratio, students are given ample individualized time. ACDS is contained in one room, and is clean, safe, and secure.

Safety

Alturas Community Day School emphasizes a positive atmosphere. We believe that in order to maintain a climate conducive to learning, we must try to prevent discipline problems before they occur. The program promotes positive attitudes among our students and encourages good conduct. Individual contracts focus on improving one behavior at a time. In addition, the physical environment is evaluated yearly and any repairs needed are completed. Fire, earthquake, emergency, and intruder drills are conducted according to state guidelines. There is a telephone in the classroom. The teacher sends a monthly safety status report to the maintenance department. Needed repairs are completed in a quick and timely manner.

School Facilities

Alturas Community Day School moved this year from a classroom adjacent to the Modoc High School campus to one at the Alturas Elementary School. It is housed in a single room, with adjacent restroom facilities. The location allows efficient access and communication between the staff and principal, who is also the Alturas Elementary School principal. A district employed custodian cleans the facility at a time when it will least disrupt instructional activities. The classroom is warm and comfortable with adequate heating and cooling.

School Facility Good Repair Status (School Year 2011–12)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status. The facilities inspection occurred on 14 September, 2011. Northern California Schools Insurance Group - Dirk J. Duchscherer, MS, CSP, ARM, NB, Senior Risk Control Consultant, conducted the inspection and rated the facilities. Table on following page.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		Yes			All minor repairs, if any, completed by 12/31/2011
Interior: Interior Surfaces		Yes			All minor repairs, if any, completed by 12/31/2011
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		Yes			All minor repairs, if any, completed by 12/1/2011
Electrical: Electrical		Yes			All minor repairs, if any, completed by 12/31/2011
Restrooms/Fountains: Restrooms, Sinks/Fountains		Yes			All minor repairs, if any, completed by 12/31/2011
Safety: Fire Safety, Hazardous Materials		Yes			All minor repairs, if any, completed by 12/31/2011
Structural: Structural Damage, Roofs		Yes			All minor repair, if any, completed by 12/31/2011
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		Yes			All minor repairs, if any, completed by 12/31/2011
Overall Rating	GOOD	Yes			

Note: Cells shaded in white do not require data. Status of Excellent is not a recognized category.

V. Teachers

Teacher Credentials

Teachers	School 2008–09	School 2009–10	School 2010–11	District 2010–11
With Full Credential	47	1	1	47
Without Full Credential	1	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 to table on prior page: "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 (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

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 2010–11)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	Classroom teacher	1
Counselor (Social/Behavioral or Career Development)	Classroom teacher/School principal	
Library Media Teacher (librarian)	Overseen by MCOE	
Library Media Services Staff (paraprofessional)	Classroom teacher	
Psychologist	Provided by MCOE	
Social Worker	Provided by MCOE	
Nurse	Provided by MCOE	
Speech/Language/Hearing Specialist	Provided by MCOE	
Resource Specialist (non-teaching)	Provided by MCOE	

Cells shaded in white do not require data. **MCOE: Modoc County Office of Education**

* 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 (2011–12)

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. Data collected in November 2011

SUBJECT AREA	GRADE(S)	PUBLISHER	PUBLICATION	SERIES NAME	STUDENT-TEXT RATIO	CURRENT MJUSD BOARD APPROVED	SUPPLEMENTARY MATERIALS BOARD APPROVED
English/Language Arts/Literature	K, 2 - 5	Houghton Mifflin	2003	Legacy of Literacy	1:1	Yes	Yes
	1	SRA McGraw Hill	2002	Open Court Reading	1:1	Yes	Yes
	6	Holt	2009	Literature and Language	1:1	Yes	Yes
Mathematics	K-6	MacMillan McGraw Hill	2009	California Math Concepts	1:1	Yes	Yes
Science Programs	K-3	Delta Science	2007	Full Option Science Series	1:1	Yes	Yes
	4-6	MacMillan McGraw Hill	2008	California Science	1:1	Yes	Yes
Social Science	K-6	Houghton Mifflin	2007	California Studies	1:1	Yes	Yes
Arts	K-5	SRA	2007	SRA Connections	1:1	Yes	Yes

VIII. 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	29,812	\$114	\$83,772	\$39,515
District			\$7,441	\$51,964
Percent Difference – School Site and District			-22.85%	LEA Provided
State			\$5,455	\$57,163
Percent Difference – School Site and State			-30.87	\$51,220

Note: Cells shaded in white have no 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 2010–11)

Specialized Resource Staff:

Modoc Joint Unified School District and Modoc County Office of Education and other Modoc County agencies to provide social workers, speech and hearing specialists, school psychologists, nurses, and technology specialists. These specialists work on an as-needed basis at our school and most work at more than one school in our district. We are concentrating on improving students' achievement through a variety of programs, including REACH, Accelerated Reader, Apangea Math, ELA and Math Intervention. These programs are offered both during the school day as classes and during advisory periods. Our staff welcomes parent input and communicates with parents regularly via the phone, email, student planners, and school newsletters.

Academic Guidance Counselors:

A district counselor is available at the request of teachers or parents. In all schools, classroom teachers may counsel students. A school site, district, or county counselor is also available, and the school principal may serve as a counselor also.

