

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	Olivet Elementary School	District Name	Piner-Olivet Union School District
Street	1825 Willowside Road	Phone Number	(707) 522-3000
City, State, Zip	Santa Rosa, CA 95401	Web Site	www.pousd.org
Phone Number	(707) 522-3045	Superintendent	Jennie Snyder
Principal	Don Rasmussen	E-mail Address	jsnyder@pousd.org
E-mail Address	drasmussen@pousd.org	CDS Code	49-70870-6066344

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

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

Olivet Elementary School is nestled on the edge of a lagoon on the western boundary of the City of Santa Rosa. It is known for its quality education offered by experienced teachers and support staff. Olivet is a K-6 school with about 380 students and 16 teachers. Some of our staff members are recognized at the State level for their contributions in education. Olivet has a staff that is professional enough to work hard with all students, and care enough where it feels like a family. All faculty meetings are started with staff members telling a positive story about their experiences with their students, and many teachers spend time with the kids past their required yard duty times.

We adhere to the State Standards and check for understanding frequently. Our philosophy is that we want to see our students learn. We do not want to teach "at them" and hope they get it. We frequently check for understanding and reteach key concepts and/or provide support for those who may be struggling. Since we have a good student to teacher ratio, our students receive plenty of individual attention. Even more attention is given four times a week to our students' specific language needs. The school is broken down into four groups: Challenge, Core, Strategic and Intensive. Each group receives instruction in English Language Arts, outside of the regular instructional period, at their particular level and need. The Challenge group is our students who perform above grade level determined by State tests results and other assessments. The Intensive group are our students who need explicit direct instruction in reading skills. We service all students at their level and monitor their progress every couple of weeks to ensure that they are learning. We have Instructional Assistants who are used in all classes on a daily basis. The IA's provide small group instruction to students who may need additional help in math or reading. They also are used to administer the progress monitoring assessments that provide invaluable information to the teachers.

Olivet is a family who enjoys multiple forms of learning activities:

- * Field trips to DeYoung Museum, Luther Burbank Center of the Arts, California Missions, Angel Island, local farms and pumpkin patches, fire stations, and more;
- * Activities that include parades, Stone Age Days, photography, campus beautification days, carnivals, Hawaiian luaus, talent shows, skate nights, star-gazing, BBQ's, harvest and book fairs, and more;
- * Awards Assemblies that emphasize citizenship, academics and anything else that is positive that we can give recognition to the kids;
- * Art projects that include Asian calligraphy and painting, hand-painted Christmas tree ornaments, window paintings, mosaics, masks, and more;
- * Afterschool music programs like Move Over Mozart and private guitar lessons, GATE, ATA Martial Arts.
- * Students provide service activities such as reading to special need preschoolers who meet on our campus and helping in our local community and a vibrant recycling program that helps fund our sixth grade science camp.

The district and school mission statement is clearly reflected at Olivet: "Our purpose is to create a learning environment with a progressive instructional program consistent with state mandates and the best identified practices in education. We will develop each student's academic and social skills to their full potential by providing a caring, nurturing and challenging environment. We are dedicated to promoting the positive self-esteem of our students, enabling them to become responsible, life-long learners. We will work with students, parents and the community to create an atmosphere of mutual respect and cooperation through shared responsibility and decision making."

With the Mission statement in mind, Olivet has selected the three goals for this school year is to improve its service to our students:

Improve our first, best, instruction of the core grade-level material so that students can understand it, Strengthen our English Learner instruction, and Improve our direct instruction in reading to our Challenge, Core, Strategic and Intensive groups.

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.

Olivet Elementary is blessed to have a large set of parents who are actively involved. Olivet Families is our local parent organization that generates thousands of dollars each year through fund raisers, box top drives and SCRIP monies. The biggest contributions come not from the funds, but by their participation. Olivet parents volunteer in the classrooms and around the school with after-school activities. The monies that are generated are used for field trips, purchase sound systems used in the classrooms, improve our big yard play equipment and more.

