



**GINA MAZEAU, PRINCIPAL**

## School Accountability Report Card

Reported for School Year 2010-11

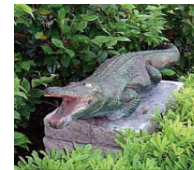
Published During 2011-12

**Las Palmas 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

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Board President**

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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 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 Las Palmas 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

Welcome to Las Palmas School! We, at Las Palmas, strive for excellence in education and will provide an inspiring, safe and challenging environment for all children. It is our goal to "Create Successful Learners Now!"

Las Palmas has an excellent staff of teachers, aides and support staff who are committed to creating the best possible educational experience for your children. Our efforts have been focused on the improvement of student achievement at all levels and for all children. This year, staff development focused on our new math curriculum, written language, student engagement, and increasing the use and understanding of academic language for all students.

Las Palmas has an amazing Parent Teacher Organization. We are thankful to have such a core group of dedicated parents to help us support our educational program.

You, the parents and community members are always welcome at Las Palmas. Come by for a visit, meet the staff and join us as we continue to create a school where all our students are successful.

*Gina Mazeau*

### Mission Statement

Las Palmas School is more than an elementary school. It is an educational community. The staff, students and their families are caring, respectful, and work together to provide a high quality education for all children. We believe in the cumulative, purposeful effect of our instruction. We care deeply about our students' education before they come to our classrooms, for the temporary time they are with us, and long after they leave us. Our goal is to provide a nurturing environment that will promote lifelong learners and contributors to our society.

### Las Palmas Partnerships

Active partnerships with parents and the local business community help support our students' academic and citizenship efforts. Our business partners include the 7-11 on East 18th Street, Carl's Jr., Pat and Oscar's, El Torito, In and Out Burger, Kiwanis Club, Sweetwater Authority, JA Biztown, UCSD and SDSU. These partnerships have enabled us to provide certificates for our reading incentive program, field trips, and materials for school projects, certificates for our monthly awards

# School Accountability Report Card

## Average Class Size and Class Size Distribution

Grade Level	2008-09			2009-10			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	18.6	5	0	0	21.9	0	4	0	22.0	4	0	0
1	19.6	5	0	0	21.9	0	4	0	22.0	4	0	0
2	18.6	5	0	0	21.8	0	3	0	21.3	3	0	0
3	20.4	3	2	0	22.6	0	5	0	22.0	3	0	0
4	32.0	0	2	0	33.8	0		3	32.3	0	1	2
5	30.5	0	2	0	31.1	0	2	1	33.0	0	0	3
6	28.3	0	3	0	32.3	0	2	1	32.7	0	1	2

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

assemblies, and incentives for student attendance, uniform assistance, assistance with sixth grade camp and sixth grade year end activities, and items for our fundraising efforts. We also have a long standing partnership with Navy Assault Craft Unit 1. Several officers and other individuals from ACU1 come to Las Palmas twice a month to tutor 2<sup>nd</sup> and 3<sup>rd</sup> grade students.

### Parent Involvement

**Contact Person Name:** Gina Mazeau, Principal  
**Contact Person Phone Number:** (619) 336-8550

### Home/School Partnership:

- School Newsletters published on School Website
- Monthly Parent Meetings
- Weekly Parent Volunteer Workshop
- Family Math and Literacy Nights
- Parent Teacher Committees (PTC)
- Family Fun Nights: Movie Nights, Dance Parties & Game Nights
- Healthy Steps (Parent Education)



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

Grade Level	Number of Students
Kindergarten	103
Grade 1	102
Grade 2	117
Grade 3	100
Grade 4	113
Grade 5	101
Grade 6	100
<b>Total Enrollment</b>	<b>725</b>

