



BEVERLY HAYES, PRINCIPAL

School Accountability Report Card

Reported for School Year 2010-11

Published During 2011-12

Olivewood School



www.nsd.us

2505 F Avenue · National City, CA. 91950 · (619) 336-8700 · Fax (619) 336-8755
CDS Code · 37682216038806

Creating Successful Learners NOW...

NATIONAL SCHOOL DISTRICT
1500 N Avenue
National City, California
91950
(619) 336-7500

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Introduction

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 Web page 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

Ed-Data Partnership Website

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management 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 Web page 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. Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions 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

At Olivewood School, We Promise

- A safe, nurturing learning environment
- An active partnership with parents and community
- A solid foundation in reading, writing, problem-solving
- A focus on individual student achievement

We Believe

- All students will learn
- Student success is everyone's responsibility
- Our community's cultural diversity enriches learning opportunities

Olivewood's Mission Statement

At Olivewood School we are committed to ensure quality and excellence in all aspects of the curriculum. We value and foster the partnership we have between our school and the parent community. We join forces as we continue "Growing Towards the Future"

Principal's Message

We are very proud of our school and our school community. Student learning is our top priority! We believe all students can and will succeed. We are committed to providing a high quality educational program to all of our students. Our curriculum is aligned with the California Content Standards and our instruction is designed to bring out our students' best thinking and learning. We have strategically designed programs that dramatically impact the growth and development of our students. Our staff is committed to ensuring an educational experience that promotes academic success for all of our students. We have high expectations for our students and ourselves

The federal government's *No Child Left Behind* program has set Academic Yearly Progress (AYP) goals that all schools are expected to meet. The State of California has also set the accountability goal that all schools score 800 or above on their Academic Performance Index (API). We have work to do to meet those goals. Parents are an invaluable resource to our school and our students. We know that parent involvement is a strong predictor of a student's success and we work diligently to foster the partnership between our school and our students' parents and/or guardians. It is vitally important that parents are involved with their child's education. It takes all of us to ensure that an excellent instructional program is offered to our students and that we work together to assist our students and our school to meet the federal and state accountability goals.

This School Accountability Report Card presents a variety of information about our school that we hope you find informative and interesting. We acknowledge that everyone who contributes to our school makes a difference in the lives of our students. With the support of our parents, community and the District we are able to offer our students an instructional program that allows them a wide variety of opportunities to progress academically and reach their fullest potential. We hope that the information included in this report will assist

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you in your involvement in your child's education as we work together in our commitment to provide the best educational experience each and every student at Olivewood School.

Beverly Hayes,
Principal, Olivewood School

Parent Involvement

Contact Person's Name: Lupita Saunders
Contact Person's Phone Number: (619) 336-8752

- School/Classroom Newsletter
- Parent Workshops Sponsored by Teachers
- Parent Nutrition Workshops
- Parent Volunteer Workshops
- Student/Parent/Teacher/Principal Commitment to Excellence
- Parent Teacher Organization (PTO)
- Family Curriculum Night
- School Festivals & Programs
- Back to School Night
- Open House
- Parent-Teacher Conferences
- School Site Council
- English Learners Advisory Committee (ELAC)
- Parent Education Classes
- Fundraising Efforts to Support School Activities

Student Enrollment by Subgroup (2010-11)

Group	Percent of Total Enrollment
Black or African-American	1.4%
Asian	0.4%
Filipino	1.1%
Hispanic or Latino	90.7%
White	2.7%
Two or More Races	0.3%
Socioeconomically Disadvantaged	100.0%
English Learners	69.5%
Students with Disabilities	9.3%



School Enrollment by Grade Level (2010-11)

Grade Level	Number of Students
Kindergarten	97
Grade 1	94
Grade 2	90
Grade 3	109
Grade 4	83
Grade 5	113
Grade 6	111
Total Enrollment	698

III. School Climate

Suspensions and Expulsions

*The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

Rate*	School			District		
	08-09	09-10	10-11	08-09	09-10	10-11
Suspensions	2.09%	1.71%	0.86%	1.26%	2.18%	3.66%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.02%	0.00%

