

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	Willows Intermediate School	District Name	Willows Unified School District
Street	1145 West Cedar Street	Phone Number	530.934.6600
City, State, Zip	Willows, CA 95988	Web Site	www.willowsunified.org
Phone Number	(530) 934-6633	Superintendent	Mort Geivett, Ed.D.
Principal	Steve Sailsbery	E-mail Address	kschmies@willowsunified.org
E-mail Address	ssailsbery@willowsunified.org	CDS Code	11-62661-60611

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

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

Willows Intermediate School (WIS) is in the Willows Unified School District serving all 5th through 8th grade students in the community. WIS is dedicated to maximizing the expertise and human potential of every teacher because we recognize that an exemplary staff, working as partners with parents, is the key to student development. WIS is a school-wide program striving to meet the needs of all students. With the influx of a variety of cultures, our school faces the challenge of providing for those divergent needs of our total school population. It is the philosophy of the school that there be high expectations for all of its students; a sense of collegiality, community and high standards for order and discipline; and support and involvement of parents in the school. We refer to ourselves as a team, specifically, Team WIS and with that: Team WIS works collaboratively and strives to involve parents and the community to inspire students to achieve their greatest potential in order to Succeed!

It is the desire of our school community to provide a safe and enriched, student learning environment where:

- All students are unique and important.
- Education is a shared responsibility – requiring cooperation among the student, home, school, and community.
- All students can learn – given needed time and support.
- Learning is a lifelong process – requiring self-motivation, self-direction, flexibility, and adaptability.
- All students deserve a safe, caring environment in which to learn – promoting self-esteem, tolerance, and compassion.
- All students need to be problem solvers – having the ability to find, use, and evaluate information.
- Cooperation is vital for a productive role in society – requiring sensitivity, appreciation, and mutual respect.
- High expectations are essential for individuals to achieve their potential.

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.

We welcome parent involvement at Willows Intermediate School. Research shows that students whose parents are involved in their education generally are more successful in school and in life. You have many opportunities to become involved in your student's education through:

- Parent conferences
- Back to School Night
- Parent Booster Club
- English Language Advisory Meetings
- School Site Council
- Parent volunteer participation
- Fall magazine drive
- 8th grade graduation fundraisers

Please contact the school principal, Steve Sailsbery at 934-6633, to find out how you can participate.

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

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	123
Grade 6	129
Grade 7	102
Grade 8	126
Total Enrollment	480

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	1.7	White	46.0
American Indian or Alaska Native	2.0	Two or More Races	0
Asian	5.2	Socioeconomically Disadvantaged	65.9
Filipino	0	English Learners	32.2
Hispanic or Latino	44.6	Students with Disabilities	8.1
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	0	0	0	0	0	0	0	0				
1	0	0	0	0	0	0	0	0				
2	0	0	0	0	0	0	0	0				
3	0	0	0	0	0	0	0	0				
4	0	0	0	0	0	0	0	0				
5	27.5	0	4	0	32.3	0	3	1	28	0	4	0
6	31.8	0	2	2	25.3	0	4	0	30	0	4	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).

Average Class Size and Class Size Distribution (Secondary)

Subject	2008-09				2009-10				2010-11			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	22	8	6	3	27.9	1	5	1	24.0	1	7	0
Mathematics	25.7	3	5	2	25.7	3	6		21.6	5	5	0
Science	29.8	0	6	3	28.1	1	6	1	22.4	4	4	0
Social Science	29.7	0	7	3	28.8	1	3	4	22.0	4	4	0

- Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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.

An extensive school safety plan, updated annually, in accordance with SB 187, has been developed and implemented. This plan includes the following emergency procedures: traumatic incidents, imminent danger procedure – Code Red, evacuation/relocation procedure, civil defense/disorder, bomb threat/bomb emergency, earthquake, chemical spill, crime in progress, and fire/explosion. Staff and students practice fire, earthquake, and the Code Red Lockdown each semester. Teachers and students are familiar with the procedures. Safety is a high priority. The plan was reviewed and updated November, 2010.

Suspensions and Expulsions

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	8.78	38.14	9.16	13.33	30.44	10.0
Expulsions	0.61	0.2	0.0	0.64	0.59	.25

- 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: 08/26/2011

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction. Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

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	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Interior: Interior Surfaces	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Custodian storage by kitchen and main hallway has some water damage on sheetrock.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Electrical: Electrical	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Safety: Fire Safety, Hazardous Materials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Structural: Structural Damage, Roofs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Overall Rating	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

V. Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	21	21	20	61
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	1	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	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		
Counselor (Social/Behavioral or Career Development)	1	---
Library Media Teacher (Librarian)		---
Library Media Services Staff (paraprofessional)	0.488	---
Psychologist		---
Social Worker		---
Nurse	0.32	---
Speech/Language/Hearing Specialist		---
Resource Specialist (non-teaching)		---
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: 11-2011