### Student Enrollment by Subgroup (2010-11)

Group	Percent of Students
Black or African-American	2.5%
American Indian or Alaska Native	0.1%
Asian	2.9%
Filipino	8.7%
Hispanic or Latino	81.9%
Native Hawaiian or Pacific Islander	0.4%
White	2.5%
Two or More Races	0.6%
Socioeconomically Disadvantaged	100.0%
English Learners	73.9
Students with Disabilities	10.6%

### 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.

### ***Climate for Learning***

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

- Positive Behavior Program
- School Safety Patrol
- Zero Tolerance Policy
- Mandatory School Uniforms
- PeaceBuilders Program
- Multicultural Activities that Promote Self-esteem
- Second Step Violence Prevention
- Academic/Citizenship Recognition/PeaceBuilder Recognition

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.

### ***Suspensions and Expulsions***

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

Rate*	School			District		
	08-09	09-10	10-11	08-09	09-10	10-11
Suspensions	1.40%	0.90%	1.90%	1.20%	1.60%	3.66%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.20%	0.00%



## ***IV. School Facilities***

### ***Adequacy of School Facilities***

Las Palmas' main campus was built in 1955. Since our opening the following major renovations or improvements have been addressed:

- 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.
- Ongoing—The school is highly maintained with new paint, plants, flowers, grass and new playground equipment.
- 2006 – A Computer Lab Relocatable building was added.
- 2009—Ceiling fans were added to the cafeteria.

Las Palmas currently has 18 regular classrooms and 13 relocatable buildings.

### ***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.

### ***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

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

Most recently completed school site inspection, done on August 15, 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			
<b>Overall Rating</b>	<b>X</b>	<b>X</b>			

# School Accountability Report Card

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

## V. Teachers

### Teacher Credentials

Detailed information about teacher qualifications can be found at the DataQuest Web site at <http://dq/cde.ca.gov/dataquest/>.

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	33	33	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	Percent of Classes in Core Academic Subjects 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 (2010-11)

Title	FTE
Psychologist	1.0
Counselor	1.0 (part-time)
Adaptive P.E. Specialist	1.0 (district)
Impact Teachers	4.0 (part-time)
Nurse	1.0 (district)
Medical Assistant	1.0 (district)
Resource Specialist (non-teaching)	1.0
Library Media Specialist	1.0 (part-time)
Speech/Language/Hearing Specialist	1.0
Language Arts Specialist	2.0
Instructional Assistants	12.0

\*One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

## VII. Curriculum and Instructional Materials

### 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 82 students who qualified for these special education programs.

**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 497 English Learners enrolled, of that 436 were Spanish speaking. We strive to advance our English Learners into regular classes as soon as possible. Las Palmas is focused in closing the achievement gap between English Language Learners and English Only students.

### Other Programs

The following are other programs that support instruction and learning:

- WINGS Before and After-School Program
- Results 2
- Gifted and Talented Education (GATE)
- Reading Counts
- Buddy Readers
- Instrumental/Choral Music
- Visual and Performing Arts
- After School Tennis Club
- Border Voices Poetry
- RockStar Music Education

### Other Instructional Materials

Las Palmas Elementary School committed to standards-based language arts and mathematics instruction for all students through the combination of published and computer-based instruction. The Houghton Mifflin *Reading* and the Scott Foresman Addison-Wesley *EnVision Mathematics* programs comprise the publisher's 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	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	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%

The Houghton Mifflin *Lectura* series is utilized to meet the needs of Spanish-speaking students in Grades kindergarten-3rd bilingual program, along with Hampton Brown *Phonics and Friends* for literacy instruction in English. The Houghton Mifflin *Spelling and Vocabulary* program are implemented in grades 1-6 as well as SIPPS (*Systematic Instruction of Phonics and Phonemic Awareness*). In addition, Learning Headquarters is our writing curriculum in grades 3-6. 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. English Language Development (ELD) is addressed through the use of the Rigby *On Our Way to English* in combination with sentence frames and support from Systematic ELD framework. The NCS Learn *SuccessMaker* software supports the standards-based curriculum at Las Palmas Elementary School both in the classrooms and in computer lab setting. The NCS Learn *SuccessMaker* software also provides accurate assessment and targeted instruction in language arts, mathematics and English Language Development (ELD). The Earobics computer software and materials have been added to support kindergarten students and struggling 1-3 grade students. We also purchased 30 licenses for the Imagine Learning software to support our beginning and early intermediate level English Language Learners.