Gifted and Talented Education:

GATE programs are not funded currently. However, teachers often accommodate gifted and talented students in their classroom by increasing the pace of their learning. Sometimes students move up a grade or two in their area of strength but stay with their own grade for other subjects. In small schools, teachers may frequently work with the individual student.

Special Education Program:

A Modoc County Office of Education resource specialist is available weekly for special needs students through the Modoc County Office of Education. The county provides special education resource aide hours as needed. Students with Individualized Education Programs (IEPs) receive accommodations in the classroom according to their needs. The Modoc County Office of Education provides psychological and speech services as needed.

English Learner Program:

All our teachers are certified to teach English learners. We offer English Language Development activities in the regular classroom and encourage the parents of English learners to join our School Site Council, where they can have English translated into Spanish.

MJUSD Funding DISTRICT-WIDE sources for 2010-2011			
Revenue Limit Sources: 63%	Federal Revenues: 16%	State Revenues: 18%	Local Revenues: 3 %
Local Property Taxes	ARRA, SFSF	Ag Incentive	Book Fair
State Aid	Education Jobs Fund	Bus Replacement Grant	Donations
	Forest Reserve	Class Size Reduction, K-3	Fees and Contracts
	MAA	Economic Impact Aid	Interagency Services (ROP)
	Title I	ELAP	Interest
	Title I, ARRA	Flexibility Programs	Leases and Rentals
	Title II, Teacher Quality	Lottery	Microsoft Settlement
	Title II, Administrators	Transportation	
	Title II, EETT	Other State Revenue	
	Title II, ARRA EETT		
	Title III, LEP		
	Title IV		
	Title VI, RLIS		
	Title VII, Indian Education		
	Wildlife Reserve		

Teacher and Administrative Salaries (Fiscal Year 2009–10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$36,067	\$37,978
Mid-Range Teacher Salary	\$49,218	\$55,252
Highest Teacher Salary	\$64,848	\$71,674
Average Principal Salary (Elementary)	\$73,249	\$87,651
Average Principal Salary (Middle)	\$72,010	\$92,196
Average Principal Salary (High)	\$81,780	\$93,352
Superintendent Salary	\$98,800	\$116,851
Percent of Budget for Teacher Salaries	36.00%	34.00%
Percent of Budget for Administrative Salaries	7.00%	7.00%

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: 3 Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	0%	0%	0%	49%	46%	48%	50%	52%	54%
Mathematics	0%	0%	0%	37%	43%	47%	46%	48%	50%
Science	0%	0%	0%	48%	58%	61%	50%	53%	56%
History-Social Science	0%	0%	0%	44%	43%	48%	41%	44%	48%

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

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	48%	47%	61%	48%
All Students at the School	0%	0%	0%	0%
Male	0%	0%	0%	0%
Female				
Black or African American	0%	0%	0%	0%
American Indian or Alaska Native				
Asian , Filipino, Hawaiian, Pacific Islander				
Hispanic or Latino				
White	0%	0%	0%	0%
Socioeconomically Disadvantaged	0%	0%	0%	0%
English Learners				
Students with Disabilities				
Receiving Migrant Education Services				

Note: Scores for table on prior page 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 (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			

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. Scores are not shown for ACDS because there are fewer students than 10

Scores are not shown for ACDS because there are fewer students than 10. Data is not available.

Note: “N/D” means that no data were available to the CDE or LEA to report.

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					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School			599	775	4,683,676	778
Black or African American			7		317,856	696
American Indian or Alaska Native			39	725	33,774	733
Asian			4		398,869	898
Filipino			3		123,245	859
Hispanic or Latino			114	705	2,406,749	729
Native Hawaiian or Pacific Islander			0		26,953	764
White			423	795	1,258,831	845
Two or More Races			8		76,766	836
Socioeconomically Disadvantaged			309	737	2,731,843	726
English Learners			17	792	1,521,844	707
Students with Disabilities			15	564	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 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	Yes	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	Yes	Yes
Met Percent Proficient - Mathematics	Yes	No
Met API Criteria	N/A	Yes
Met Graduation Rate	N/A	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 (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
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		12.5%

Note: Cells shaded in white do not require data.

XII. 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.

Annually, MJUSD re-evaluates its annual focus items. All schools in the district plan teacher workshops accordingly to develop and implement their own focus, based on the district plan. A Professional Learning Committee has been

implemented district wide, with each school working in tandem to articulate goals and practices. Focus is on student learning. Throughout the district, and in each site, teachers meet either with other grade level teachers or by department. Meetings are held twice monthly; the first Wednesday of each month, except May and June, students are released early to provide extra time for staff meetings. The mid month meeting is conducted after school hours. In these monthly meetings, teachers analyze data from the past two weeks, examine and assess student work, plan goals and assessments for the following two weeks.

A second part of the goal of improving student learning is the 'Professional walk-through.' Each month a group of three teachers spend their released time observing other teachers, on site or throughout the district, and then discuss the visits. Conference attendance is still a part of professional development, but the major focus at MJUSD is in-house development.

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	<i>For more information visit www.ed-data.org</i>