Average Class Size and Class Size Distribution

Grade Level	2008-09 Avg. Class Size	2008-09 Number of Classes*			2009-10 Avg. Class Size	2009-10 Number of Classes*			2010-11 Avg. Class Size	2010-11 Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
		K	19.2	5		0	0	17.5		2	2	0
1	20.4	5	0	0	19.7	2	2	0	21.0	4	0	0
2	19.8	4	0	0	20.0	1	4	0	20.3	4	0	0
3	18.6	5	0	0	19.8	0	3	0	21.8	5	0	0
4	33.0	0	1	2	32.4	0	3	1	33.0	0	0	2
5	32.5	0	1	1	32.6	0	2	1	33.0	0	0	2
6	33.0	0	1	1	29.8	0	3	0	33.0	0	0	3

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

School Safety

SB187 Safety Plan

Date the plan was last updated: January 2011

Date the plan was last reviewed with the staff: January 2011

The Comprehensive Safe School Plan includes data regarding school crime, safe school procedures and compliance with laws including: (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) schoolwide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, and (9) rules and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5. A copy of the plan is available for inspection by the public at each school.

Our staff is committed to maintaining a safe, secure, and aesthetically pleasing environment for our students. The District's Comprehensive Emergency Disaster Plan is aimed at providing security for students, teachers, and family members in case of unexpected and disruptive events.

We have worked with the District and the local police department to develop our own site plan. We have monthly fire drills and quarterly earthquake and stranger on campus drills. A disaster drill is conducted annually.

Student safety ensures that rules are followed during recess and lunch, which help to keep the school safe, orderly, and clean.

Climate for Learning

School programs and practices that promote a positive learning environment are as follows:

- Schoolwide Discipline Program which includes an Emphasis on Anti-Bullying Procedures
- School/Classroom/Cafeteria Rules
- PeaceBuilders
- Zero Tolerance Policy
- Mandatory School Uniforms
- Homework Policy
- Daily Out-of-School Reading Allotments— k-6
- Academic/Citizenship/Attendance Recognition
- Multicultural Activities that Promote Self-esteem
- Second Step Violence Prevention
- Peace Patrol
- Student Council

Our library circulation and catalogue systems are computerized and connected to the National City Public Library. Students can use an on-line catalogue to check the availability of books in their school library.

IV. School Facilities:

School Facility Conditions and Planned Improvements 2011-12

Olivewood's main campus was built in 1959. Since our opening the following major renovations or improvements have been addressed:

- 1997—Relocatables were added to support class size reduction.
- 1998—Relocatables were added to support class size reduction.
- 1999—Relocatables were added to support class size reduction.
- 1999—Modernization consisting of new flooring, ceilings, lights, electrical, insulation, windows, painting, and cabinetry.
- Ongoing—The school is highly maintained with new paint, plants, flowers, grass and new playground equipment.
- Olivewood has 18 regular classrooms and 16 classes in relocatable buildings. There are at least five computers in each of our classrooms, kindergarten through sixth grade. Our Special Day Class has four computers and our Resource Specialist Program has five computers. We have a computer lab with 34 computers; an intermediate reading lab with 8 computers and a primary reading lab with 5 computers. All other computers have had memory upgrades to be able to run new computer software.
- 29 rooms have a Promethean Board that is supported by a laptop computer: 24 regular education classrooms, one in our Special Day Class; one in each of our Reading Labs; and one in our resource specialist program room.

Cleaning Process and Schedule

We have made a conscientious effort to provide a clean and attractive campus. Students are encouraged to have pride in their school and keep the campus clean.

The District Governing Board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or at the district maintenance office. The principal works daily with the custodial staff and the custodial supervisor to develop cleaning schedules to ensure a clean and safe school.

