

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	Culverdale Elementary School	District Name	Irvine Unified School District
Street	2 Paseo Westpark	Phone Number	(949) 936-5000
City, State, Zip	Irvine, CA 92614	Web Site	www.iusd.org
Phone Number	(949) 936-5600	Superintendent	Mr. Terry Walker
Principal	Aaron Jetzer	E-mail Address	twalker@iusd.org
E-mail Address	ajetzer@iusd.org	CDS Code	30-73650-6089429

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

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

Culverdale is a K-6 elementary school of 26 teachers and 650 students located in Irvine, California. Our attendance area has over 2600 apartment units (29% are affordable housing), and approximately 25% of our first through sixth grade students are new to our school each year. In the past four years we have seen the percentage of students who qualify for free or reduced lunch climb from 13% to 31%. Culverdale has a rich ethnic and multi-cultural background. Over 200 of our students were born in another country and over 50% are identified as English Language Learners. We are a wonderfully unique school as 32 languages are spoken and no one ethnicity represents more than 20% of our school. We have long housed three English Language Learner magnet classes for students who are new to the United States and score Beginning on their initial CELDT test, and in recent years we have added 3 self-contained special education classes.

Our mission is to enable our students to become respectful, responsible, self-reliant problem-solvers who can assume a productive role in a diverse world. With the combination of a rigorous academic program, dedicated teachers and staff, and a nurturing educational environment, we strive to help each student recognize his/her potential and experience the joy of learning. We differentiate curriculum and provide interventions for students performing below and challenges for those performing above grade level proficiency. All students find success and growth at Culverdale School.

Our most important goal is to create a safe climate where children feel secure and comfortable. Culverdale has focused on a positive behavior and support program to provide students and staff with clear behavioral expectations that lead to a pro-social climate. Our students are asked to be "Kind, Safe, and Responsible," and teachers explicitly teach what it looks like to behave in this fashion in the different areas around campus. Students are positively recognized for behaving the right way, and they are held accountable when they do not. We celebrate their successes both weekly with Cool Koala incentives and monthly during our awards ceremonies.

We believe Culverdale's diverse student population provides a microcosm of interactions and experiences that prepare our students for the 21st century. We celebrate each student's unique cultural differences, and we reach out to our parent community to support our path to cultural proficiency. Our annual culture fair provides parents with the opportunity to highlight characteristics of their country and culture by sharing food, artifacts, and costumes while providing students with a "field trip" around the world. Performances by both students and professionals support the event as children strengthen their understanding of our diverse community.

Our staff has adjusted to our changing student population by implementing both Professional Learning Communities and Response to Intervention strategies. Our goal, with every decision we make, is to provide the best educational experience that we can envision. This starts with a very systematic process of identifying which students are ready for grade-level curriculum and which are not. Based on our universal screening assessments, teachers work together with their grade level colleagues to create flexible and fluid groups. The teachers then provide instruction directly targeted at helping these specific groups of students. We utilize instructional assistants to reduce the student-to-adult ratio across the grade level, and allocate a portion of our Title I funds to provide a reading specialist for students with significant needs.

Culverdale students have opportunities to participate in a variety of activities to build leadership and showcase their talents. Our student leadership group plans spirit days each month, helps organize a canned food drive, and sponsors a child in the Make-a-Wish Foundation each year. Our students have the opportunity to participate in our annual talent show, Irvine Junior Games, Harvest Cup Soccer Tournament, and Irvine Youth Basketball Classic. Building the capacity to be a leader both academically and socially helps to build the whole child.

We have the opportunity to work with society's greatest future assets...our students. With the continued support of our parents and staff we will continue striving to provide all children with everything they need to be successful both now and in the future.

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.

Culverdale School offers families a variety of ways to become involved. The PTA sponsors book fairs, family nights, and other fundraisers to support our school. The Parent and Family Involvement in Education (PIE) Committee sponsors family literacy nights designed to get families to read together. The School Site Council and English Learner Advisory Committee provide opportunities for parents to work with staff to develop programs and monitor progress of school goals. Classroom teachers also provide opportunities for parents to volunteer in the classroom setting. We encourage and appreciate the many volunteer hours that we receive from our families and business community.

