



STEVE SANCHEZ, PRINCIPAL

# School Accountability Report Card

Reported for School Year 2010-11

Published During 2011-12

John A. Otis School

[www.nsd.us](http://www.nsd.us)

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## Creating Successful Learners NOW...

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

### GOVERNING BOARD

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Board President

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Board Clerk

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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 Web Site

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 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], Adequate Yearly Progress [AYP], test data, enrollment, 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 (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 John A. Otis 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

## Principal's Message

"John A. Otis School, in partnership with parents and the community, will maintain high educational standards for all students by providing a positive learning environment and exemplary instruction, to prepare our students academically for a successful future." As our Mission Statement affirms, our entire staff is committed to achieving this goal.

## John A. Otis Mission Statement

The mission of the staff, students, parents and community of John A. Otis School is to achieve optimum academic, physical and emotional potential for each student. We work cooperatively in a positive learning environment that supports our mutual belief that education has value.

John A. Otis School maintains a safe, orderly environment that provides a pleasant, efficient climate in which current technology reinforces educational goals. We envision John A. Otis School as an integral part of our community.



## Parent Involvement

Contact Person Name: Matilde Rosa  
Contact Person Phone Number: (619) 336-8800

### Home/School Partnership:

- EnvisionMath Lessons
- Home & School Connection Newsletter
- Home & School Connection Newsletter (on line)
- Parent/Teacher Organization (PTO)
- Fall Festival
- Spring Festival
- Parent Trainings
- Classes from Family Health Centers of San Diego
- Volunteer Luncheon
- Parent Health Education
- Internet web page (weekly homework is posted, classroom news is posted)

# School Accountability Report Card

## John A. Otis Partnerships

PAL/Summerbridge Summer Session San Diego is a partnership established during the 2005-2006 school year that allows incoming fourth graders for a five-week summer program at Bishops School in La Jolla. Students attend four academic classes: language arts, math, science and leadership and two elective classes. We also have partnerships with Stein Farm that helps students develop hands-on experience in the area of farming, ecology, and water conservation. John Otis School also partners with University of California to provide tutors that mentor students, help them with schoolwork and homework. These UCSD tutors also offer students the opportunity to experience special events at UCSD geared toward the elementary school aged audience.

In addition, John A. Otis will be establishing a partnership with NIK Software. Established in 1995, Nik Software has become the recognized leader in digital photographic filter development and produces award-winning technology and software products for digital photography and imaging professionals. Our plan is to train both teachers and students in the use of digital photography equipment and software in order to continue to prepare our students for careers in the 21<sup>st</sup> century.

John A. Otis has established a partnership with Heartlight for kids. Heartlight offers boys and girls the opportunity to participate in a NON-COMPETITIVE fitness activity where the emphasis is on fun and individual achievement rather than winning or losing. Heartlight currently holds classes in over 100 schools in California, Texas and Maryland. Girls and boys learn jazz, hip hop and aerobics dance steps. The choreography is fun and kid friendly. Children feel like super stars as they follow their instructor and learn the latest cool moves.

## School Enrollment by Grade Level (2010-11)

Grade Level	Number of Students
Kindergarten	77
Grade 1	55
Grade 2	61
Grade 3	53
Grade 4	60
Grade 5	77
Grade 6	70
<b>Total Enrollment</b>	<b>454</b>

## Student Enrollment by Subgroup (2010-11)

Group	Percent of Students
Black or African-American	2.4%
Asian	1.5%
Filipino	4.8%
Hispanic or Latino	89.9%
White	0.9%
Two or More Races	0.2%
Socioeconomically Disadvantaged	100.0%
English Learners	75.8%
Students with Disabilities	10.4%

## III. School Climate

### 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.

## Average Class Size and Class Size Distribution

Grade Level	2008-09			Avg. Class Size	2009-10			Avg. Class Size	2010-11					
	Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*				
		1-20	21-32			33+	1-20			21-32	33+	1-20	21-32	33+
K	19.0	2	0	0	20.2	1	2	0	21.0	2	0	0		
1	19.5	2	0	0	20.7	2	0	0	21.0	2	0	0		
2	19.0	2	0	0	21.5	0	3	0	18.0	1	0	0		
3	20.7	1	2	0	21.3	0	2	0	21.5	2	0	0		
4	31.0	0	2	0	22.1	0	2	0	33.0	0	0	2		
5	28.5	0	2	0	31.1	0	2	0	32.5	0	1	1		
6	31.5	0	2	0	28.6	0	2	0	33.0	0	0	2		