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

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%

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



## **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.

## **VIII. School Finances**

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

Funding Source	10-11 Allotment
Title I	\$173,795
Economic Impact Aid (SCE)	240,333
Economic Impact Aid (LEP)	\$141,563
<b>Total</b>	<b>\$555,691</b>

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## 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	\$4,533	\$732	\$3,801	\$64,326
District			\$4,027	\$62,764
Percent Difference-School Site and District			(5.6%)	(2.4%)
State			\$5,455	\$69,419
Percent Difference-School Site and State			(30%)	(7%)

**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>.

**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)									
Subject	School			District			State		
	2008	2009	2010	2008	2009	2010	2008	2009	2010
ELA	44%	50%	49%	46%	49%	47%	49%	52%	54%
Math	53%	60%	55%	56%	57%	59%	46%	48%	50%
Science	44%	57%	47%	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 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	49%	55%	47%
Male	45%	56%	43%
Female	52%	55%	52%
Hispanic or Latino	46%	53%	47%
Two or More Races	58%	61%	47%
Socioeconomically Disadvantaged	49%	55%	47%
English Learners	40%	49%	38%
Students with Disabilities	52%	48%	0%

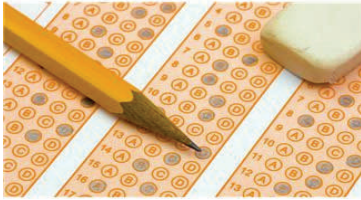
Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

### California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grade five only. This table displays the percent of students meeting 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, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tq/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20.00%	19.00%	8.60%

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.



## API Growth by Student Group 2011 Growth 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	488	779	<b>3,868</b>	782	4,683,676	778
Black or African American	1		8		317,856	696
Asian	1		2		398,869	898
Filipino	2		5		123,245	859
Hispanic or Latino	389	766	3,159	765	2,406,749	729
Native Hawaiian or Pacific Islander	0		1		26,953	764
White	6		111	782	1,258,831	845
Two or More Races	0		1		76,766	836
Socioeconomically Disadvantaged	488	779	3,862	782	2,731,843	726
English Learners	333	747	2,492	751	1,521,844	707
Students with Disabilities	72	679	485	661	521,815	595

## 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. 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

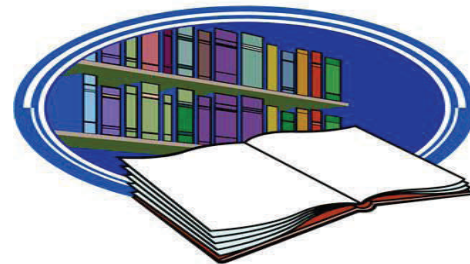
This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score 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	8

### API Changes by Student Group Three Year Comparison

Group	Actual API Change 2008-09	Actual API Change 2009-10	Actual API Change 2010-11
All Students at the School	26	10	-18
Hispanic or Latino	33	15	-24
Socioeconomically Disadvantage	26	10	-18
English Learners	16	12	-41

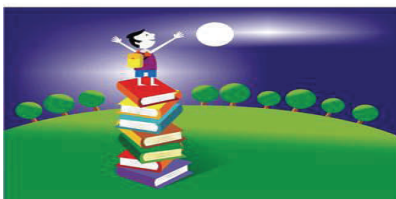


### Adequate Yearly Progress (AYP)

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.

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/>.



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## Adequate Yearly 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 or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the *CDE PI Status Determinations* Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermination.asp>.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First year of Program Improvement		2011-12
Year in Program Improvement		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.

