



# Jensen Ranch 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>	Jensen Ranch Elementary School	<b>District Name</b>	Castro Valley Unified School District
<b>Street</b>	20001 Carson Lane	<b>Phone Number</b>	(510) 537-3000
<b>City, State, Zip</b>	Castro Valley, CA 94552	<b>Web Site</b>	<a href="http://www.cv.k12.ca.us">www.cv.k12.ca.us</a>
<b>Phone Number</b>	(510) 537-6365	<b>Superintendent</b>	Jim Negri
<b>Principal</b>	Melodie Stibich	<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:mstibich@cv.k12.ca.us">mstibich@cv.k12.ca.us</a>	<b>CDS Code</b>	01-61150-6113005

## **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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### **School Description:**

Jensen Ranch Elementary School is located in the eastern most side of Castro Valley, surrounded by picturesque canyons and winding walking trails, and the housing community of Palomares Hills. The name Jensen Ranch is reflective of a rich heritage that dates back to the time when Castro Valley was a rural farming community.

Jensen Ranch exemplifies the quote, "It takes an entire village to raise a child." Through cooperative efforts of parents, staff, and students, Jensen Ranch School maintains a learning community where school and parents work together. Communication, respect, responsibility, an expectation of excellence, and openness to life-long learning permeate the school.

Our teachers and staff recognize the unique gifts of each child, and through parent-teacher opportunities, strive to develop the emotional, social, physical, and intellectual growth of each student. We proudly present this edition of our "report card" to parents and the community.

### **Mission Statement:**

Jensen Ranch School is dedicated to establishing and maintaining a learning environment where school, community, and individuals work together in an atmosphere of open communication, respect and creative spirit to foster an expectation of excellence, responsibility and life-long learning.

### **We are dedicated to helping students reach their fullest potential by:**

- Achieving goals of education by providing for mastery of academic skills, the development of critical and creative thought, and an openness to life-long learning;
- Promoting and modeling excellence and personal best;
- Recognizing the unique value of each individual while nurturing the social, emotional, physical and intellectual growth of each student;
- Encouraging the development of self-discipline, responsibility, cooperation, compassion, and consideration of others within our classrooms, school, and community; and promoting a partnership between home, school, and community.

### **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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Parents and the community are very supportive of the educational programs at Jensen Ranch Elementary. The Parent Teacher Association (PTA) plays an active role in the community and the school through fundraising and special activities. Parents are encouraged to volunteer to help coordinate PTA community-building events such as Family Science Night, Jensen Night at the Ballpark, and our Open House BBQ. At August registration, parents are given the opportunity to sign up to help in all activities needing volunteers. Monthly evening PTA meetings are open to all parents.

Parents play an active role in supporting field trips and volunteering in the classroom. They drive students to the field trip destination and act as chaperones during the instructional portion of the trip. As a classroom volunteer, parents may support a teacher by doing clerical tasks or assisting individual or small groups of students with their learning. Parents are also integral to the success of the Jensen Arts and Music (JAM) Program. In the JAM program, parents act as docents, providing lessons for classes about famous composers and artists. Finally, our parents assist in our library and help support the technology within each classroom.

Parents who enjoy knowing more about the curricular aspects of the school are encouraged to attend and/or be a voting member of the School Site Council to examine school improvement opportunities.

Parents wanting information regarding parental involvement can contact the school principal at (510) 537-6365.

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

Grade Level	Number of Students
Kindergarten	69
Grade 1	73
Grade 2	68
Grade 3	68
Grade 4	61
Grade 5	82
<b>Total Enrollment</b>	<b>421</b>

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

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	5.5	White	21.6
American Indian or Alaska Native	0	Two or More Races	4.5
Asian	55.3	Socioeconomically Disadvantaged	3.8
Filipino	4.3	English Learners	21.1
Hispanic or Latino	7.4	Students with Disabilities	3.1
Native Hawaiian/Pacific Islander	1		

**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+
K	18.3	3	0	0	19.3	3	0	0	23	0	3	0
1	20	3	0	0	20	3	0	0	24.3	0	3	0
2	20	3	0	0	20	3	0	0	22.7	1	2	0
3	20	4	0	0	20	3	0	0	22.7	1	2	0
4	29	0	3	0	27	0	3	0	30.7	0	3	0
5	32.5	0	1	1	29.5	0	2	0	27.3	0	3	0
Other	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.

