

School Accountability Report Card Reported for School Year 2009-10 Published During 2010-11

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on 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

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], 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

Contact Information (School Year 2010-11)

This section provides the school's contact information.

| School | | District | |
|-------------------------|--|-----------------------|--|
| School Name | Palm Tree Elementary School | District Name | Palmdale Elementary |
| Street | 326 East Avenue R | Phone Number | (661) 947-7191 |
| City, State, Zip | Palmdale, CA 93550 | Web Site | http://www.psd.k12.ca.us/ |
| Phone Number | (661) 265-9357 | Superintendent | Roger Gallizzi |
| Principal | Pamela Egbert | E-mail Address | rmaldonado@palmdalesd.org |
| E-mail Address | vmtorres@palmdalesd.org | CDS Code | 19648576107635 |

School Description and Mission Statement (School Year 2009-10)

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

District Profile:

Palmdale Elementary School District is the 4th largest elementary district in the state of California. Established in 1888, the District encompasses approximately 70 square miles in the northern section of Los Angeles County. The School District is located in the high desert of the Antelope Valley, about seventy miles north of the City of Los Angeles. Currently, approximately 22,500 students are provided a K-8 educational program within 24 District facilities. There are currently 15 elementary schools, 5 intermediate schools, 2 K-8 schools, an Alternative Education Center, an AVID Academy and a Special Education campus.

Palmdale School District is a Program Improvement District (Year 3) with over 80% of its schools in varying stages of program improvement status.

School Profile:

Palm Tree Elementary School is one of twenty-four schools in the Palmdale School District and is located in a low socio-economic status area. Palm Tree serves a diverse community of approximately 893 students in grades Kindergarten through Sixth. This diverse population includes about 70% Hispanic, 17% African American, 10% White, and 3% Asian/Pacific Islander students. Many of our Kindergartners come from the Head Start Preschool located on site. Palm Tree currently supports the district positive behavior and intervention programs through 2 Behavior Support Classes (K-3) located on site. Students from throughout out the school district are referred to the program. Palm Tree is currently in Year 2 of Program Improvement.

Palm Tree has 39 classroom teachers on staff, all of whom have full credentials and hold CLAD/BCLAD certification. We also have a Learning Support Teacher, 5 Instructional Aides and 2 Bilingual-Instructional Aides who provide additional support to our staff and students.

We have incorporated a variety of intervention programs and extended learning opportunities for our students to help address their academic and individual needs. Selection for intervention is based on results of California and District assessments. Referred students in grades K through 6 are assessed and diagnosed, intervention is prescribed, progress is monitored, and changes in program are made when necessary. In addition, our 4th through 6th grade teachers have undergone Advancement Via Individual Determination (AVID) training, which has been implemented in our 4th - 6th grade classes.

Palm Tree is committed to the teaching practices and pedagogies that are an integral part of being a California Content Standards based curriculum school. We firmly believe in the value of building a professional learning community, and are continuously evaluating, collaborating, and communicating what is essential to achieving this goal.

"Palm Tree staff will do whatever it takes for every child."

Opportunities for Parental Involvement (School Year 2009-10)

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

Parents and community members play an important role in the implementation of all educational programs at our school. Parents are also involved in school governance through our School Site Council, School Leadership Team, and English Language Advisory committee (ELAC). We have a growing body of PTA members who are active in improving our school environment and aiding in special projects. Parent education classes and family nights have helped to create an atmosphere of cooperation and support among family and staff. Monthly parent information meetings are held with the administration and have addressed the special needs of our diverse student population. Parents also have the opportunity to develop skills to assist their children's learning at home through participation in the Latino Family Literacy Project, which incorporates the development of literacy skills with project based learning.