The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California Content Standards call for.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	5th grade - CA Treasures - McGraw Hill 6th grade - CA Treasures - McGraw Hill 7th grade - CA Treasures - McGraw Hill 8th grade - Second Course - Holt Lit. and Lang Arts (Holt, Rinehart and Winston) CA Treasures - McGraw Hill	Yes	
Mathematics	5th grade - enVision Scott Foresman - Addison Wesley 6th grade - Holt California - Course 1 - Numbers to Algebra (Holt, Rinehart and Winston) 7th & 8th grade - Pre-Alg Holt California - Course 2 (Holt, Rinehart and Winston) 8th grade - Algebra I (Holt, Rinehart and Winston)		

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	5th grade - California Science (McMillan/McGraw 2007) 6th, 7th, 8th - Focus on Earth Science/Focus on Life Science/Focus on Physical Science Glenncoe/McGraw		
History-Social Science	5th grade - The Early Years (Houghton Mifflin) 6th, 7th, 8th grade - Ancient Civilization/Medieval to Early Modern Times/U.S. History Independence (Harcourt)		

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	6,121	803.	5,318	72,566
District	---	---		\$72,566
Percent Difference: School Site and District	---	---		
State	---	---		77,611
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.

We are required to report financial data from the 2009-10 school year by the California Dept. of Education. More recent financial data is available on request from the district office.

Spending per Student:

To make comparisons possible across schools and districts of varying sizes, we first report our overall spending per student. We base our calculations on our average daily attendance (ADA) for the 2009-10 school year.

We've broken down expenditures by the type of funds used to pay for them. Unrestricted funds can be used for any lawful purpose. Restricted funds, however, must be spent for specific purposes set out by legal requirements or the donor. Examples include funding for instructional materials, economic impact aid, and teacher and principal training funds.

All students in grades five through eight have access to daily intervention classes in language arts and mathematics. Interventions are held before school, after school, and during the lunch time and are funded by Title I and Economic Impact Aid (EIA).

The supplemental programs are supported by restricted dollars employing one teacher, one counselor, and one paraprofessional and these programs are paid from Title I, Economic Impact Aid (EIA), and Rural and Low Income grants.

Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$53,285	\$41,262
Mid-Range Teacher Salary	\$69,084	\$65,368
Highest Teacher Salary	\$83,230	\$86,173
Average Principal Salary (Elementary)	\$105,437	\$95,926
Average Principal Salary (Middle)	\$107,274	\$99,356
Average Principal Salary (High)	\$111,584	\$107,041
Superintendent Salary	\$123,952	\$148,555
Percent of Budget for Teacher Salaries	68%	?
Percent of Budget for Administrative Salaries	10%	?

- 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	50	50	48	44	41	44	49	52	54
Mathematics	44	46	46	38	37	45	46	48	50
Science	50	57	52	51	54	48	50	54	57
History-Social Science	26	39	36	27	38	31	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	44	45	48	31
All Student at the School	48	46	52	36
Male	43	44	59	40
Female	54	48	45	31
Black or African American	0	0	0	0
American Indian or Alaska Native	0	0	0	0
Asian	40	36	0	0
Filipino				
Hispanic or Latino	35	34	36	17
Native Hawaiian/Pacific Islander	0	0	0	0
White	62	60	69	52
Two or More Races	0	0	0	0
Socioeconomically Disadvantaged	37	35	36	20
English Learners	14	16	8	0
Students with Disabilities	22	26	0	9
Students Receiving Migrant Education Services	21	29	0	0

- 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	29.1	23.9	17.1
7	16.3	32.7	20.4

- 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	6	6	5
Similar Schools	7	5	4

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	0	-10	-15
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	0	-5	-34
Native Hawaiian/Pacific Islander			
White	-2	-15	10
Two or More Races	N/D		
Socioeconomically Disadvantaged	0	-14	-24
English Learners		-11	-28
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	442	746	1,139	723	4,683,676	778
Black or African American	7		14	635	317,856	696
American Indian or Alaska Native	7		24	624	33,774	733
Asian	25	683	70	674	398,869	898
Filipino	0		2		123,245	859
Hispanic or Latino	202	694	513	668	2,406,749	729
Native Hawaiian/Pacific Islander	3		6		26,953	764
White	198	811	508	789	1,258,831	845
Two or More Races	0		1		76,766	836
Socioeconomically Disadvantaged	288	687	737	672	2,731,843	726
English Learners	148	646	381	620	1,521,844	707
Students with Disabilities	39	487	98	558	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	No

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	In PI
First Year of Program Improvement	2009-2010	2009-2010
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement	---	3
Percent of Schools Currently in Program Improvement	---	75

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.)?

Teachers take time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Tehama, Butte, and Glenn County Offices of Education provide extensive opportunities for additional learning to include: Leadership Matters Workshop Series, Professional Learning Communities Training, and CA Treasures - McGraw Hill - Curriculum Training. Every other Wednesday is a schoolwide minimum day allowing teachers time to develop Professional Learning Communities and collaboration time.