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

Grade Level	Number of Students
Kindergarten	78
Grade 1	82
Grade 2	92
Grade 3	94
Grade 4	88
Grade 5	100
Grade 6	95
Total Enrollment	629

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	4.3	White	30.2
American Indian or Alaska Native	0.6	Two or More Races	4.3
Asian	36.6	Socioeconomically Disadvantaged	26.4
Filipino	1.9	English Learners	47.1
Hispanic or Latino	15.7	Students with Disabilities	9.2
Native Hawaiian/Pacific Islander	0.5		

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	25.5	0	2	0	28.5	0	2	0	22.3	1	2	0
1	17.5	4	0	0	22.7	1	2	0	28.3	0	3	0
2	19.5	4	0	0	22.0	0	3	0	21.6	1	4	0
3	19.0	5	1	0	25.3	0	3	0	28.3	0	3	0
4	31.0	0	3	0	31.3	0	2	1	24.7	1	2	0
5	35.0	0	0	4	35.0	0	0	2	31	0	3	0
6	33.0	0	1	2	31.5	0	2	0	30.3	0	3	0
Other	0.0	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.

Ensuring a safe environment for our children is the number one priority at Culverdale School; therefore, we have developed a comprehensive Safe School Plan. Our plan is evaluated annually and amended, as needed by the School Site Council and by the key leaders of the Safety Committee. Earthquake and disaster preparedness is an ongoing emphasis at Culverdale. Monthly fire drills and a simulation earthquake drill are scheduled and implemented throughout the school year to assess our level of preparedness. Emergency supplies have been purchased and stored for a potential disaster. These emergency supplies are kept in our Emergency Storage Shed for immediate access if needed. Our school is fully prepared to deal with a major emergency and to provide for the physical and emotional needs of the students and their orderly and safe release. We schedule regular drills to teach children appropriate safety actions in the event of an emergency. A lockdown procedure has been established to protect students and staff from intruders. We also have the ability to reach all parents with an automated phone message system and email system.

The school has adopted an Anti-Bullying Policy as part of our Koala Pride Program which was developed using the Positive Behavior Intervention System (PBIS) model. Supervision is provided on the playground before and after school. There are specific procedures and rules governing bicycles for those students in grades 3 or older who ride to school. There are also procedures in place to administer medication during the school day for children. Our PTA provides funding for three additional days of health clerk time in the health room.

Suspensions and Expulsions

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	0.16	1.88	0.63	2.84	3.52	2.95
Expulsions	0	0	0	0.18	0.18	0.22

* 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:

Culverdale Elementary School was established in 1974 as one of the first elementary schools in Irvine. The building was modernized during the summer of 2006. The new facilities offer students a technology-rich environment in which to learn each day. In addition, there are portable classrooms on campus to serve our growing student population and special programs like the English Language Development (ELD) program. The Irvine Unified School District is committed to maintaining the facility both in appearance and in function.

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]	[]	[]	[]	As of the most recently completed school site inspection, the facility condition is considered to be exemplary.

V. Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	32	25	26.8	1015
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/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	99.06	0.94
High-Poverty Schools in District	0	0
Low-Poverty Schools in District	99.03	0.97

* 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)	1.5	---
Psychologist	0.6	---
Social Worker	0	---
Nurse	0.2	---
Speech/Language/Hearing Specialist	1.4	---
Resource Specialist (non-teaching)	1.0	---
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: September, 2011