Student Enrollment by Grade Level (School Year 2009-10)

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

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 116 |
| Grade 1 | 139 |
| Grade 2 | 116 |
| Grade 3 | 136 |
| Grade 4 | 116 |
| Grade 5 | 136 |
| Grade 6 | 109 |
| Total Enrollment | 868 |

Student Enrollment by Group (School Year 2009-10)

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

| Group | Percent of Total Enrollment | Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|---------------------------------|-----------------------------|
| Black or African American | 16 | White | 8 |
| American Indian or Alaska Native | 1 | Two or More Races | |
| Asian | 0.46 | Socioeconomically Disadvantaged | 91 |
| Filipino | 2 | English Learners | 37 |
| Hispanic or Latino | 71 | Students with Disabilities | 10 |
| Native Hawaiian/Pacific Islander | 0.12 | | |

Average Class Size and Class Size Distribution (Elementary)

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

| Grade Level | 2007-08 | | | | 2008-09 | | | | 2009-10 | | | |
|-------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
| | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | |
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| K | 24.5 | 1 | 3 | 0 | 24.8 | 0 | 4 | 0 | 24.8 | 0 | 4 | 0 |
| 1 | 22.8 | 0 | 5 | 0 | 27.8 | 1 | 3 | 0 | 27.8 | 1 | 3 | 0 |
| 2 | 22.4 | 1 | 4 | 0 | 31.3 | 0 | 1 | 3 | 31.3 | 0 | 1 | 3 |
| 3 | 27.6 | 1 | 4 | 0 | 29.5 | 0 | 4 | 0 | 29.5 | 0 | 4 | 0 |
| 4 | 29.0 | 0 | 4 | 0 | 31.8 | 0 | 3 | 1 | 31.8 | 0 | 3 | 1 |
| 5 | 28.8 | 0 | 4 | 0 | 28.8 | 0 | 4 | 0 | 28.8 | 0 | 4 | 0 |
| 6 | 32.0 | 0 | 2 | 2 | 30.0 | 0 | 4 | 0 | 30.0 | 0 | 4 | 0 |

III. School Climate

School Safety Plan (School Year 2009-10)

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

The School Safety plan encompasses all aspects of safety on campus. Included are; a responsibility plan for staff members during an emergency, a dispersal and organizational plan, school personnel responsibilities, various plans for different emergencies such as fire, earthquake and stranger on campus, before, after and during school supervision plans, and a problem and resolution checklist. All staff members have possession of the current School Safety Plan and drills are held on a regular basis to familiarize the staff and students with proper procedures and expected behavior during emergencies. The school adheres to the policies and procedures designated by the District, and participates in the monthly District Safety Committee meetings.

Suspensions and Expulsions

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

| Rate | School | | | District | | |
|--------------------|---------|---------|---------|----------|---------|---------|
| | 2007-08 | 2008-09 | 2009-10 | 2007-08 | 2008-09 | 2009-10 |
| Suspensions | 11.8 | 19.6 | 13.7 | 11.6 | 18.9 | 25.6 |
| Expulsions | 0.1 | 0.0 | 0.3 | 0.5 | 0.3 | 0.3 |

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010-11)

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

Palm Tree School's top priority is to provide a safe, secure, and clean environment for learning. The school is comprised of 37 classrooms, two computer labs, a library, a speech room, and a Learning Center. The computer labs support Success Maker technology. There are three administrative offices, a main reception area, health office and a cafetorium for meals and assemblies. The cafeteria staff serves breakfast and lunch daily to over 800 students. Our custodial staff maintains each classroom and other school facilities. In addition, our students help keep the campus clean as part of our Campus Beautification program. Recent renovations have been made to the roof, carpeting, and walls of the main building and various classrooms. The outside playground was recently re-surfaced and re-stripped.

School Facility Good Repair Status (School Year 2010-11)

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

| System Inspected | Repair Status | | | | Repair Needed and Action Taken or Planned |
|--|---------------|------|------|------|---|
| | Exemplary | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | [] | [X] | [] | [] | |
| Interior: Interior Surfaces | [] | [X] | [] | [] | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | [] | [X] | [] | [] | |
| Electrical: Electrical | [] | [X] | [] | [] | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | [] | [X] | [] | [] | |
| Safety: Fire Safety, Hazardous Materials | [] | [X] | [] | [] | |
| Structural: Structural Damage, Roofs | [] | [X] | [] | [] | Repair/replace roof 2010-11 |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | [] | [X] | [] | [] | |
| Overall Rating | [] | [X] | [] | [] | |