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

## **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
<b>Suspensions</b>	0.46%	1.21%	1.76%	1.26%	2.18%	3.66%
<b>Expulsions</b>	0.00%	0.00%	0.00%	0.00%	0.02%	0.00%

## **Climate for Learning**

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

- Peace Patrol
- Student Council
- Assertive Discipline Program
- Peace Builders Discipline Program
- Sixth Grade Camp
- Zero Tolerance Policy
- Mandatory School Uniforms
- Homework Policy
- Just Say No Program
- Uniform Assistance
- Academic/Citizenship Recognition
- Motivational Assemblies
- Multicultural Activities that Promote Self-Esteem
- Pasta for Pennies
- Jump for Heart
- Sixth Grade Activities
- Rolling Computer Lab
- Fall and Spring Programs
- Attendance Incentive Assemblies
- CST Medal Assembly
- Lunch Time Sports Leagues

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**

### **Adequacy of School Facilities**

John Otis' main campus was built in 1927. Since our opening the following major renovations or improvements have been addressed:

- 1987—Modernization consisting of new flooring, ceilings, lights, electrical, insulation, windows, painting, cabinetry, and an ADA elevator for the auditorium.
- 1993—Modernization consisting of new flooring, ceilings, lights, electrical, insulation, windows, painting, and cabinetry.
- 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.
- 2006—Refurbished stage
- 2006—New lighting for parking facility
- Ongoing—The school is highly maintained with new paint, plants, flowers, grass and new playground equipment.

John A. Otis has 22 regular classrooms. Sixteen are portable buildings. There are five computers in each of our classrooms kindergarten through third grade, and an average of 9 computers in each of our classrooms fourth through sixth grade.

### **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.

### **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.

## **School Facility Good Repair Status (2011-12)**

Most recently completed school site inspection, done on August 11, 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	
<b>Systems: Gas Leaks, Mechanical /HVAC, Sewer</b>		X			
<b>Interior: Interior Surfaces</b>		X			
<b>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</b>		X			
<b>Electrical: Electrical</b>		X			
<b>Restrooms/Fountains: Restrooms, Sinks/Fountains</b>		X			
<b>Safety: Fire Safety Hazardous Materials</b>		X			
<b>Structural: Structural Damage, Roofs</b>		X			
<b>External: Playground/School/Grounds, Windows/Doors/Gates/Fences</b>		X			
<b>Overall Rating</b>	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.

## V. Teachers

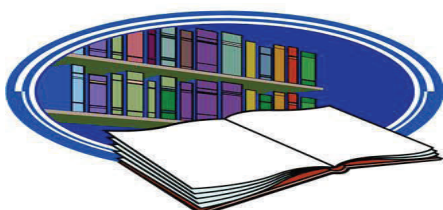
### Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	19	17	19	260
Without Full Credential	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

## VI. Support Staff

### Academic Counselors and Other Support Staff (2010-11)

Title	FTE
Psychologist	1 (2 days per week)
Language Arts Specialist	1.0
Adaptive P.E. Specialist	1.0 (district)
Impact Teachers	4.0
Nurse	1.0 (district)
Medical Assistant	1.0 (district)
Resource Specialist Program	1.0 (2 days/week)
Library Media Specialist	1.0 (part time)
Speech/Language/Hearing Specialist	1.0
Counselor (Social Behavior)	1.0 ( 1 day/week)

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

### 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. In 2010-11 our school had approximately 13 students who qualified for these special education programs.

## **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 instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials. **Year and month in which data were collected:** August 24, 2011

Core Curriculum Areas	Grade Levels	Textbooks and Instructional Materials/Year of adoption	From most recent adoption	% students lacking own assigned copy
Reading/Language Arts	K-6	Houghton-Mifflin	2003/2004	0%
Reading/Language Arts	Sp. Ed.	Sopris West <i>LANGUAGE!</i>	2009/2010	0%
Mathematics	K-6	Pearson/Scott Foresman <i>EnVision Math</i>	2009/2010	0%
Science	K-6	Macmillan-McGraw-Hill—CA Science	2008/2009	0%
History-Social Science	K-6	Harcourt <i>Reflections</i>	2007/2008	0%
English Language Development	K-5 6	Rigby: <i>On Our Way to English</i> Hampton Brown	2004/2005	0%

**ENGLISH LEARNER PROGRAM:** Most students not yet fluent in English enroll in special classes that help them gain fluency. During the 2010-11 school year we had 393 English Learners enrolled, of that 372 were Spanish speaking. We strive to advance our English Learners into mainstream English classes as soon as possible.

