

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	Teofilo Mendoza Elementary School	District Name	South Bay Union School District
Street	2050 Coronado Ave.	Phone Number	(619) 628-1600
City, State, Zip	San Diego, CA 92154	Web Site	www.sbusd.org
Phone Number	(619) 424-0100	Superintendent	Carol A. Parish
Principal	Don Visnick	E-mail Address	cparish@sbusd.org
E-mail Address	dvisnick@sbusd.org	CDS Code	37-68395-6116008

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

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

Mission Statement

Mendoza Elementary School believes all students, regardless of race, class, language or ability are entitled to a well-rounded education leading them to become independent thinkers, who are successful in all academic endeavors. We are dedicated in our pursuit to stay current and innovative as we address individual learning styles. Our goals are to develop individuals possessing an appreciation and respect for the diverse population of our community while developing their individual powers of mind, body and spirit as they challenge the future.

School Overview

Mendoza (Teofilo) Elementary School is one of 12 schools in the South Bay Union School District serving approximately 987 students in grades kindergarten through six. Mendoza has 75,000-sq. ft. of permanent classrooms and supports student services for, but not limited to: speech; resource specialist; psychologist; nurse; library; multipurpose room; and band room. Mendoza School is home to the District Visual and Performing Arts program and the District Band program. These two programs offer students a unique opportunity to develop skills in the Fine Arts. Students at Mendoza have access to 15 computers in the library, and 20 computers located in two different classrooms. Additionally, there are 41 Promethean interactive whiteboard systems. These systems are a world-class tool for learning, which engages all students, allowing them the opportunity to learn and grow as individuals.

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.

Mendoza Elementary welcomes participation and support from parents and community members. For information on opportunities for school involvement, please contact the school office at (619) 424-0100.

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

Grade Level	Number of Students
Kindergarten	101
Grade 1	113
Grade 2	142
Grade 3	122
Grade 4	174
Grade 5	140
Grade 6	166
Total Enrollment	958

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	4	White	5.2
American Indian or Alaska Native	0.7	Two or More Races	0.2
Asian	0.4	Socioeconomically Disadvantaged	67.2
Filipino	5.9	English Learners	56.7
Hispanic or Latino	81.8	Students with Disabilities	9
Native Hawaiian/Pacific Islander	1.5		

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	21.7	5	2	0	22.5	0	4	0	25	0	5	0
1	20.1	7	1	0	18.7	0	7	0	25.8	0	4	0
2	20	6	0	0	17.1	6	0	0	22	1	6	0
3	20.1	6	1	0	18.5	6	0	0	24.3	0	7	0
4	32.2	0	2	3	31.7	0	4	0	33	0	1	5
5	31.8	0	4	0	31.2	0	4	0	33	0	1	3
6	32.6	0	2	3	32.2	0	5	0	27.3	1	4	1
Other	0	0	0	0	0	0	0	0				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

III. School Climate

School Safety Plan (School Year 2010-11)

This section provides information about the school’s comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

South Bay Union School District has developed a Crisis Response Box for each of its school sites. Each box contains a comprehensive Emergency Procedural Guidelines binder specific to each site. The binder includes state required disaster procedures such as, but not limited to, bomb threat, earthquake, fire, medical emergency, missing student, and shootings. Evacuation maps, evacuation sites, key phone numbers, district/site communication plan, are just a few of the elements included within the plan. South Bay reviewed plan with site administration staff October, 2011. School sites conduct various types of drills on a regular basis throughout the year and record the exercise on the Emergency Drills Record form, which is submitted to the district office each December.

Suspensions And Expulsions

This table displays the rate of suspensions and expulsions (total number of incidents divided by total enrollment) for both Mendoza and district.

Suspensions and Expulsions

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	4.72	2.86	1.25	4.38	1.55	2.92
Expulsions	0	0.11	0	0.06	0.05	0.05

* 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: October 31, 2011

Mendoza's enrollment is at student capacity. Security is bolstered by the presence of a security resident who lives on the property and inspects the property during nights and weekends to prevent vandalism and theft. In addition, surveillance cameras are located throughout the campus.

District Maintenance and Custodial staff take great care in ensuring that all schools are clean, safe, and functional. Lawns are mowed on Saturdays in an effort to minimize any classroom disturbances. Cleaning schedules are developed by the Principal and the Facilities Director to guarantee daily cleaning of campus. Restroom facilities are inspected three times a day by the Head Custodian to ensure they are fully stocked and in full working order. Any needed repairs are addressed in a timely manner. Copies of inspections are available at the school and facilities offices.

The Head Custodian also performs a safety inspection on a monthly basis. The monthly report is submitted to the facilities office. Regular and preventative maintenance is ongoing. The district employs a computerized online work order system for efficiency and better record keeping.

As per Education Code, the district is required to include in this document, a description of any needed maintenance to ensure good repair as specified in statute. "Good Repair" means the facility is maintained in a manner that assures that it is clean, safe, and functional as determined pursuant to a Facilities Inspection Tool (FIT) developed by the State of California Office of Public School Construction (OPSC). The FIT will evaluate the conditions at a school site with ratings of "good," "fair," or "poor." The FIT also provides an overall summary of the conditions at each school on a scale of "exemplary," "good," "fair," or "poor." The instrument shall not require capital enhancements beyond the standards to which the facility was designed and constructed.

School Facilities Good Repair Status

Mendoza Elementary was built in 1999. The following table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Overall Summary Of School Facility Good Repair Status

At the time of the above inspection on October 31, 2011, the average ranking for Mendoza Elementary was 98.82%, giving the school a rating of "Good." The rating is determined by the average of the 15 categories addressed above. Below are the percentages, descriptions, and ratings, as per the Facilities Inspection Tool (FIT).

