



# Chabot Elementary



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 webpage 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

### EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and 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 webpage 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. 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	
<b>School Name</b>	Chabot Elementary School	<b>District Name</b>	Castro Valley Unified School District
<b>Street</b>	19104 Lake Chabot Road	<b>Phone Number</b>	(510) 537-3000
<b>City, State, Zip</b>	Castro Valley, CA 94546	<b>Web Site</b>	<a href="http://www.cv.k12.ca.us">www.cv.k12.ca.us</a>
<b>Phone Number</b>	(510) 537-2342	<b>Superintendent</b>	Jim Negri
<b>Principal</b>	Terry Hoops	<b>E-mail Address</b>	<a href="mailto:jnegri@cv.k12.ca.us">jnegri@cv.k12.ca.us</a>
<b>E-mail Address</b>	<a href="mailto:thoops@cv.k12.ca.us">thoops@cv.k12.ca.us</a>	<b>CDS Code</b>	01-61150-6090369

## **School Description and Mission Statement (School Year 2010-11)**

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

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Chabot Elementary School

### **Vision Statement:**

The welcoming atmosphere on Chabot's campus radiates a sense of energy, belonging, and shared purpose. This atmosphere fosters a high level of parent/community support which in turn provides support for unique programs that enhance the educational, social, and emotional development of our students. Students are inspired to become lifelong learners, who see the value in hard work, respect, responsibility, cooperation, caring, and honesty.

One is immediately impressed by the safe, organized, well maintained, enriched climate. Students, staff and families' strong partnership emanates a sense of shared responsibility, respect, and sensitivity. Students are validated and embraced for their unique personalities, academic achievement and cultural backgrounds in a safe and nurturing environment.

Students enter the Chabot campus each day eager and prepared to begin a new adventure. They are passionate and excited about their learning and are accountable for their actions. Collaboratively, students work as a team to problem solve and support one another. Students often share and reflect upon their learning as we celebrate accomplishments. Students believe in themselves and see the value of their contributions to our community and future society.

Students are actively engaged in challenging learning experiences, which are standards-aligned and emphasize high academic expectations consistent with our belief that all students can learn. To ensure that students maintain proficient/ advanced levels, they are assessed regularly and results are used to guide instruction. Each standards-based lesson is developed to incorporate specific pre-teach instruction, differentiation and a variety of instructional strategies to meet the needs of each student. All students have a comprehensive understanding of what is expected to meet grade level standards and to achieve at a proficient level.

The Chabot community has implemented a technology plan that expands the depth and scope of our core curriculum. Classrooms have current technology resources and a comprehensive library is on site. Students utilize available resources for researching and creating projects that are proudly displayed throughout our school.

All staff members are powerful instructional leaders that share their expertise of current, research-based, educational theory and practice. As a learning community, students, parents, and staff, collaborate and share the responsibility of ensuring that every child is learning.

Strong partnerships and open communication assure an aligned vision for student success. As a Chabot family, we nurture students to become intellectually and personally empowered for citizenship in a changing world.

Castro Valley Unified School District

### **Mission Statement:**

The mission of the Castro Valley Unified School District (CVUSD), a public preschool through adult organization, is to provide all students programs of excellence that instill a passion for lifelong learning while preparing them for the challenges of tomorrow. The CVUSD will enhance students' self-esteem, help them discover and maximize their individual potential, and guide each to dignify, appreciate, respect, and accept human diversity.

### **Opportunities for Parental Involvement (School Year 2010-11)**

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

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Chabot Elementary School parents are incredibly active and amazing. Parent involvement can be placed into three categories: Leadership, Fund Raising, and Fun Raising. Parents are members of school leadership committees such as: Parents Club, School Site Council, Parent Leadership, and Community Outreach. The Parents Club raises over \$60,000 each year to improve programs on campus through an Auction, the Chabot Tigerthon, and the yearly membership drive. "Fun"-raising events included: the Bingo Potluck Dinner, the Sweetheart Dance, two Scholastic Book Fairs, and Skate Night. Parents are also involved as classroom volunteers, chaperones, and instructors in the Fine Arts Mini Experience and Music for Minors programs.