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 work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

School Facility Good Repair Status 2011-12

Most recently completed school site inspection, done on August 17, 2011 to determine the school facility's good repair status. (No deficiencies were found)

Item Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical /HVAC, Sewer		X			
Interior: Interior Surfaces		X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X			
Electrical: Electrical		X			
Restrooms/Fountains: Restrooms, Sinks/Fountains		X			
Safety: Fire Safety Hazardous Materials		X			
Structural: Structural Damage, Roofs		X			
External: Playground/School/Grounds, Windows/Doors/Gates/Fences		X			
Overall Rating	X				

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Deferred Maintenance Fund

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, 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. For the 2011-12 school year, the district has budgeted \$735,000 for the deferred maintenance program. This represents 1.59% of the district's general fund.

For the 2011-12 school year, the District's Governing Board has approved deferred maintenance projects for all ten schools that will result in asphalt paving, fencing, flooring, millwork and roofing. The district's complete deferred maintenance plan is available at the district office or on the Internet at www.nsd.us



V. Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	33	30	29	260
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. *Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.



Core Academic Courses Taught by Highly Qualified Teachers (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* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	0.0	0.0

Note: 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

VI. Support Staff

Academic Counselors and Other Student Support Services (2010-11)

Title	FTE
Psychologist	3 days a week
School Counselor	2 days a week
Language Arts Specialist-Primary Grades	1 full-time
Language Arts Specialist-Intermediate Grades	1 full-time
Adaptive P.E. Specialist	1 (district)
Impact Teachers	4
Nurse	1 (district)
Nurse Practitioner	1 (district)
Medical Assistant	3 days a week
Resource Specialist (teaching)	1 full-time
Library Media Specialist	3 days a week
Speech/Language/Hearing Specialist	4.5 days a week
Bilingual Speech/Language/Hearing Specialist	1.5 days a week
Instructional Assistants-Special Ed.	4 part-time

*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 Instruction

Quality, Currency, and Availability of Adopted Textbooks and Other Instructional Materials (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: August, 2011

Core Curriculum Areas	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2003/2004	Houghton-Mifflin	0%
Reading/Language Arts Special Education	2009/2010	Sopris West <i>LANGUAGE!</i>	0%
Mathematics	2009/2010	Pearson/Scott Foresman <i>enVision</i> Math	0%
Science	2008/2009	Macmillan-McGraw-Hill California Science	0%
History-Social Science	2007/2008	Harcourt <i>Reflections</i>	0%
English Language Development	2004/2005	Rigby: <i>On Our Way to English</i> Hampton Brown	0%

Specialized Programs

EXCEPTIONAL NEEDS STUDENTS: Our school is committed to meeting the needs of students with exceptional needs in the least restrictive environment. We offer a variety of special education aids and services to help students be successful in the general education program. Students who need a more restrictive program will continue to participate in the general education classroom for some part of each school day. Many of our classrooms have LightSpeed Technology to enhance hearing for exceptional students in the regular education programs. This year, we have about sixty-four students who qualified for special education programs that include the Special Day Class, speech, adaptive physical education and/or the resource specialist program.

ENGLISH LEARNER PROGRAM: English language learners are our largest target population at Olivewood School. During the 2010-11 school year we had 453 English Learners enrolled. We strive to advance our English Learners skills in English as quickly as possible and are using the *Spanish-English Bilingual Transfer* Program (SEBT), a program developed by the California Reading and Literature Project.

Instructional Materials

Olivewood School is involved in standards based language arts and mathematics instruction for all students through the combination of published and computer based instruction. The Houghton-Mifflin Medallions Language Arts and the enVision *Mathematics* programs are utilized and align lessons to the California State Standards. English Language Development (ELD) is addressed through the use of the Systematic English Language Development (SELD) Framework. Supplementary ELD instruction is supported through a variety of programs. The Houghton Mifflin *Transitions to English* series is utilized by staff in the 3rd and 4th grade transition classrooms to engage students with English phonics, grammar, vocabulary, and writing skills. Houghton Mifflin also provides *Universal Access* which includes two formats; one for English learners and another for English-only students. Both provide lessons at higher cognitive levels. The NCS Learn *SuccessMaker* software suite also supports the standards-based curriculum at Olivewood School both in the classrooms and in a lab setting. The NCS Learn *SuccessMaker* software provides accurate assessment and targeted instruction in language arts, mathematics and English Language Development (ELD).