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]	[]	[]	

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	[]	
Structural: Structural Damage, Roofs	[]	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	[]	
Overall Rating	[]	[X]	[]	[]	

V. Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	50	51	52	418
Without Full Credential	0	1	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	1	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	99.72	0.28
High-Poverty Schools in District	99.72	0.28
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)		---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (paraprofessional)	.625	---
Psychologist	.8	---
Social Worker	.6	---
Nurse	.6	---
Speech/Language/Hearing Specialist	1.26	---
Resource Specialist (non-teaching)	2.0	---
Other	6.0	---

* 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 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: December, 2011

The South Bay Union School District sets a high priority on providing sufficient textbooks to support each school's instructional program. Adoptions are conducted on a six to eight year cycle by subject, in an effort to ensure textbooks are always current. All adopted textbooks and instructional material programs meet state standards and have been adopted by the State Board of Education and South Bay Union governing board.

The availability of sufficient state-adopted and standards-aligned textbooks for each pupil, including English learners, for use in class and to take home are consistent with the content and cycles of the curriculum frameworks adopted by the California State Board of Education in all core curriculum areas.

The following information is current as of December, 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	Grades K-6: Houghton Mifflin – <u>Legacy of Literacy/Lectura</u> (English and Spanish) Grades 4-6: Reading Intervention Spris West – <u>Language!</u> Core Replacement Grades K-6: SRA <u>Language for Learning; Language for Thinking; and Language for Writing</u>	Yes	0
Mathematics	Grades K-6: Harcourt School Publishers – <u>California HSP Math, 2009</u> (English and Spanish)	Yes	0
Science	Grades K-6: MacMillan/McGraw-Hill <u>California Science</u> (English and Spanish)	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	Grades K-5: Scott Foresman <u>History-Social Science for California</u> (English and Spanish) Grade 6: Houghton Mifflin <u>History/Social Science</u> (English and Spanish)	Yes	0
Foreign Language			
Health			
Visual and Performing Arts			

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$6,159	\$3,665	\$6,373	\$70,832
District	---	---	\$6,592	\$71,210
Percent Difference: School Site and District	---	---	(3.33%)	5.96%
State	---	---	\$5,455	\$69,419
Percent Difference: School Site and State	---	---	15.61%	9.47%

* **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.

- Title I, Part A (Targeted Assisted/Educationally Disadvantaged Students)
- Title II, Part A (Teacher Quality)
- Title II, Part D (Technology)
- Title III, Part A (English Language Learners)
- Title IV (Safe and Drug Free Schools)
- EIA (English Learners & Disadvantaged Students)

Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,718	\$41,692
Mid-Range Teacher Salary	\$65,976	\$68,251
Highest Teacher Salary	\$83,250	\$86,582
Average Principal Salary (Elementary)	\$114,946	\$108,334
Average Principal Salary (Middle)	\$0	\$111,791
Average Principal Salary (High)	\$0	\$113,648
Superintendent Salary	\$180,755	\$180,492
Percent of Budget for Teacher Salaries	44%	42%
Percent of Budget for Administrative Salaries	5%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>.

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	53	49	52	43	47	46	49	52	54
Mathematics	62	60	63	54	59	57	46	48	50
Science	58	46	61	41	41	42	50	54	57
History-Social Science	N/A	N/A	N/A	0	0	0	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	46	57	42	0
All Student at the School	52	63	61	N/A
Male	48	62	65	N/A
Female	55	64	58	N/A
Black or African American	50	50	0	N/A
American Indian or Alaska Native	0	0	0	N/A
Asian	0	0	0	N/A
Filipino	72	84	0	N/A
Hispanic or Latino	48	61	56	N/A
Native Hawaiian/Pacific Islander	62	85	0	N/A
White	78	72	0	N/A
Two or More Races	0	0	0	N/A
Socioeconomically Disadvantaged	46	60	53	N/A
English Learners	29	50	24	N/A
Students with Disabilities	34	34	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	23.9	16.4	6

* 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	8	9	7

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	28	-5	16
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	34	-6	16
Native Hawaiian/Pacific Islander			
White			
Two or More Races	N/D		
Socioeconomically Disadvantaged	32	-6	16
English Learners	43	-16	26
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	691	813	5,187	776	4,683,676	778
Black or African American	30	794	191	772	317,856	696
American Indian or Alaska Native	2		28	841	33,774	733
Asian	3		46	900	398,869	898
Filipino	42	909	259	864	123,245	859
Hispanic or Latino	562	800	4,136	760	2,406,749	729
Native Hawaiian/Pacific Islander	12	911	47	860	26,953	764
White	39	862	459	843	1,258,831	845
Two or More Races	1		18	874	76,766	836
Socioeconomically Disadvantaged	543	794	4,020	755	2,731,843	726
English Learners	400	784	2,915	740	1,521,844	707
Students with Disabilities	63	641	583	658	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	N/A

Federal Intervention Program (School Year 2011-12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2004-2005
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	---	10
Percent of Schools Currently in Program Improvement	---	83.3

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 South Bay Union School District academic calendar includes four full days and thirty-eight minimum days (early release Wednesdays) that are dedicated to staff development. The four full days are placed at the start of the academic school year, while the minimum days occur throughout the year. In addition, teachers at all school sites receive a minimum of five days of release time to meet with grade level teams. Professional Learning Communities (PLCs) are at the heart of all staff development, ensuring a deeper implementation of effective instructional strategies, driven by student achievement data.