Numerous programs and activities are enriched by the generous contributions made by the following organizations:

- School Site Council
- Student Council
- Parents Club
- Business Donations
- Family Contributions

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

Grade Level	Number of Students
Kindergarten	69
Grade 1	62
Grade 2	79
Grade 3	73
Grade 4	81
Grade 5	74
<b>Total Enrollment</b>	<b>438</b>

**Student Enrollment by Group (School Year 2010-11)**

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	2.5	White	42.7
American Indian or Alaska Native	0.2	Two or More Races	13.9
Asian	16	Socioeconomically Disadvantaged	17.6
Filipino	2.5	English Learners	16
Hispanic or Latino	21.5	Students with Disabilities	5.9
Native Hawaiian/Pacific Islander	0.5		

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

Grade Level	2008-09				2009-10				2010-11			
	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+
<b>K</b>	19.7	3	0	0	20	3	0	0	23	1	2	0
<b>1</b>	19.3	3	0	0	20	3	0	0	24	0	3	0
<b>2</b>	20	3	0	0	20	3	0	0	23.3	0	4	0
<b>3</b>	20	4	0	0	20	3	0	0	24	0	3	0
<b>4</b>	31.5	0	1	1	30.5	0	2	0	30.3	0	3	0
<b>5</b>	31	0	2	0	33	0	1	1	32	0	2	0
<b>Other</b>	0	0	0	0	0	0	0	0				

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

### III. School Climate

#### School Safety Plan (School Year 2010-11)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Chabot Elementary School's Safety Plan is reviewed and updated annually each fall by the School Site Council which is composed of the principal, teachers, and parents. Each classroom has an emergency supply backpack and Chabot Elementary School maintains enough emergency supplies to sustain 450 people for three days. Emergency drills are held on a regular basis; fire and earthquake drills are held once a month, secure campus drills are conducted twice a year.

#### Suspensions and Expulsions

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
<b>Suspensions</b>	0	0.46	0.23	6.72	7.11	5.39
<b>Expulsions</b>	0	0	0	0.24	0.4	0.12

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

### IV. School Facilities

#### School Facility Conditions and Planned Improvements (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

**Year and month in which data were collected:** January 2012

The current facilities opened in 1949 and to date includes three classroom wings, a multipurpose room, an administrative office, and two sections of portable classrooms. Chabot Elementary School currently has seventeen regular classrooms, a library, a computer lab, a science lab, resource room, and an onsite childcare facility that is housed in a separate portable classroom. In addition, the Parent Club has designed and built a kindergarten playground and with contributions from the Student Council and private sponsors have created an outdoor science center. All classrooms are wired for Internet access. During the winter of 2007, Chabot completed extensive modernization and retrofitting to update the school campus. The custodial/grounds staff of two maintains clean and safe facilities. District maintenance staff ensures that the 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.

#### School Facility Good Repair Status (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[ ]	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[ ]	[X]	[ ]	[ ]	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[ ]	[X]	[ ]	[ ]	

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Electrical:</b> Electrical	[ ]	[X]	[ ]	[ ]	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	[ ]	
<b>Safety:</b> Fire Safety, Hazardous Materials	[ ]	[X]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[ ]	[X]	[ ]	[ ]	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	[ ]	
<b>Overall Rating</b>	[X]	[ ]	[ ]	[ ]	

## V. Teachers

### Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
<b>With Full Credential</b>	23	20	21	402
<b>Without Full Credential</b>	0	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0	---

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

"Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: <http://www.cde.ca.gov/nclb/st/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
<b>This School</b>	100	0
<b>All Schools in District</b>	100	0
<b>High-Poverty Schools in District</b>	100	0
<b>Low-Poverty Schools in District</b>	100	0

\* 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	0	
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)		---
Library Media Services Staff (paraprofessional)		---
Psychologist	0.3	---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist	0.5	---
Resource Specialist (non-teaching)	0.5	---
Other		---

\* 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 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.