Instructional Program

All curriculum and instructional practices at Olivewood School are based on the California Content Standards. Students are provided direct, focused instruction in all academic areas. Instruction is differentiated to support our students' academic needs and is provided to students in whole group settings, small guided groups and individually. Success Maker, Star Reading, Star Math, Accelerated Reader Enterprise and Read About are computer programs that also provide instructional support to our students.

Clear school goals, excellent pedagogical practices, grade level standards, shared vision and ongoing assessments are major forces that drive our instruction. Olivewood students are directly involved in their instructional program due to highly qualified teachers using best practices. Instructional practices include hands-on activities, using manipulatives for math and experiential activities for science.

We believe in success for all students. Differentiated instruction is provided for our students including those students who are English Learners, At-Risk, Gifted and Talented Education (GATE) and students on Individual Education Plans. School staff, including the teachers and principal, as well as the School Site Council evaluates data to plan instruction and monitor progress.

Standards-based assessment of all students and the early identification of those students who are having academic problems are routine procedures using the Response to Intervention and Instruction model. Students are assessed on comprehensive tests in reading, writing, math and oral language four times each year. The goal of these assessments is to identify those students who need extra help and also to plan our instructional program to better meet all of our students' needs. The principal, teachers, language arts specialists, and resource specialist meet to review the results of these assessments. Students who need extra assistance are supported through small, focused, instructional skill groups within their classroom, instruction provided by the language arts specialist, resource specialist, Impact teachers and/or by attending before and after school intervention classes.

It is important that students take responsibility for their own learning. Students peer edit and evaluate their own work using rubrics, checklists and portfolios. They demonstrate their learning through projects, oral presentations and computer-generated reports. That same responsibility

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extends to homework. Teachers differentiate standards-based homework by modifying assignments or carefully selecting reading material to meet specific instructional needs. A recommended daily reading allotment for homework is standard practice. Parents reinforce the importance of reading by checking their child's reading log.

Not all learning takes place in the classroom. Educational outings extend learning opportunities. Our partnership with Olivewood Gardens & Learning Center as well as Cox Communications enriches our instructional program. Fifth grade students attended Starbase-Atlantis and sixth grade students attend outdoor education programs at Camp Marston.

Other Programs

The following are other programs that support instruction and learning:

- WINGS Before/After-School Programs
- WINGS Summer Explorer Program
- Before/After School Instructional Program
- Gifted and Talented Education
- Olivewood Garden & Learning Center 4
- Teich Garden Systems/Cox Communication
- Reading Lab
- SuccesMaker Enterprise Computer Program
- Star Reading and Star Math
- Accelerated Reader
- Read About Computer Program
- Starbase-Atlantis (fifth graders)
- Camp Marston Environmental Camp (sixth graders)
- UCSD Partnership
- High School Tutors
- School Athletic Program
- Visual and Performing Arts Program Supported by Consultants
- Young Audience Consultants-Grades K, 1st, 2nd, 3rd and 5th
- Before/After School Instrumental Promgrams
- Edudance-Grade 6th
- Vision/Hearing Screenings
- Breakfast in the Classroom
- Family Resource Center



VIII. School Finances

Types of Services Funded (Fiscal Year 2010-11)

Funding Source	10-11 Allocation
Title I	162,334
Economic Impact Aid (LEP)	120,742
Economic Impact Aid (SCE)	134,566
Total	417,642

Teacher & Administrative Salaries (Fiscal Year 2009-10)

NOTE: Detailed information on salaries, see the CDE Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$43,310	\$41,692
Mid-Range Teacher Salary	\$61,417	\$68,251
Highest Teacher Salary	\$82,491	\$86,582
Average Principal Salary	\$113,936	\$108,334
Superintendent Salary	\$172,800	\$180,492
Percentage of Budget for Teachers Salaries	44.00%	42.00%
Percentage of Budget for Administrative Salaries	6.00%	6.00%

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$5,013	\$947	\$4,066	\$68,561
District			\$4,027	\$62,764
% Difference-School Site & District			(1%)	8%
State			\$5,681	\$68,212
% Difference-School Site & State			(28%)	(5%)

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* Web page 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* Web page 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>.