### **Other Programs**

The following are other programs that support instruction and learning:

- Before and After-School Program
- At-risk Intervention Classes
- Read About
- RESULTS
- Accelerated Reader
- Instrumental/Choral Music
- Fine Arts
- UCSD Partnership
- Buddy Readers
- Border Voices Poetry
- School Athletic Programs
- Ballet Folklorico
- Boys & Girls Club
- Summer WINGS Program
- Student Council
- SRA—ELD Instruction
- STAR Math
- STAR Reading
- DIBELS
- Hertlight Aerobics
- Imagine Learning



## **VIII. School Finances**

### **Teacher & Administrative Salaries (Fiscal Year 2009-10)**

For detailed information regarding salaries can be found at the 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
<b>Beginning Teacher Salary</b>	\$43,310	\$41,692
<b>Mid-Range Teacher Salary</b>	\$61,417	\$68,251
<b>Highest Teacher Salary</b>	\$82,491	\$86,582
<b>Average Principal Salary (Elementary)</b>	\$113,936	\$108,334
<b>Superintendent Salary</b>	\$172,800	\$180,492
<b>Percentage of Budget for Teachers Salaries</b>	44.00%	42.00%
<b>Percentage of Budget for Administrative Salaries</b>	6.00%	6.00%

### **Types of Services Funded (Fiscal Year 2010-11)**

Funding Source	10-11 Allocation
Title I	\$112,841
Economic Impact Aid (LEP)	\$154,903
Economic Impact Aid (SCE)	\$81,236
<b>Total</b>	<b>\$348,980</b>



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## Pupil Expenditures 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	\$5,193	\$698	\$4,495	\$65,955
District			\$4,027	\$62,764
Percent Difference-School Site and District			10%	(5%)
State			\$5,455	\$69,419
Percent Difference-School Site and State			(17%)	(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 2 through 11; science in grades 5, 8, and 9 through 11; 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 10. 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

	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	47%	46%	48%	46%	49%	47%	50%	52%	54%
Math	58%	62%	69%	56%	57%	59%	46%	48%	50%
Science	37%	27%	28%	38%	41%	42%	50%	53%	56%
History-Social Science	0%	0%	0%	0%	13%	84%	41%	44%	48%

*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.*

## Standardized Testing and Reporting Results by Student Group — Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced		
	ELA	Math	Science
All Students in the LEA	47%	59%	42%
All Students at the School	48%	69%	28%
Male	46%	69%	37%
Female	51%	68%	21%
Hispanic or Latino	44%	66%	22%
Two or More Races	80%	91%	0%
Socioeconomically Disadvantaged	48%	69%	28%
English Learners	44%	67%	23%
Students with Disabilities	40%	44%	0%

*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.*



## California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grade 5 only. 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	22.70%	16.00%	4.00%

*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.*

## X. 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 API 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	2008	2009	2010
Statewide	4	6	5
Similar Schools	9	10	6



## API Growth by Student Group— Three Year Comparison

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students	52	-8	9
Hispanic or Latino	54	-10	6
Socioeconomically Disadvantaged	52	-8	9
English Learners	63	-7	-4

## API Growth by Student Group 2011 Growth API Comparison

This table displays, by student group, 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	313	799	3,868	782	4,683,676	778
Black or African American	0		8		317,856	696
Asian	0		2		398,869	898
Filipino	0		5		123,245	859
Hispanic or Latino	279	783	3,159	765	2,405,749	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	313	799	3,862	782	2,731,843	726
English Learners	240	783	2,492	751	1,521,844	707
Students with Disabilities	45	668	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 English-language arts (ELA) and mathematics.
- Percent proficient on the state's standards-based assessments in ELA and mathematics.
- API as an additional indicator.

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the AYP Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

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## ***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
Met 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	Yes	No
Met API Criteria	Yes	Yes



## ***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.

## ***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).

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%