**Year and month in which data were collected:** January 2012

All students have access to the state-adopted instructional materials.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Harcourt	Yes	0%
Mathematics	Harcourt	Yes	0%
Science	Scott Foresman	Yes	0%
History-Social Science	Scott Foresman	Yes	0%
Foreign Language			
Health			
Visual and Performing Arts			

## 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	\$4,507	\$253	\$4,760	\$68,525
District	---	---	\$4,595	\$67,497
Percent Difference: School Site and District	---	---	3.6%	1.5%
State	---	---	\$5,455	\$66,511
Percent Difference: School Site and State	---	---	-12.7%	3%

\* **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 webpage 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 webpage 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)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

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- ARRA: State Fiscal Stabilization Fund
  - Arts & Music Block Grant
  - Drug Free Community Support
  - Economic Impact Aid Limited English Proficiency
  - English Language Acquisition Program
  - Gifted & Talented Education
  - Instructional Materials Realignment
  - Lottery: Instructional Materials
  - NCLB: ARRA Title II, Part D, Enhancing Education Through Technology
  - NCLB: Title II, Part A, Improving Teacher Quality
  - NCLB: Title II, Part D, Enhancing Education Through Technology
  - NCLB: Title III, Limited English Proficient
  - NCLB: Title IV, Part A, Safe & Drug Free Schools
  - NCLB: Title V Part A, Innovative Education Strategies
  - Professional Development Block Grant
  - School & Library Improvement Block Grant
  - School Safety & Violence Prevention
  - Stop Act Grant
  - Teacher Credentialing Block Grant

**Teacher and Administrative Salaries (Fiscal Year 2009-10)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,916	\$41,284
Mid-Range Teacher Salary	\$67,899	\$65,173
Highest Teacher Salary	\$87,049	\$83,460
Average Principal Salary (Elementary)	\$114,698	\$102,834
Average Principal Salary (Middle)	\$126,456	\$108,953
Average Principal Salary (High)	\$136,179	\$118,384
Superintendent Salary	\$232,185	\$179,397
Percent of Budget for Teacher Salaries	28%	40%
Percent of Budget for Administrative Salaries	4%	6%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/td/cs/>.

**IX. Student Performance**

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	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	75	78	80	68	70	72	49	52	54
Mathematics	82	81	82	61	64	65	46	48	50
Science	82	77	84	71	71	75	50	54	57
History-Social Science	N/A	N/A	N/A	56	59	65	41	44	48

\* 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	72	65	75	65
All Student at the School	80	82	84	N/A
Male	78	85	80	N/A
Female	83	79	88	N/A
Black or African American	0	0	0	N/A
American Indian or Alaska Native				N/A
Asian	86	94	92	N/A
Filipino	0	0	0	N/A
Hispanic or Latino	69	66	72	N/A
Native Hawaiian/Pacific Islander	0	0	0	N/A
White	85	85	94	N/A
Two or More Races	84	90	0	N/A
Socioeconomically Disadvantaged	68	68	79	N/A
English Learners	63	77	0	N/A
Students with Disabilities	62	52	0	N/A
Students Receiving Migrant Education Services				N/A

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

**California Physical Fitness Test Results (School Year 2010-11)**

The California Physical Fitness Test (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 webpage 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	9.3	21.3	62.7

\* 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 webpage 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	2008	2009	2010
Statewide	10	9	9
Similar Schools	10	8	9

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

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	-3	11	4
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			12
Native Hawaiian/Pacific Islander			
White	-10	10	3
Two or More Races	N/D		
Socioeconomically Disadvantaged		21	32
English Learners			
Students with Disabilities			

\* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

### Academic Performance Index Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	298	913	6,755	865	4,683,676	778
Black or African American	8		393	784	317,856	696
American Indian or Alaska Native	0		25	821	33,774	733
Asian	47	968	1,558	932	398,869	898
Filipino	7		180	893	123,245	859
Hispanic or Latino	64	844	1,535	802	2,406,749	729
Native Hawaiian/Pacific Islander	2		42	758	26,953	764
White	120	932	2,311	873	1,258,831	845
Two or More Races	49	928	649	878	76,766	836
Socioeconomically Disadvantaged	56	852	1,474	788	2,731,843	726
English Learners	50	885	948	817	1,521,844	707
Students with Disabilities	23	789	584	673	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)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) webpage 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	Yes	Yes
Met Graduation Rate (if applicable)	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 webpage: <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	---	7.7

**XI. Instructional Planning and Scheduling****Professional Development**

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

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Teachers participate in 2 professional development days and are offered a variety of after-school workshops to support core curriculum areas.