IX. Student Performance

Standardized Testing and Reporting Program

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 5, 8, and 9 through eleven; and history-social science in grades 8, and 9 through 11.

California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades 3 through 11; mathematics for grades 3 through 7, Algebra I, and Geometry; and science in grades 5 and 8, 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 2 through 11, and science for grades 5, 8, and 10. 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	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2008 2009	2009 2010	2010 2011	2008 2009	2009 2010	2010 2011	2008 2009	2009 2010	2010 2011
ELA	43	48	47	46	49	47	49	52	54
Math	57	58	61	56	57	59	46	48	50
Science	19	33	38	38	41	42	50	54	57
History-Social Science	0	0	0	0	13	84	41	44	48

Note: Scores are not shown when the number of students is 10 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 (2010-11)

The California Physical Fitness Test is administered to students in fifth grade. This table displays the percent of students meeting 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 Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

2010 2011	Percent of Students Meeting Fitness Standards		
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	21.40%	17.0%	12.50%

Note: Scores are not shown when the number of students is 10 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			
	ELA	Math	Science	History-Social Science
All Students in the LEA	47%	59%	42%	84%
All Students at the School	47%	61%	38%	0%
Hispanic or Latino	44%	60%	36%	0%
Male	43%	65%	51%	0%
Female	51%	57%	27%	0%
Two or More Races	78%	71%	0%	0%
Socioeconomically Disadvantaged	47%	61%	38%	0%
English Learners	30%	38%	0%	0%
Students with Disabilities	30%	38%	0%	0%

Note: Scores are not shown when the number of students is 10 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 Web page 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	2008	2009	2010
Statewide	5	5	5
Similar Schools	9	10	5



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API Growth by Student Group Three Year Comparison

Group	Actual API Change 2008-09	Actual API Change 2009-10	Actual API Change 2010-11
All Students	25	5	3
Hispanic or Latino	28	8	-1
Socioeconomically Disadvantaged	25	5	3
English Learners	23	12	-25

API 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					
	# of students	School	# of students	LEA	# of students	State
All Students at the School	482	790	3,868	782	4,683,676	778
Asian	0		2		398,869	898
Filipino	0		5	765	123,245	859
Hispanic or Latino	440	781	3,159	765	2,406,749	729
Native Hawaiian or Pacific Islander	0		1		26,953	764
White	0		11	782	1,258,831	845
Two or More Races	0		1		76,766	836
Socioeconomically Disadvantaged	482	790	3,862	782	2,731,843	726
English Learners	301	755	2,492	751	1,521,844	707
Students with Disabilities	68	626	485	661	521,815	595

Adequate Yearly Progress (AYP)

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

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>



AYP Progress Overall and by Criteria 2010-11

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate—ELA	Yes	Yes
Met Participation Rate—Mathematics	Yes	Yes
Met Percent Proficient—ELA	No	No
Met Percent Proficient—Mathematics	No	No
Met API Criteria	Yes	Yes

Federal Intervention Program (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). 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 Web page: <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First year of Program Improvement	2011-12	2011-12
Year in Program Improvement	Year 1	Year 1
Number of Schools Currently in PI		7
Percent of Schools Currently in PI		63.6%



XI. Instructional Planning and Scheduling

Professional Development

The selection of focus areas for on-going professional development is based on a careful analysis of achievement data. The district calendar earmarks full days and early release time for providing site-based professional development for all teachers. Teachers also have opportunities to attend conferences and district wide professional development throughout the year. Areas of focus for teacher training include effective instructional strategies, curriculum training in writing, language arts and mathematics, as well as specific training to support the needs of English Learners. Teachers of students with special needs and teachers of newcomer students also receive specialized training to assist them in meeting the unique needs of their students. This professional development is provided in various formats, including whole staff group, grade-level teams, and through individual mentoring by the school administrator.

The District also assists in the coordination of BTSa Induction Support for year one and two teachers. Teachers who are experiencing difficulty or need improvement have access to the PAR (Peer Assistance Review) Program.