V. Teachers

Teacher Credentials

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

| Teachers | School | | | District |
|--|---------|---------|---------|----------|
| | 2007-08 | 2008-09 | 2009-10 | 2009-10 |
| With Full Credential | 36 | 34 | 34 | 877 |
| Without Full Credential | 0 | 0 | 0 | 41 |
| Teaching Outside Subject Area of Competence | 0 | | | --- |

Teacher Misassignments and Vacant Teacher Positions

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

| Indicator | 2008-09 | 2009-10 | 2010-11 |
|---|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | | |
| Total Teacher Misassignments | 0 | | |
| Vacant Teacher Positions | 0 | | |

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-10)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on 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 | |
|----------------------------------|--|-----------------------------|
| | NCLB Compliant Teachers | Non-NCLB Compliant Teachers |
| This School | 100 | 0 |
| All Schools in District | 100 | 0 |
| High-Poverty Schools in District | 100 | 0 |
| Low-Poverty Schools in District | 100 | 0 |

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009-10)

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

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | | |
| Counselor (Social/Behavioral or Career Development) | .80 | --- |
| Library Media Teacher (Librarian) | | --- |
| Library Media Services Staff (paraprofessional) | | --- |
| Psychologist | | --- |
| Social Worker | | --- |
| Nurse | | --- |
| Speech/Language/Hearing Specialist | 2.0 | --- |
| Resource Specialist (non-teaching) | | --- |
| Other | | --- |

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

All students are provided with appropriate textbooks in each curriculum area.

| Core Curriculum Area | Quality, Currency, and Availability of Textbooks and Instructional Materials | Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials | Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials |
|-----------------------|---|---|--|
| Reading/Language Arts | K-6 ELA/ELD: Houghton Mifflin Medallions 2010 7-8 ELA: Pearson Literature California 2010 7-8 ELD: Pearson Language Central 2010 4-8 Core Replacement: Cambium Learning Group - Language! 2010 | | Yes |

| Core Curriculum Area | Quality, Currency, and Availability of Textbooks and Instructional Materials | Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials | Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials |
|----------------------------|--|---|--|
| | | | |
| Mathematics | K-6: Scott Foresman-Addison Wesley enVision Math California 2009 7: Prentice Hall Pre-Algebra California Edition 2009 8: Prentice Hall Algebra California Edition 2009 | | Yes |
| Science | K-6: Harcourt California Edition Science 2007 7-8: Holt, Rinehart, & Winston 2007 | | Yes |
| History-Social Science | K-6: Macmillan McGraw Hill 2007 7-8: McDougal Littell 2006 | | Yes |
| Foreign Language | | | Yes |
| Health | | | Yes |
| Visual and Performing Arts | | | Yes |

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental) | Expenditures Per Pupil (Basic) | Average Teacher Salary |
|--|------------------------------|---------------------------------------|--------------------------------|------------------------|
| School Site | \$303.14 | \$66.27 | \$236.86 | \$47,475.60 |
| District | --- | --- | \$1,934 | 63,610 |
| Percent Difference: School Site and District | --- | --- | 0 | 6 |
| State | --- | --- | 5,681 | 68,212 |
| Percent Difference: School Site and State | --- | --- | -65 | -1 |

Types of Services Funded (Fiscal Year 2009-10)

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

1. Staff Development
2. Tutorial Services by instructional assistants
3. Extended Learning Opportunities –
4. Before and After School Programs
5. Parental Involvement and Education

Teacher and Administrative Salaries (Fiscal Year 2008-09)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & 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 | 35,094 | 41,988 |
| Mid-Range Teacher Salary | 63,873 | 68,649 |
| Highest Teacher Salary | 83,450 | 87,156 |
| Average Principal Salary (Elementary) | 107,405 | 109,026 |
| Average Principal Salary (Middle) | 109,413 | 112,489 |
| Average Principal Salary (High) | 0 | 113,872 |
| Superintendent Salary | 182,000 | 181,890 |
| Percent of Budget for Teacher Salaries | 30.3 | 42.5 |
| Percent of Budget for Administrative Salaries | 4.4 | 5.5 |

