



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	
School Name	Marshall Elementary School	District Name	Castro Valley Unified School District
Street	20111 Marshall Street	Phone Number	(510) 537-3000
City, State, Zip	Castro Valley, CA 94546	Web Site	www.cv.k12.ca.us
Phone Number	(510) 537-2431	Superintendent	Jim Negri
Principal	Walter Lewis	E-mail Address	jnegri@cv.k12.ca.us
E-mail Address	wlewis@cv.k12.ca.us	CDS Code	01-61150-6090401

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

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

School Description:

Marshall Elementary is a "community of learners" as all stakeholders show their commitment to academic excellence for our students. Marshall is a safe place where students feel comfortable, relaxed and eager to learn. They consistently put forth effort to do their best. In this supportive environment, high academic standards are established, students are appropriately challenged and staff creates a nurturing learning community for a diverse population. Our school community is focused upon the academic and social development of every child.

Marshall's staff delivers lessons designed to facilitate standards attainment for each student. District standards, developed from state standards, are the driving force of the school's curriculum and instructional planning. Teachers use research proven strategies and provide lessons that foster maximum student achievement. Marshall Elementary staff focuses on Professional Learning Community concepts, and works to collaborate at the grade level and at the site level. Teachers and staff members are accustomed to making data driven decisions regarding student performance and to implement research proven strategies for student mastery of curriculum. Marshall Elementary embraces and appreciates family involvement. Marshall encourages parent participation and provides many opportunities for parent involvement and leadership. The wide range of activities serves to maintain the community spirit and broaden students' experiences with one another. Students are increasingly successful as they benefit from the caring relationships between their families and teachers. Maintaining a comfortable atmosphere with high academic expectations enhances student performance.

Marshall Elementary was built in 1949 and includes the three original classroom wings, a multipurpose room, administrative office and one wing of three portable classrooms. Marshall Elementary School currently has 18 regular classrooms, 2 special day classrooms, a library, a computer lab, a pre-school classroom, an intervention room, and a resource room. The Science Center was completed in November of 2003 equipped with user-friendly modern technology. Recently, Marshall Elementary has been modernized and classrooms were wired for Internet access. In addition, the school was repainted. An attractive play structure with three slides and climbing equipment was purchased with PTA funds and students enjoy a large blacktop playground of approximately 33,000 square feet. They play a variety of organized games; this area has three tetherball poles, four basketball hoops, two volleyball net structures and numerous painted pavement games. There are a total of five baseball diamonds and a large landscaped field that can be used for a variety of games and team sports. The outdoor facilities are highly conducive to active, physical development and allow for numerous PE activities.

Mission Statement:

Marshall Elementary, a community of learners, values diversity and promotes equity. We will work together to achieve our goals of meeting and exceeding standards. Marshall Elementary School will support our students in becoming responsible and productive citizens. We are Marshall Elementary, nothing less than our very best.

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.

Marshall Elementary parents are invited to several Family Learning evenings organized by teachers and supported by Title 1 funds. These events focus on supporting literacy and on supporting math instruction. Through the Parent Teacher Association, adults organize and participate in social events for their students. Movie Night, Community Game Night, Are You Smarter Than a Marshall Student Quiz Night and the School Carnival are just a few of the parent-sponsored and widely attended events. Parents provide support and feedback through numerous committees, helping in classrooms and volunteering to help with special events and field trips. Parents have many opportunities to be leaders at Marshall Elementary, including community leads, School Site Council Representation, English Learner Advisory Community members, Title 1 Advisory Committee positions, and leadership and in many other ways. Our school community is enriched with the significant level of parental involvement.

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

Grade Level	Number of Students
Kindergarten	62
Grade 1	56
Grade 2	69
Grade 3	79
Grade 4	67
Grade 5	71
Total Enrollment	404

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	5.9	White	38.6
American Indian or Alaska Native	0.7	Two or More Races	5.2
Asian	13.4	Socioeconomically Disadvantaged	33.9
Filipino	2.5	English Learners	22
Hispanic or Latino	29	Students with Disabilities	11.4
Native Hawaiian/Pacific Islander	1.5		

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+
K	20	3	0	0	19.6	3	0	0	23.7	0	3	0
1	20	3	0	0	19	3	0	0	23.5	0	2	0
2	20	3	0	0	20	3	0	0	23	0	3	0
3	20	3	0	0	20	3	0	0	20.5	1	3	0
4	32	0	2	0	30	0	2	0	30	0	2	0
5	31.3	0	2	1	25.6	1	2	0	25	1	1	1
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.

Marshall's Safety Plan is revised annually each fall by the Site Safety Committee, which is comprised of the principal and members of the teaching staff and parents. Emergency drills are held on a regular basis: fire (evacuation) and earthquake (duck and cover) drills are conducted once a month and secure campus drills are held annually. A Disaster Preparedness committee of parents and staff routinely assesses and updates the emergency shed for necessary supplies. It is anticipated that these materials would be used if a large scale disaster occurred that would require students to remain on campus for a significant period of time. The plan was last updated in September of 2011. At that time, each member of the teaching staff checked his/her emergency backpack for essential supplies. Depleted or used items were restocked and new tools were added. An emphasis has been placed on campus safety and security. Teachers and campus supervisors monitor students on campus before school, during recess and lunchtime. All visitors must register at the school's office and receive proper authorization to be at the school. Visitors are asked to have their badges prominently displayed for student safety. The school has undergone security upgrades in the summer of 2008, including the installation of security fencing, increased campus lighting, and security cameras in several locations.

