



Palomares 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	
School Name	Palomares Elementary School	District Name	Castro Valley Unified School District
Street	6395 Palo Verde Road	Phone Number	(510) 537-3000
City, State, Zip	Castro Valley, CA 94552	Web Site	www.cv.k12.ca.us
Phone Number	(510) 582-4207	Superintendent	Jim Negri
Principal	Melodie Stibich	E-mail Address	jnegri@cv.k12.ca.us
E-mail Address	mstibich@cv.k12.ca.us	CDS Code	01-61150-6090419

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

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

School Description:

Palomares Elementary is committed to providing a quality environment for student learning. We are dedicated to success for all students, families and staff. Our goal is to provide the inspiration for life-long learning while implementing positive, effective approaches to education that build a sound academic foundation and promote self-esteem and interpersonal skills.

In 2007-2008, Palomares Elementary School was recognized as a California Distinguished School. In 2005, Palomares was recognized as a NCLB National Blue Ribbon School. These high honors were earned through the academic efforts of the students, the support of the parent community, and the dedication of the staff.

We celebrate learning as an engaging and dynamic experience. Students are immersed in a challenging standards-based curriculum in Language Arts, Mathematics, Science, History-Social Science, and Visual and Performing Arts. Teachers work collaboratively to ensure that a balanced comprehensive curriculum builds logically and consistently throughout the elementary grades. The Palomares staff continues to implement innovative teaching strategies to assure all students have the best opportunity to learn. As students interact and apply their learning to real life situations, they are instilled with a life-long passion to ponder ideas, set goals, share in a vision, view others' perspectives and challenge themselves.

We value collaboration between home and school. Parents are encouraged to actively participate in their child's elementary school experience. Opportunities for direct involvement include volunteering in the classroom with special project, teaching a lesson as a professional in one's field, assisting in the library, supporting school-wide fundraisers and seasonal celebrations, and participating in workdays. Our parent community is an invaluable asset to our school. We believe communication is an integral link in a successful partnership, and to maintain that relationship, teachers and the principal are readily available for open door discussions. This partnership ensures that each child excels to his or her maximum potential.

Highlights of the school program for the 2010-2011 school year include:

- 5th Anniversary of Community Science Expo with over 1,500 Alameda County students attending
- Local, county, and federal partnerships that support our standards-based instructional program, which utilizes the natural school environment known as the Palomares Watershed Project
- State of the Art Science Center
- Exceptionally qualified staff including the California Science Teacher of the Year
- Watershed Restoration curriculum development and community outreach
- Junior Naturalist students featured in a training video for USDA NRCS

Mission Statements:

- We promote life-long learning for our students, families, and staff.
- We believe that learning is a complex process involving the active engagement of students in meaningful lessons that make connections to the world around them.
- We provide all students with a challenging, academic, standards-based curriculum that responds to students' needs and strengths.
- We actively engage students in an interdisciplinary curriculum that includes the essential elements for mastery of state and district standards.
- We believe that classrooms should reflect learning environments that promote respect, sensitivity, and inclusion of diverse student cultures and lifestyles.
- We encourage and enable students to demonstrate self-management skills that reflect responsible choices and respect success.
- We maintain a school climate that fosters a sense of community, a joy for learning, student well-being, and academic success.
- We recognize that for learning to take place, students need a safe, organized, and enriched environment that includes positive emotional support, novel challenges, and opportunities to learn at appropriate levels.
- We value the partnership between home and school where parents are seen as active members of the school community.
- We promote the development of collaborative partnerships with community and local agencies.

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.

Parents are clearly an integral part of our community in providing excellent educational programs for our students. Parents are encouraged to actively participate in the education of their child(ren). There are various opportunities available for parents to be involved.

Volunteers contribute by helping students in small groups, lunchtime activities, field trip chaperoning, book fairs, classroom and school sponsored events. These include: Parent Conferences, Parent's Night Out, Back to School Night, Winter Program, Science Expo, and our End of Year Camp Out. These collaborative partnerships among staff, parents, and community agencies continue to enrich the lives of our students.

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

Grade Level	Number of Students
Kindergarten	23
Grade 1	22
Grade 2	25
Grade 3	22
Grade 4	26
Grade 5	32
Total Enrollment	150

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	8	White	41.3
American Indian or Alaska Native	1.3	Two or More Races	10.7
Asian	10	Socioeconomically Disadvantaged	12
Filipino	2	English Learners	14.7
Hispanic or Latino	22.7	Students with Disabilities	2.7
Native Hawaiian/Pacific Islander	0.7		

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	19	1	0	0	20	1	0	0	23	0	1	0
1	20	1	0	0	19	1	0	0	22	1	0	0
2	20	1	0	0	20	1	0	0	25	0	1	0
3	20	1	0	0	20	1	0	0	22	1	0	0
4	24	0	1	0	29	0	1	0	26	0	1	0
5	29	0	1	0	29	0	1	0	32	0	1	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.