The School Safety Plan is reviewed annually by the Jensen Ranch Elementary School Safety Committee which is comprised of the principal, parents, and teachers. In the Spring of each year the plan is reviewed and revisions are made as appropriate and portions are updated in the Fall of each year to include the names of new staff members. A key element of the Safety Plan is updating and replenishing emergency preparedness kits and materials. Emergency drills are held on a monthly basis; a combination of fire drills, earthquake drills, shelter in place drills, secure campus drills, and off campus evacuation drills are conducted. The Safety Plan also includes a description of how we maintain a respectful, bully-free environment for all students. We emphasize a campus wide positive behavior program based on our character education "Megaskills" where students are taught positive character traits and are reinforced for applying those traits.

An emphasis is placed on campus safety and security. Teachers supervise students on campus before and after school, and during recess. Noon duty supervisors monitor students during lunchtime. All visitors must sign in at the school's office and receive proper authorization to be at the school. Visitors are asked by the school site staff to display their pass at all times. Our campus is gated and is equipped with security cameras. During the school day, only one monitored gate is accessible to visitors, maximizing safety for our children.

#### Suspensions and Expulsions

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	0	0	0	6.72	7.11	5.39
Expulsions	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 facilities are comprised of 17 classrooms, a school library, computer lab, school office, staff/work room, science center, 4 student restrooms, 2 staff restrooms, and a multipurpose room. All rooms are cleaned daily. The playground and other lawn areas are mowed weekly. Bushes and trees are trimmed periodically to maintain an attractive appearance. The custodial/grounds staff of two maintains clean and safe facilities that were built in 1995. The custodial staff is supported by the Castro Valley School District Maintenance Department when repairs or replacement of equipment is needed.

Students have both a large grassy field area in which to play field sports and an asphalt area where they can play basketball, volleyball, four-square, dodge-ball, wall-ball, or hand-soccer. Additionally, students can choose to play on one of two play structures which have slides, bars, a climbing wall, ladders, and other equipment designed to build upper and lower body strength in students.

District maintenance staff ensures that necessary repairs are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given 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]	[ ]	Some water damaged ceiling tiles.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[ ]	[X]	[ ]	[ ]	
<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]	[ ]	Gutters rusted.
<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>	19	18	19	402
<b>Without Full Credential</b>	1	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	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/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	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		
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)		---
Library Media Services Staff (paraprofessional)		---
Psychologist	0.2	---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist	0.4	---
Resource Specialist (non-teaching)	0.6	---
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 Excursions	Yes	0%
Mathematics	Harcourt	Yes	0%
Science	Scott Foresman	Yes	0%
History-Social Science	Scott Foresman	Yes	0%
Foreign Language			0%
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	\$3,913	\$565	\$4,478	\$66,832
District	---	---	\$4,595	\$67,497
Percent Difference: School Site and District	---	---	-2.5%	-.99%
State	---	---	\$5,455	\$66,511
Percent Difference: School Site and State	---	---	-17.9%	.5%

\* **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.

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

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/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
<b>English-Language Arts</b>	97	95	92	68	70	72	49	52	54
<b>Mathematics</b>	98	95	96	61	64	65	46	48	50
<b>Science</b>	100	94	94	71	71	75	50	54	57
<b>History-Social Science</b>	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	92	96	94	N/A
Male	91	96	98	N/A
Female	93	95	89	N/A
Black or African American	95	74	0	N/A
American Indian or Alaska Native				N/A
Asian	92	98	100	N/A
Filipino	0	0	0	N/A
Hispanic or Latino	88	96	0	N/A
Native Hawaiian/Pacific Islander				N/A
White	90	95	90	N/A
Two or More Races	0	0	0	N/A
Socioeconomically Disadvantaged	57	86	0	N/A
English Learners	78	95	0	N/A
Students with Disabilities	75	100	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	7.4	21	67.9

\* 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	10	10
Similar Schools	10	10	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	16	-12	-4
Black or African American			
American Indian or Alaska Native			
Asian	7	-7	1
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	11	-12	-1
Two or More Races	N/D		
Socioeconomically Disadvantaged			
English Learners			-18
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	272	976	6,755	865	4,683,676	778
Black or African American	19	941	393	784	317,856	696
American Indian or Alaska Native	0		25	821	33,774	733
Asian	155	988	1,558	932	398,869	898
Filipino	7		180	893	123,245	859
Hispanic or Latino	25	929	1,535	802	2,406,749	729
Native Hawaiian/Pacific Islander	0		42	758	26,953	764
White	58	973	2,311	873	1,258,831	845
Two or More Races	6		649	878	76,766	836
Socioeconomically Disadvantaged	14	875	1,474	788	2,731,843	726
English Learners	58	972	948	817	1,521,844	707
Students with Disabilities	13	854	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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Each year there have been two days of professional development during the school year.