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	All students are provided an individual textbook or instructional material as determined by a survey conducted in September, 2011. All textbooks purchased are state-adopted, and are standards aligned.	Yes	0%
Mathematics	All students are provided an individual textbook or instructional material as determined by a survey conducted in September, 2011. All textbooks purchased are state-adopted, and are standards aligned.	Yes	0%
Science	All students are provided an individual textbook or instructional material as determined by a survey conducted in September, 2011. All textbooks purchased are state-adopted, and are standards aligned.	Yes	0%
History-Social Science	All students are provided an individual textbook or instructional material as determined by a survey conducted in September, 2011. All textbooks purchased are state-adopted, and are standards aligned.	Yes	0%
Foreign Language	N/A	Yes	0%
Health	All students are provided an individual textbook or instructional material as determined by a survey conducted in September, 2011. All textbooks purchased are state-adopted, and are standards aligned.	Yes	0%
Visual and Performing Arts	All students are provided an individual textbook and/or instructional material.	Yes	0%

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	\$5,089	\$685	\$4,403	\$76,963
District	---	---	\$4,345	\$72,136
Percent Difference: School Site and District	---	---	1.34%	6.69%
State	---	---	\$5,455	\$69,207
Percent Difference: School Site and State	---	---	-19.28%	11.21%

* **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.

For 2010-11, Culverdale Elementary School received special funds in the amount of \$322,503. The majority of these funds were spent on personnel, materials and supplies to serve the unique educational needs in the following programs:

\$130,760 - Economic Impact Aid/ English Language Acquisition Program

\$34,650 - School Improvement

\$157,093 - Title I

Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,922	\$42,017
Mid-Range Teacher Salary	\$71,298	\$67,294
Highest Teacher Salary	\$92,163	\$86,776
Average Principal Salary (Elementary)	\$109,913	\$108,534
Average Principal Salary (Middle)	\$114,353	\$112,893
Average Principal Salary (High)	\$128,780	\$123,331
Superintendent Salary	\$227,784	\$226,417
Percent of Budget for Teacher Salaries	41%	38%
Percent of Budget for Administrative Salaries	5%	5%

* 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	60	59	66	80	81	82	49	52	54
Mathematics	72	71	77	78	79	79	46	48	50
Science	61	75	72	84	86	88	50	54	57
History-Social Science	N/A	N/A	N/A	71	74	76	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	82	79	88	76
All Student at the School	66	77	72	N/A
Male	62	75	73	N/A
Female	71	78	70	N/A
Black or African American	61	57	0	N/A
American Indian or Alaska Native	0	0	0	N/A
Asian	69	85	83	N/A
Filipino	92	92	0	N/A
Hispanic or Latino	54	65	73	N/A
Native Hawaiian/Pacific Islander	0	0	0	N/A
White	68	82	67	N/A
Two or More Races	68	68	62	N/A
Socioeconomically Disadvantaged	57	66	54	N/A
English Learners	52	73	53	N/A
Students with Disabilities	53	58	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	21.2	50.5

* 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	6	6	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	8	2	18
Black or African American			
American Indian or Alaska Native			
Asian	11	13	13
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	-6	-4	46
Two or More Races	N/D		
Socioeconomically Disadvantaged		23	42
English Learners	6	5	14
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	411	875	20,192	921	4,683,676	778
Black or African American	20	802	438	809	317,856	696
American Indian or Alaska Native	4		111	869	33,774	733
Asian	123	926	8,594	962	398,869	898
Filipino	9		582	920	123,245	859
Hispanic or Latino	75	814	1,785	822	2,406,749	729
Native Hawaiian/Pacific Islander	3		77	853	26,953	764
White	136	882	7,160	907	1,258,831	845
Two or More Races	10		419	915	76,766	836
Socioeconomically Disadvantaged	131	817	2,213	815	2,731,843	726
English Learners	171	859	3,621	880	1,521,844	707
Students with Disabilities	64	775	1,964	761	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	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	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	---	3

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 Culverdale Staff strives for continuous improvement and evaluation of our programs. Therefore, we believe that targeted staff development activities are essential for maintaining and improving quality education. Staff development for the 2008-09 school year was centered on the implementation of Response To Instruction (RTI) which utilizes the professional learning community model of teachers working together to improve instruction for students. In addition teachers participated in the new math curriculum training workshops throughout the year. In addition to monthly staff meetings and grade level professional learning community meetings, the staff participated in two full days of staff development meetings and six 2-hour after school sessions.