

School Accountability Report Card Reported for School Year 2006-07 Published During 2007-08

2006-07 Executive Summary School Accountability Report Card

Brook Knoll Elementary School

Address: 151 Brook Knoll Dr. , Santa Cruz CA 95060-1342 Phone: (831) 423-2454
Principal: Kathy Frandle Grade Span: K - 5

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2006-07 school year, except the School Finances and School Completion data that are reported for the 2005-06 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

The purpose of our school is to provide a high quality education for all students through a coordinated curriculum with a strong academic focus. We use a variety of teaching strategies learned through professional development to develop critical and creative thinking skills in students. We believe in student responsibility and involvement reinforced through regular assessments, consistent homework and feedback. We have high standards of expectations with recognition for student effort and achievement. We believe that development of student self-esteem, cooperative interactions, and positive problem solving skills are critical to student success. We will accomplish our mission through the collaborative efforts of the school, home and community.

Student Enrollment

Group	Enrollment
Number of students	598
African American	0.84 %
American Indian or Alaska Native	%
Asian	5.52 %
Filipino	0.84 %
Hispanic or Latino	4.01 %
Pacific Islander	%
White (not Hispanic)	81.1 %
Multiple or No Response	7.69 %
Socioeconomically Disadvantaged	5 %
English Learners	2 %
Students with Disabilities	14 %

Teachers

Indicator	Teachers
Teachers with full credential	31
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

School Facilities

Summary of Most Recent Site Inspection

The district takes great efforts to ensure that Brook Knoll is clean, safe and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. Below is more specific information about the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Age of the School Buildings:

Brook Knoll has 32 classrooms, a library, computer lab, and administration wing. Eighteen of the classrooms are portables. One of the double-wide portables is owned and maintained by the County Office of Education to house and educate Severely Handicapped Students. Brook Knoll School was built in 1964. The permanent buildings were "modernized" during the 2000-2001 school year.

Maintenance and Repair:

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A web-based work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule:

The district has adopted cleaning standards and the custodians take great pride in providing a safe and clean environment for staff and students. The principal works daily with the custodial staff to develop and adjust cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget:

The district participates in the State School Deferred Maintenance Program, which provides state matching funds to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

Corrective Actions Taken or Planned:

All corrective actions to maintain a safe and clean campus were targeted and were either completed or are in the process of completion for the 2006-2007 school year.

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Science Laboratory Equipment	0%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
District	\$4,862
State	\$4,943

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	77 %
Math	80%
Science	75%
History-Social Science	

Academic Progress

Indicator	Result
2007 API Growth Score (from 2007 API Growth Report)	907
Statewide Rank (from 2007 API Base Report)	10
2007-08 Program Improvement Status (PI Year)	

2006-07 School Accountability Report Card Reported (SARC)

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site 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. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the schools contact information.

School		District	
School Name	Brook Knoll Elementary	District Name	Scotts Valley Unified
Street	151 Brook Knoll Dr.	Phone Number	(831) 438-1820
City, State, Zip	Santa Cruz , CA 95060-1342	Web Site	www.svUSD.santacruz.k12.ca.us
Phone Number	(831) 423-2454	Superintendent	Susan Silver
Principal	Kathy Frandle	E-mail Address	svUSD@santacruz.k12.ca.us
E-mail Address	kfrandle@santacruz.k12.ca.us	CDS Code	44-75432-6049936

School Description and Mission Statement

This section provides information about the school's goals and programs.

The purpose of our school is to provide a high quality education for all students through a coordinated curriculum with a strong academic focus. We use a variety of teaching strategies learned through professional development to develop critical and creative thinking skills in students. We believe in student responsibility and involvement reinforced through regular assessments, consistent homework and feedback. We have high standards of expectations with recognition for student effort and achievement. We believe that development of student self-esteem, cooperative interactions, and positive problem solving skills are critical to student success. We will accomplish our mission through the collaborative efforts of the school, home and community.

Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

Brook Knoll School is proud of its strong partnership with our parents and community. The combined staff and community resources have resulted in enhanced and extended educational opportunities for our students. Parent volunteers are highly respected and valued in our classrooms, playground, library, and office.

Brook Knoll has an active School Site Council composed of five parents and five staff members. This group monitors our School Based Coordinated Program. They help determine school goals and manage a coordinated budget. This year School Site Council monitored and revised The Single School Plan for Student Achievement, redesigned and distributed and analyzed the annual Parent, Teacher, and Student Surveys, budgeted funds to meet School Improvement goals, sponsored alternative programs for students during recess, reviewed and revised our School Safety Plan, monitored and funded (with support from PTA funding) a Reading Assistance Program for 1st through 5th grade and Math Assistance for 3rd through 5th grade students. School Site Council provided guidance and leadership in all areas of school improvement.