Each year the site and district parent organizations put on galas and luaus. Attendees have the opportunity to participate in silent and live auctions while they get to mingle with the staff members from the schools. There is a strong sense of comradery developed through such events.

Parents are helping out in the classrooms by helping with a small group to planning events for that particular class. Come and join us during our Junk Food Bingo Night or our Hawaii Luau. Spend some time with the at our Harvest Fair or at our Spring Carnival. If you have questions about parent participation, then feel free to contact Mrs. Leon, our Office Manager, at (707) 522-3045.

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

Grade Level	Number of Students
Kindergarten	46
Grade 1	51
Grade 2	61
Grade 3	50
Grade 4	69
Grade 5	60
Grade 6	45
Total Enrollment	382

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	2.4	White	46.4
American Indian or Alaska Native	1	Two or More Races	1.9
Asian	5.3	Socioeconomically Disadvantaged	49.3
Filipino	0.7	English Learners	28.7
Hispanic or Latino	39.9	Students with Disabilities	8.5
Native Hawaiian/Pacific Islander	1.9		

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	18		2		15.8	4	0	0
1	20	3	0	0	21	1	2		18.7	3	0	0
2	20	4	0	0	19	3			17	5	0	0
3	20	3	0	0	24		3		21.3	3	0	0
4	28	0	2	0	29		2		28	0	2	0
5	28	0	1	0	23		2		20.5	2	0	0
6	25	0	2	0	22		2		21.5	2	0	0
Other	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.

Our school safety plan is designed to assure student safety during man made and natural emergencies. Frequent drills (emergency phone tree, fire and earthquake drills) keep students and staff skills sharp. It includes the ability to communicate with district office and outside agencies for ongoing support services through strong network of city, county, state and federal communication services. We have an emergency phone tree to contact all staff members with vital information when the need arises. We have a bell system to call assistance to the office in time of medical needs so that we can service individuals quicker. We are part of a grant for 2011-2012 that will train teachers and staff with BEST Practices. BEST Practices helps schools develop a climate that encourages children to do the right things.

Suspensions and Expulsions

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	5.83	5.92	8.45	4.72	7.12	5.12
Expulsions	0	0	0	0	0	0

* 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:

Safety, cleanliness and maintenance of facilities are a high priority at our school. Classrooms are cleaned every other day. They are vacuumed and mopped several times weekly. The multi-purpose room is cleaned every week. Picnic tables where students eat snack and lunch are cleaned at least 3 times per week. Heavy traffic areas and classrooms are cleaned as needed during school breaks. The site is maintained by 1.87 FTE custodians. One custodian is available throughout the school day to attend to emergency cleaning or repair issues. The other custodian also cleans rooms and assists with night security. Student restrooms are cleaned daily and monitored frequently to ensure they are well stocked and clean during the day. Common areas, such as the sidewalks are maintained regularly and the kindergarten play yard has bark swept and raked weekly. Outside pest control companies are contracted when a problem with ants, mice, rats, etc., exists. Any and all actions taken by an outside company comply with all school safety requirements.

The maintenance of the school facility is under the jurisdiction of a business manager and site administrator. There are no gas leaks, all heating and air conditioning systems are functioning at present as well as fire sprinklers. Ventilation is available in classrooms by opening windows or using the heating/air conditioning system and fan. In the event of a power failure, the custodian and principal are trained on starting generators on the well to ensure the water supply is maintained during power outages. Periodic drills maintain these peoples' skills.

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]	[]	[]	

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
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	20	15	19	16
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	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	0	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	0
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (paraprofessional)	0	---
Psychologist	0.2	---
Social Worker	0	---
Nurse	0.2	---
Speech/Language/Hearing Specialist	0.5	---
Resource Specialist (non-teaching)	1	---
Other	0	---

* 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 instructional 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: December, 2011

Piner-Olivet Union School Districts uses State-adopted texts to support the learning of our students. Trainings are provided during the school year and during the summer to better assist the teachers using the 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	Houghton-Mifflin, adopted 2002	Yes	0
Mathematics	Houghton-Mifflin, adopted 2009	Yes	0
Science	McMillan-McGraw Hill, adopted 2008	Yes	0
History-Social Science	Houghton-Mifflin, adopted 2007	Yes	0
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	N/A		N/A

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	\$7,341	\$1,720	\$5,621	\$67,426
District	---	---		\$66,816
Percent Difference: School Site and District	---	---		
State	---	---	\$5,455	\$65,524
Percent Difference: School Site and State	---	---		

* **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.

