

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	Herbet Hoover Elementary School	District Name	Palo Alto Unified School District
Street	445 E. Charleston Road	Phone Number	(650) 329-3700
City, State, Zip	Palo Alto, CA 94306	Web Site	www.pausd.org
Phone Number	(650) 320-8106	Superintendent	Kevin Skelly, Ph.D.
Principal	Susanne Scott	E-mail Address	info@pausd.org
E-mail Address	sscott@pausd.org	CDS Code	43-69641-6048201

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

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

Herbert Hoover Elementary School is a K-5 alternative school. It is funded in the same manner as other elementary schools in PAUSD and enjoys the same resources as other elementary schools, e.g.: music instruction, special education services, and enrichment opportunities for Gifted and Talented students. In kindergarten and grades 1, 2, 3, 4, and 5 class sizes have been reduced, resulting in three self-contained classrooms at each level.

The school program includes the full range of curriculum for elementary schools in PAUSD with special emphasis on the mastery of academic skills, critical thinking skills, and independent study habits. The regular classroom/PAUSD program is supplemented with a writing support program, a math and science support program and an art program for kindergarten through fifth grade students. Hoover staff and parents support a "structured" philosophy of education. Teachers initiate and direct instruction in an orderly classroom environment. Homework is assigned at grade levels 1-5. Academic and social behavior expectations for children are high, and the purpose of any disciplinary action is to help students develop personal responsibility consistent with high standards.

Hoover serves families from the communities of Palo Alto, Los Altos Hills, Stanford, and East Palo Alto. Attendance rates are high; non-excused absences average less than one percent.

In first through fifth grades, student progress is reported via bi-monthly reports and trimester report cards. These comprehensive reports summarize student progress, including completed homework and areas requiring attention. Parent communications are strongly emphasized to assure students' optimum learning and development.

Admission to the school is open to all Palo Alto residents. Applications for inclusion in an annual lottery are available in the school office. Parents and other members of the community may visit classrooms during open house sessions held three times yearly.

Guiding Principles:

We expect staff and parent commitment to and support of Hoover's Guiding Principles.

Academics:

We provide a structured, teacher-directed instructional program, based on state and district-mandated standards. We emphasize the mastery of basic skills, which enables students to build a solid foundation for academic success. We provide additional opportunities for students to increase the depth of their learning and the complexity of their thinking.

We maintain high expectations and utilize proven best practices in order to maximize each student's potential and facilitate the achievement of academic excellence.

We emphasize individual accountability as a key ingredient of a student's academic achievement.

We promote the development of autonomous learners, i.e. students who have good communication skills and study habits, are organized, and work independently.

School Environment:

We provide a quiet and orderly environment with clear academic and behavioral rules and uninterrupted instructional time. We emphasize the importance of the social and emotional growth of each child.

We expect parental involvement in each child's personal and academic growth.

We expect cooperation, communication, and respect among all members of our community.

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.

Within a warm, caring environment, we hold ourselves responsible for the opportunity for each child to reach his/her full potential. Hoover takes enormous pride in parent involvement. It enjoys the active involvement of PTA and a School Site Council, with both staff and parents serving as members. Both groups serve in an advisory role to the principal.

PTA has coordinated over 11,000 volunteer hours by parents in service areas, such as the kindergarten classroom, the library, book fair, earthquake preparedness, school newsletter, school handbook, school receptions, after-school classroom help, yearbook, summer reading lists, school receptions, talent show, and traffic safety.

The PTA and Site Council make efforts to coordinate their activities and school support. A Fundraising Committee is organized and run by parent representatives, coordinating their goals with PTA, Site Council, and the school staff.

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

Grade Level	Number of Students
Kindergarten	66
Grade 1	66
Grade 2	66
Grade 3	65
Grade 4	72
Grade 5	72
Total Enrollment	407

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	2.2	White	13.8
American Indian or Alaska Native	0	Two or More Races	4.7
Asian	74.4	Socioeconomically Disadvantaged	2.2
Filipino	0.7	English Learners	30.2
Hispanic or Latino	3.9	Students with Disabilities	4.4
Native Hawaiian/Pacific Islander	0.2		

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	21		3		88	4	0	4
1	20	3	0	0	22	1	3		99	3	0	3
2	20	3	0	0	20.7		2		99	3	0	3
3	20	4	0	0	21		3		99	3	0	3
4	22	3	0	0	22.7		3		108	0	3	3
5	22	3	0	0	22.7		3		108	0	3	3
Other												

* 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.

With high expectations, clear school rules, and consistent enforcement, Hoover is proud of its safe, orderly environment. An experienced yard duty staff supported by teachers and the principal assists in creating a positive and safe school climate. Our community members believe Hoover provides a safe learning environment for children.