Marshall Elementary staff, parents and students believe in developing and maintaining a positive school environment. School wide rules and discipline policies support a safe environment conducive to student learning. School personnel monitor student issues and work with the school counselor to assist individual and small groups of students, and increase student emotional support. The school personnel and parents create awareness weeks to assist in maintaining a healthy school environment (i.e. Anti-Bullying Week, Walt to School Week, "Too Good for Drugs" Week, Soul Shoppe Character Education Program).

Marshall staff, parents and students work together to create a safe and healthy school climate.

Suspensions and Expulsions

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	1.71	1.3	2.97	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

Marshall Elementary School is located in the town of Castro Valley, a beautiful community of rolling hills and canyons with mild winters and pleasant summers. Across the bay from San Francisco and just south of the city of Oakland, Castro Valley is a growing and a richly diverse community with neighborly appeal.

Marshall Elementary was built in 1949 and includes the three original classroom wings, a multipurpose room, administrative office and one wing of three portable classrooms. Marshall Elementary School currently has 18 regular classrooms, 2 special day classrooms, a library, a computer lab, a pre-school classroom, an intervention room, and a resource room. The Science Center was completed in November of 2003 equipped with user-friendly modern technology. Recently, Marshall Elementary has been modernized and classrooms were wired for Internet access. In addition, the school was repainted. The school has completed seismic retrofitting in the summer of 2011. An attractive play structure with three slides and climbing equipment was purchased with PTA funds and students enjoy a large blacktop playground of approximately 33,000 square feet. The blacktop is scheduled to receive repaving in the Summer of 2010. They play a variety of organized games; this area has three tetherball poles, four basketball hoops, two volleyball net structures and numerous painted pavement games. There are a total of five baseball diamonds and a large landscaped field that can be used for a variety of games and team sports. The outdoor facilities are highly conducive to active, physical development and allow for numerous PE activities.

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	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[X]	[]	[]	
Interior: Interior Surfaces	[]	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	
Electrical: Electrical	[]	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	[]	

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Structural: Structural Damage, Roofs	[]	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	[]	
Overall Rating	[X]	[]	[]	[]	

V. Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	25	21	22	402
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	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

* "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
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	0.4	---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist	0.6	---
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. Staff development has focused on ensuring appropriate implementation practices and on providing pacing guides for each grade level in English Language Arts and Math. In 2010, the school district analyzed a new English Language Arts series and recommend a new series for adoption. The series, Harcourt Excursions, was analyzed and was selected from the most recent standards-based materials recommended by the State Board of Education.

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			
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	\$3,539	\$1,051	\$4,590	\$65,274
District	---	---	\$4,595	\$67,497
Percent Difference: School Site and District	---	---	-.1%	3.3%
State	---	---	\$5,455	\$66,511
Percent Difference: School Site and State	---	---	-15.9%	1.9%

* **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 Compensatory Education
 - Economic Impact Aid Limited English Proficiency
 - English Language Acquisition Program
 - Gifted & Talented Education
 - Instructional Materials Realignment
 - Lottery: Instructional Materials
 - NCLB: ARRA Title I, Part A, Basic Grants Low Income & Neglected
 - NCLB: ARRA Title II, Part D, Enhancing Education Through Technology
 - NCLB: Title I, Part A, Basic Grants Low-Income & Neglected
 - 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	63	61	71	68	70	72	49	52	54
Mathematics	72	75	82	61	64	65	46	48	50
Science	67	82	80	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	71	82	80	N/A
Male	65	81	78	N/A
Female	77	84	83	N/A
Black or African American	60	55	0	N/A
American Indian or Alaska Native	0	0	0	N/A
Asian	85	98	0	N/A
Filipino	73	91	0	N/A
Hispanic or Latino	60	75	72	N/A
Native Hawaiian/Pacific Islander	0	0	0	N/A
White	74	85	86	N/A
Two or More Races	74	89	0	N/A
Socioeconomically Disadvantaged	61	77	63	N/A
English Learners	52	74	0	N/A
Students with Disabilities	46	74	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	12.9	28.6	51.4

* 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	8	8	8
Similar Schools	5	4	5

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	5	8	31
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	20	16	50
Native Hawaiian/Pacific Islander			
White	8	18	16
Two or More Races	N/D		
Socioeconomically Disadvantaged	-12	18	27
English Learners		67	22
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	271	881	6,755	865	4,683,676	778
Black or African American	19	801	393	784	317,856	696
American Indian or Alaska Native	3		25	821	33,774	733
Asian	40	931	1,558	932	398,869	898
Filipino	9		180	893	123,245	859
Hispanic or Latino	75	845	1,535	802	2,406,749	729
Native Hawaiian/Pacific Islander	4		42	758	26,953	764
White	103	898	2,311	873	1,258,831	845
Two or More Races	6		649	878	76,766	836
Socioeconomically Disadvantaged	84	825	1,474	788	2,731,843	726
English Learners	58	845	948	817	1,521,844	707
Students with Disabilities	41	765	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	In PI	Not In PI
First Year of Program Improvement	2010-2011	
Year in Program Improvement	Year 1	
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.)?

Each year there have been two days of professional development during the school year. Professional Development occurs on set aside days, during the school day and after school. The staff analyzed assessment data and determined that a focus on English Learners for the staff development is most appropriate. Several teachers participated in the Language Arts Development training presented by the Tri-Valley Teacher Induction program. Teachers attended these trainings during the course of the school day. After-school trainings focused on the Academic Language necessary for second language learner success.