Palomares Elementary School's Safety Plan is revised annually each fall by the Site Safety Committee, which is comprised of the principal, teachers, and parents. Due to the unique location of the campus, the Safety Plan includes evacuation procedures in case of wildfire in the canyon. Emergency supplies are stored in our Emergency Container. Emergency drills are held on a regular basis; fire and earthquake drills are conducted once a month, and secure campus drills are held each trimester. Palomares School participates in the California Shake-Out Drill every October, simulating emergency procedures in a large scale catastrophe.

Palomares Elementary School strives to maintain a safe, healthy, nurturing and orderly school campus that encourages positive attitudes in students and staff. Our motto, "We Choose to do the Right Thing" is proudly displayed at the entrance of the school. All visitors are required to sign-in in the office and all staff wear district badges. Positive character traits are modeled, taught, and reinforced through Soul Shoppe, Peacemakers and classroom activities. A joint effort between students and staff helps keep the campus clean and litter-free. Palomares Elementary prides itself as being an environmentally-friendly learning environment.

Suspensions and Expulsions

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	0	0.73	0.67	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

Palomares Elementary School is located at the east end of Castro Valley, nestled in a quiet canyon surrounded by wooded hillsides with a creek flowing at its edge. Palomares opened in 1868 as a one-room schoolhouse after the trustees of the Palomares School District bought 1.21 acres of land for the sum of \$60.50. In 1955, a larger three-room school was built across the creek from the original site. After eighty-seven years, the old school said farewell to its last class of students.

Currently, Palomares Elementary School serves 135 students in grades K-5. There are six classroom teachers, a Principal, and additional support staff including our Science and PE Specialists, and Special Education teacher. The campus consists of six classrooms, a library/office building, a new science center, and a multi-use room. The original cast iron school bell is proudly displayed in the center of the school grounds.

Our natural surroundings allow Palomares to serve as an environmental science model school, integrating environmental education with rigorous core curricular standards and research-proven best practices. Our science lab allows Palomares students to incorporate technology with hands-on, inquiry-based activities.

Palomares Elementary School is a safe, healthy, nurturing school community that encourages positive attitudes in students and staff. Lighting, cameras, additional fencing, and an electronic gate were added, increasing campus security. A joint effort helps keep the campus clean, well-maintained and litter-free. 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 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	
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]	[]	[]	
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	6	6	6	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/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	0.2	---
Resource Specialist (non-teaching)	0.2	---
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			
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	\$4,029	\$501	\$4,530	\$61,477
District	---	---	\$4,595	\$67,497
Percent Difference: School Site and District	---	---	-1.4%	-8.9%
State	---	---	\$5,455	\$66,511
Percent Difference: School Site and State	---	---	-17%	-7.6%

* **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 assist 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
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/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
English-Language Arts	91	86	91	68	70	72	49	52	54
Mathematics	88	93	98	61	64	65	46	48	50
Science	88	87	100	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	91	98	100	N/A
Male	93	98	100	N/A
Female	89	98	100	N/A
Black or African American	0	0	0	N/A
American Indian or Alaska Native	0	0	0	N/A
Asian	100	100	0	N/A
Filipino	0	0	0	N/A
Hispanic or Latino	84	100	0	N/A
Native Hawaiian/Pacific Islander				N/A
White	92	100	100	N/A
Two or More Races	100	100	0	N/A
Socioeconomically Disadvantaged	67	93	0	N/A
English Learners	85	100	0	N/A
Students with Disabilities	0	0	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	21.2	27.3	42.4

* 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	10	10	10
Similar Schools	N/A		

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	23	-18	45
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races	N/D		
Socioeconomically Disadvantaged			
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	103	979	6,755	865	4,683,676	778
Black or African American	8		393	784	317,856	696
American Indian or Alaska Native	1		25	821	33,774	733
Asian	11	996	1,558	932	398,869	898
Filipino	2		180	893	123,245	859
Hispanic or Latino	23	963	1,535	802	2,406,749	729
Native Hawaiian/Pacific Islander	0		42	758	26,953	764
White	45	977	2,311	873	1,258,831	845
Two or More Races	9		649	878	76,766	836
Socioeconomically Disadvantaged	15	923	1,474	788	2,731,843	726
English Learners	17	979	948	817	1,521,844	707
Students with Disabilities	2		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.)?

Each year there have been two days of professional development during the school year.