Parents and staff representatives work with the principal to develop safety measures appropriate to the Hoover site. For example, parent and staff volunteers assist in the drop-off and pick-up of students in the morning and afternoon, and with parking lot procedures. All visitors to the school must register in the office and staff has been trained to report any strangers to the office immediately. Hoover has adopted the "Steps to Respect" and "Peaceful Playground" programs to help ensure a safe and supportive play and learning environment.

An emergency preparedness plan has been in effect for a number of years and is currently being reviewed by a team of parents and staff members in conjunction with the PAUSD. Many full-time staff members are First Aid/CPR certified. Hoover's Comprehensive School Safety Plan is available in the school office and at the district office as well.

Suspensions and Expulsions

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	0	0	0	1.87	1.54	1.67
Expulsions	0	0	0	0.06	0.04	0.03

* 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:

Safe, orderly schools are the highest priority of the Palo Alto Unified School District. Schools maintain and enforce a policy of required registration and identification at the main office. All visitors must register and receive approval before visiting any classroom or activity during the school day. District personnel, contractors and maintenance crews are required to wear identification badges while working on any campus throughout the district.

The District has established a Preventive Maintenance Team that visits each campus on an assigned schedule repairing and maintaining facilities in readiness conducive to teaching and learning. In addition, the District provides a work order system for ongoing maintenance that tracks requests, supplies and assigned time spent on any routine repair. A Custodial Supervisor who monitors the cleaning of all sites visits both during the day as well as the evening, providing custodians with support and emphasizing the importance of providing and maintaining a clean facility for learning.

Each school has a Safety Plan and clearly stated expectations for student behavior. Safety Plans are updated and reviewed annually. The District has a strictly enforced anti-discrimination policy that prohibits harassment of students or staff based upon race, gender, disability, religion or sexual orientation. The School Board maintains a zero tolerance policy for violent or threatening behaviors, and is committed to prevention of harmful behaviors. Students are provided with opportunities to build positive relationships to help create a more supportive school community.

The Hoover Elementary School main campus was originally constructed in 1953. The buildings on campus have been renovated and added to over the years with additional rooms added in 1954 and 1958. Modernization occurred in 1998 when this school site was re-opened as Hoover. Modernization has continued as part of the Building for Excellence Program. This modernization program included seismic and ADA accessibility improvements, as well as updating the classroom environment. New technology upgrades included computer workstations and increased electrical capacity within the classrooms were added in 1998. Energy upgrades included new heating systems and lighting in the classrooms were completed in the summer of 2005. In 2009 carpet was replaced in 7 classrooms.

The campus now has a refurbished library facility as part of the Building for Excellence Program. The library facility has reading and resource areas for students, as well as new computer workstations. The library has a credentialed librarian assigned, with equipment, which provides for on line services, Internet and Intranet connections and a multimedia presentation station.

The Multipurpose room is forty-eight years old, and is slated for reconstruction in the future.

The District staff has worked with site personnel to identify additional needs at all of the campuses as input to the District's Capital Improvement Plan. This plan detailed proposed repair/replace projects over the next twenty years with a priority for health and safety issues and begin to identify funding sources.

Modernization on the campus in 2005 includes new playground equipment structures and the resurfacing of hardcourt and play surfaces.

The buildings were also re-roofed and painted in 1998 as part of the renovation.

As of November 2011 none of the emergency facility needs specified in Education Code Section 17592.72 (1. Gas leaks; 2. Non-functioning heating, ventilation, fire sprinklers, or air-conditioning systems; 3. Electrical power failure; 4. Major sewer stoppage; 5. Major pest or vermin infestation; 6. Broken windows or exterior doors or gates that will not lock and pose a security risk; 7. Abatement of hazardous materials previously undiscovered that poses an immediate threat to pupil or staff; and 8. Structural damage creating a hazardous or uninhabitable condition) are required at this school site. A copy of the Interim Evaluation Instrument used to verify Education Code Section 17592.72 deficiencies is on file in the Facilities Office for review.

The Hoover Elementary School campus is safe, well maintained and clean, with a custodial staff assigned for 15 hours daily.

V. Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	19	24	17	668
Without Full Credential	0	0	0	3
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	99.85	0.15
High-Poverty Schools in District	0	0
Low-Poverty Schools in District	99.84	0.16

* 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)	0.8	---
Library Media Services Staff (paraprofessional)		---
Psychologist	0.25	---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist	0.5	---
Resource Specialist (non-teaching)	1.2	---
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 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:

The Board of Education has made a determination that each pupil in each school in the District has, or will have prior to the end of the fiscal year, sufficient textbooks or instructional materials, or both, in each subject, and these materials, in each subject, are consistent with the content and cycles of the curriculum framework adopted by the State Board. PASSED AND ADOPTED by the Board of Education of Palo Alto Unified School District this 17th day of January, 2012.

Additional information is available from the PAUSD Educational Services Department at (650) 329-3709.