Our Parent Teacher Association supports classroom and school activities through fund raising activities and volunteer efforts. They sponsored after school science, music, art, chess, robotics, bucket band and fitness programs. In addition the PTA funded in-school K-5th grade music program, K-5th grade art programs, a mileage club and special assemblies. The PTA Life Lab Committee sponsored workdays for students, parents and the community to improve our Life Labs and “beautify” our school campus. The PTA also provided evening Parent Education Programs. The Brook Knoll PTA recorded record volunteer hours during the school year. Additional contributions have included physical education and playground equipment, Life Lab upgrades, and instructional materials to supplement budget cuts and enhance classroom curriculum, playground upgrades, and facility improvements.

The Scotts Valley Educational Foundation had excellent participation by the Brook Knoll community and staff. Through community fundraising events, the SVEF provided funds for equipment and educational materials to enhance student learning and growth. In addition, the SVEF sponsored the Principals “Dollar-A-Day” campaign to support district wide programs to improve student achievement and growth. Brook Knoll was the recipient of an anonymous donation from the Community Foundation managed by SVEF. Brook Knoll was able to purchase DVD players for each classroom, LCD projectors, and outside safety lighting for our campus.

We have many parents involved with technology, providing equipment, repair, advice, in-service, and direct instruction with students and teachers.

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	99
Grade 1	88
Grade 2	101
Grade 3	101
Grade 4	99
Grade 5	110
Ungraded Elementary	0
Total Enrollment	598

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	0.84 %	White (not Hispanic)	81.1 %
American Indian or Alaska Native	%	Multiple or No Response	7.69 %
Asian	5.52 %	Socioeconomically Disadvantaged	5 %
Filipino	0.84 %	English Learners	2 %
Hispanic or Latino	4.01 %	Students with Disabilities	13 %
Pacific Islander	%		

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2004-05				2005-06				2006-07			
	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	17.0	5			19.0	5			19.6	5		
1	19.8	5			19.6	5			17.2	6		
2	19.2	5			20.0	6			20.0	5		
3	18.6	7			19.6	5			19.6	5		
4	29.7		3		30.3		3		28.7		3	
5	30.0		3		28.7		3		28.7		3	
6												
K-3												
3-4												
4-8	29.0		1		30.0		1		27.0		1	
Other												

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

Brook Knoll has developed a comprehensive School Safety Plan to ensure a safe and supportive learning environment. The Site Safety Committee, full staff, and the School Site Council review this plan annually. A School wide Phone Tree has been developed to use in the case of emergency and/or school closure. Emergency procedures and communications are published in the yearly Handbook as well as periodically in bi-monthly school newsletters. Staff and students practice a minimum of 3 earthquake drills per year, minimum monthly fire drills, and at least 2 stranger drills per year. All visitors and volunteers are required to sign-in at the school office and wear an identification badge.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	0.3	0.0	0.7	0.8	1.1	2.0
Expulsions	0.0	0.0	0.0	0.0	0.2	0.1

III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Brook Knoll School takes pride in the safety and cleanliness of our school facility. Our students, teachers, staff and custodians participate in routine upkeep (litter pick-up, campus beautification, etc.). The custodians take pride in keeping a clean beautiful campus for all! Parents and volunteers participate in weekend "clean-up" days to add fresh paint to benches, work in our life lab, and add beauty, color and fun to our school. Brook Knoll School is Beautiful, Safe, and Clean! District Office Maintenance personnel attend to routine maintenance on a weekly basis. Any concerns with safety and/or issues outside district expertise are contracted out through a District Office web-based process.

Brook Knoll Elementary provides a safe, clean environment for learning. Our custodial staff of one daytime custodian and one night custodian performs basic cleaning and maintenance operations. Weekly support from district maintenance staff is provided for routine maintenance. Considerable effort by staff and parents has been put into the improvement of the school grounds and facility over the past several years. Volunteer workdays have greatly improved the appearance and climate of our school. The Brook Knoll modernization of permanent buildings was completed during the 2000-2001 school year. This provided beautiful, new restrooms for our students and staff, new plumbing and electrical work, upgraded and refurbished classrooms, a new computer lab, refurbished library and administrative wing, and a beautiful new look to our school. Our students, staff and parents take great pride in our beautiful school buildings and grounds. We have an active Safety Committee that reviews safety plans, procedures, and provides safety education for the staff. We have a very comprehensive Emergency Action Plan in place and drills are routinely held. Playground equipment and turf areas have been upgraded to improve our children's safety.