The District provides programs and supplemental services that support and assist students including Title I, Title II, Title III, Title IV, Class Size Reduction, and English Language Acquisition Program.

Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,649	\$41,183
Mid-Range Teacher Salary	\$59,509	\$63,647
Highest Teacher Salary	\$85,113	\$80,955
Average Principal Salary (Elementary)	\$79,129	\$102,400
Average Principal Salary (Middle)	\$0	\$106,158
Average Principal Salary (High)	\$0	\$124,133
Superintendent Salary	\$138,031	\$151,742
Percent of Budget for Teacher Salaries	44%	41%
Percent of Budget for Administrative Salaries	7%	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	48	53	48	53	51	56	49	52	54
Mathematics	65	69	63	57	55	59	46	48	50
Science	56	53	54	53	54	61	50	54	57
History-Social Science	N/A	N/A	N/A	36	33	50	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	56	59	61	50
All Student at the School	48	63	54	N/A
Male	49	64	62	N/A
Female	46	62	48	N/A
Black or African American	0	0	0	N/A
American Indian or Alaska Native	0	0	0	N/A
Asian	67	72	0	N/A
Filipino	0	0	0	N/A
Hispanic or Latino	32	50	32	N/A
Native Hawaiian/Pacific Islander	0	0	0	N/A
White	59	73	70	N/A
Two or More Races	0	0	0	N/A
Socioeconomically Disadvantaged	42	56	42	N/A
English Learners	34	55	29	N/A
Students with Disabilities	21	33	0	N/A
Students Receiving Migrant Education Services	0	0	0	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

* 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	5	6	6
Similar Schools	2	5	3

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	39	4	-28
Black or African American			
American Indian or Alaska Native			
Filipino			
Hispanic or Latino		23	-30
Native Hawaiian/Pacific Islander			
White	25	2	-9
Two or More Races	N/D		
Socioeconomically Disadvantaged	67	48	-22
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	272	774	831	803	4,683,676	778
Black or African American	7		41	791	317,856	696
American Indian or Alaska Native	3		12	761	33,774	733
Asian	18	846	80	827	398,869	898
Filipino	2		11	838	123,245	859
Hispanic or Latino	113	697	319	750	2,406,749	729
Native Hawaiian/Pacific Islander	6		12	845	26,953	764
White	122	827	354	845	1,258,831	845
Two or More Races	1		2		76,766	836
Socioeconomically Disadvantaged	150	735	410	767	2,731,843	726
English Learners	82	733	290	761	1,521,844	707
Students with Disabilities	43	608	106	676	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	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	N/A

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	In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement	---	3
Percent of Schools Currently in Program Improvement	---	60

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.)?

The focus for trainings, workshops and conferences was centered around Response to Intervention for Language Arts. Teachers attended workshops the Sonoma County Office of Education. Teachers regularly meet together during the school hours to develop strong lessons in reading and review data collected using DIBELS and STAR Enterprise Math and Reading Assessments. During this time, teachers were able to go into other classrooms and observe a particular lesson to improve their own instruction.

The district provides training based on identified goals for district staff which include:

- Differentiated Instruction and Universal Access
- Training to support adopted instructional materials
- Training to provide teachers with certification and skills necessary to work with English Language Learners
- A group of teachers is participating in Thinking Maps and Write from the Beginning training
- Teachers participate in regular district and grade level meetings
- New teachers participate in the BTSA program through Sonoma County Office of Education
- All staff regularly take courses in First Aid and CPR

Other professional development opportunities are considered on an individual basis or related to school /district priorities and goals. For the previous four school years, we had more than two days each year dedicated to staff for professional development.