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	\$7,534.00	\$437.00	\$7,097.00	\$85,847.00
District	---	---	\$8,262.00	\$85,360
Percent Difference: School Site and District	---	---	-14.1	-0.34
State	---	---	\$5,455	\$67,667
Percent Difference: School Site and State	---	---	30.1	26.87

* **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.

Each year each school develops a Single Plan for Student Achievement (SPSA). This plan is available at the school site. The SPSA is developed by the School Site Council and is presented to the Board of Education for approval during a fall Board Work Session. This plan provides the budget detail on the uses of the site's categorical funds. The SPSA also describes the overall categorical funding received by the District in dollar amounts and the types of services funded. Most categorical programs are centrally funded and not within an individual school's budget. The notable exceptions are the state-funded School and Library Improvement Block Grant, which is allocated to each school on a per pupil basis, and the federally-funded Title I Assistance Program, which is provided for identified students in PAUSD's elementary schools with the highest concentrations of low income families.

The District also publishes an annual Budget Book, typically running over 400 pages, which details all District expenditures, General and Categorical, by school and by department. The 2011-12 Budget was adopted by the Board of Education on June 28, 2011. The Budget Book is available through Business Services at the District Office and on the PAUSD Website (www.pausd.org/community/about_pausd).

Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,422	\$41,035
Mid-Range Teacher Salary	\$81,860	\$65,412
Highest Teacher Salary	\$103,836	\$84,837
Average Principal Salary (Elementary)	\$134,670	\$106,217
Average Principal Salary (Middle)	\$137,603	\$111,763
Average Principal Salary (High)	\$154,393	\$121,538
Superintendent Salary	\$260,466	\$197,275
Percent of Budget for Teacher Salaries	41%	39%
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	94	92	96	84	85	85	49	52	54
Mathematics	96	96	99	81	82	83	46	48	50
Science	92	100	97	86	88	88	50	54	57
History-Social Science	N/A	N/A	N/A	80	80	82	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	85	83	88	82
All Student at the School	96	99	97	N/A
Male	95	99	100	N/A
Female	98	99	94	N/A
Black or African American	0	0	0	N/A
American Indian or Alaska Native				N/A
Asian	97	100	98	N/A
Filipino	0	0	0	N/A
Hispanic or Latino	0	0	0	N/A
Native Hawaiian/Pacific Islander				N/A
White	98	98	100	N/A
Two or More Races				N/A
Socioeconomically Disadvantaged	0	0	0	N/A
English Learners	85	100	0	N/A
Students with Disabilities	100	92	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
5	19.7	38	33.8

* 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	10	9	9

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	9	2	11
Black or African American			
American Indian or Alaska Native			
Asian	-1	-1	6
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
Two or More Races	N/D		
Socioeconomically Disadvantaged			
English Learners		4	33
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	274	995	8,814	926	4,682,045	779
Black or African American	5		250	720	318,776	696
American Indian or Alaska Native	0		24	835	33,743	733
Asian	210	996	2,850	977	399,005	898
Filipino	3		71	891	123,217	860
Hispanic or Latino	7		849	760	2,410,191	729
Native Hawaiian/Pacific Islander	0		56	760	26,949	764
White	49	983	4,693	937	1,259,004	845
Two or More Races	0		6		76,497	836
Socioeconomically Disadvantaged	9		841	724	2,757,404	726
English Learners	87	982	1,242	830	1,544,531	706
Students with Disabilities	15	914	946	701	522,262	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	No
Met Participation Rate: Mathematics	Yes	No
Met Percent Proficient: English-Language Arts	Yes	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
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	0
Percent of Schools Currently in Program Improvement	---	0

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 PAUSD provides ongoing professional development and professional growth opportunities to all staff. All teachers and classified staff participate in three district-wide staff development days each year. The content for these sessions is informed by the PAUSD Strategic Goals that encompass our commitment to academic excellence and learning; our need to attract, retain, and enhance the skills of the most talented people we can find; facing challenges in the District's infrastructure and its finance; and the collective realization that the trust and confidence of our community is vital for the District's success. Additional workshops on these topics, multimedia and technology are offered throughout the year, at the District and school sites. Reading specialists, special education teachers, school psychologists, speech therapists, EL teachers, and other non-classroom personnel are included and also receive additional training in their areas of expertise. Study groups, Lesson Study teams, and peer coaching involve small teams of teachers at specific grade levels or within content areas who work together on a cycle of inquiry and preparation for National Board Certification. New teachers to PAUSD, including those who qualify for the BTSA Induction Program, receive monthly professional development that includes curriculum, instruction, assessment, and special workshops on specific students' needs. In addition, BTSA participants receive formative assessment and one-to-one coaching.

During the summer, professional development is offered in curriculum, instruction, technology, and leadership. Reading, writing, art and math professional development laboratory schools provide two and four-week opportunities for intensive training combined with coaching and reflective practice. Summer curriculum-development teams produce curriculum to later be used by the entire teacher community.