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety		X		Pull station & horn need rewiring. Contracting with alarm company.
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs			X	Permanent buildings re-roofed summer 2007
Overall Cleanliness	X			

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary		X		

IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	32	31	31	137
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence	LEA Provided	LEA Provided	LEA Provided	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	98.5	1.5
High-Poverty Schools in District		
Low-Poverty Schools in District	98.5	1.5

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (paraprofessional)	.98	N/A
Psychologist	.4	N/A
Social Worker	0	N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	.8	N/A
Resource Specialist (non-teaching)	0	N/A
Other	.5	N/A

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Excellent. Houghton-Mifflin State Adopted-Excellent Condition – Adopted 9/03	0
Mathematics	Excellent: Houghton-Mifflin State Adopted - Excellent Condition – Adopted 9/02	0
Science	Excellent: K-3 Houghton Mifflin State Adopted-Excellent Condition – Adopted 9/02 4-5 McGraw Hill State Adopted – Excellent Condition – Adopted 9/02	0
History-Social Science	Excellent: K-4 Scott Foresman State Adopted Excellent Condition-Adopted 6/07 Excellent: 5 th Houghton-Mifflin State Adopted-Excellent Condition-Adopted 6/07	0

VII. School Finances

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

A comprehensive educational program for kindergarten through twelfth grade students, including Special Education, English Language Development and Gifted and Talented Education is provided. Federal, state and private grant funding sources are aggressively sought to supplement our educational programs. State and Federal funds are also used to educate students on the dangers of drug use. Supplemental Reading and Math Interventions are provided by a contracted, credentialed teacher and aide (funded by SIP and private donations).

Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$35,343	\$36,572
Mid-Range Teacher Salary	\$52,244	\$55,815
Highest Teacher Salary	\$68,688	\$70,985
Average Principal Salary (Elementary)	\$91,018	\$86,995
Average Principal Salary (Middle)	\$89,822	\$90,820
Average Principal Salary (High)	\$93,009	\$96,447
Superintendent Salary	\$131,712	\$128,495
Percent of Budget for Teacher Salaries	41.2%	39.3%
Percent of Budget for Administrative Salaries	5.1 %	5.8 %

VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	75	80	77	66	71	69	40	42	43
Mathematics	78	82	80	56	55	54	38	40	40
Science	71	60	75	49	48	54	27	35	38
History-Social Science				57	49	46	32	33	33

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*		
American Indian or Alaska Native				
Asian	*	95	*	
Filipino	*	*		
Hispanic or Latino	45	60	*	
Pacific Islander				
White (not Hispanic)	78	80	74	
Male	71	79	78	
Female	83	81	73	
Economically Disadvantaged	57	62	*	
English Learners	*	*	*	
Students with Disabilities	44	57	58	
Students Receiving Migrant Education Services				

Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	83	80	82	71	71	73	41	42	42
Mathematics	86	87	95	77	78	83	52	53	53

NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or	
	Reading	Mathematics
African American		
American Indian or Alaska Native		
Asian	*	*
Filipino		
Hispanic or Latino	*	*
Pacific Islander		
White (not Hispanic)	88	94
Male	75	94
Female	90	96
Economically Disadvantaged	*	*
English Learners	*	*
Students with Disabilities	73	73
Students Receiving Migrant Education Services		

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pfi>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Grade Level	Percent of Students Meeting Fitness Standards
5	Brook Knoll: 69.2 Vine Hill: 63
7	52.7
9	54.6

IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API 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 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 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 10 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	2004	2005	2006
Statewide	10	10	10
Similar Schools	7	7	8

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School	14	15	-1	907
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	21	15	0	909
Socioeconomically Disadvantaged				
English Learners	N/A	N/A		
Students with Disabilities	N/A	N/A		

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (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 Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	No
Participation Rate - Mathematics	Yes	No
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	Yes

Federal Intervention Program

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 (English-language arts 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. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

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	N/A	
Percent of Schools Currently in Program Improvement	N/A	

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of schooldays dedicated to staff development for the most recent three-year period.

The district provided two staff development days through the AB 835 funding. Brook Knoll is pleased to work closely with our sister elementary school to provide quality staff development opportunities, which benefit all staff and students of the district. During the 2006-2007 school year, the two staff development days occurred prior to school starting. Two full days focused on analysis of student achievement data to develop instructional strategies and curriculum to improve student learning and achievement. Brook Knoll School is proud of the large number of staff members who have served or are serving as Instructional Leaders and/or Staff Development presenters. Additionally, many staff members attend excellent staff development opportunities, which come to our area and through the County Office of Education. Weekly Professional Development Time is provided throughout the district 1st -12th grades through restructured instructional minutes, district wide. Weekly professional development focused on increasing student achievement to the standards, identification of essential standards, common assessments, and alignment of curriculum and instruction K-12th grades.