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. 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. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

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

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

| Subject | School | | | District | | | State | | |
|------------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2007-08 | 2008-09 | 2009-10 | 2007-08 | 2008-09 | 2009-10 | 2007-08 | 2008-09 | 2009-10 |
| English-Language Arts | 31 | 36 | 36 | 34 | 39 | 39 | 46 | 50 | 52 |
| Mathematics | 37 | 52 | 52 | 33 | 43 | 43 | 43 | 46 | 48 |
| Science | 29 | 48 | 48 | 35 | 44 | 44 | 46 | 50 | 54 |
| History-Social Science | 0 | 0 | 0 | 19 | 28 | 28 | 36 | 41 | 44 |

Standardized Testing and Reporting Results by Student Group – Most Recent Year

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

| Group | Percent of Students Scoring at Proficient or Advanced | | | |
|---|---|-------------|---------|------------------------|
| | English- Language Arts | Mathematics | Science | History-Social Science |
| All Students in the LEA | | | | |
| All Student at the School | | | | |
| Male | 34 | 55 | 49 | |
| Female | 38 | 48 | 46 | |
| Black or African American | 31 | 32 | 24 | |
| American Indian or Alaska Native | * | * | | |
| Asian | * | * | * | |
| Filipino | * | * | * | |
| Hispanic or Latino | 34 | 51 | 53 | |
| Native Hawaiian/Pacific Islander | | | | |
| White | 52 | 76 | * | |
| Two or More Races | 55 | 64 | * | |
| Socioeconomically Disadvantaged | 33 | 50 | 42 | |
| English Learners | 16 | 44 | 46 | |
| Students with Disabilities | 22 | 31 | * | |
| Students Receiving Migrant Education Services | * | * | * | |

California Physical Fitness Test Results (School Year 2009-10)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | | | |

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 CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

| API Rank | 2007 | 2008 | 2009 |
|-----------------|------|------|------|
| Statewide | 3 | 2 | 2 |
| Similar Schools | 6 | 5 | 4 |

Academic Performance Index Growth by Student Group – Three-Year Comparison

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

| Group | Actual API Change | | |
|----------------------------------|-------------------|---------|---------|
| | 2007-08 | 2008-09 | 2009-10 |
| All Students at the School | 4 | 9 | 15 |
| Black or African American | -15 | -13 | |
| American Indian or Alaska Native | | | |
| Asian | | | |
| Filipino | | | |
| Hispanic or Latino | 8 | 11 | 2 |
| Native Hawaiian/Pacific Islander | | | |
| White | | | |
| Two or More Races | | | |
| Socioeconomically Disadvantaged | -2 | -1 | 17 |
| English Learners | -5 | 15 | 6 |
| Students with Disabilities | | | |

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the Growth API at the school, LEA, and state level.

| Group | 2010 Growth API | | |
|----------------------------------|-----------------|-----|-------|
| | School | LEA | State |
| All Students at the School | 737 | 726 | 767 |
| Black or African American | | 675 | 686 |
| American Indian or Alaska Native | | | 728 |
| Asian | | 862 | 890 |
| Filipino | | 820 | 851 |
| Hispanic or Latino | 736 | 723 | 715 |
| Native Hawaiian/Pacific Islander | | | 753 |
| White | | 795 | 838 |
| Two or More Races | | 751 | 808 |
| Socioeconomically Disadvantaged | 726 | 709 | 712 |
| English Learners | 718 | 689 | 692 |
| Students with Disabilities | | 569 | 580 |

Adequate Yearly Progress

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

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

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

Adequate Yearly Progress Overall and by Criteria (School Year 2009-10)

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

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

Federal Intervention Program (School Year 2010-11)

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. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

| Indicator | School | District |
|---|-----------|-----------|
| Program Improvement Status | In PI | In PI |
| First Year of Program Improvement | 2009-2010 | 2004-2005 |
| Year in Program Improvement | Year 2 | Year 3 |
| Number of Schools Currently in Program Improvement | --- | 21 |
| Percent of Schools Currently in Program Improvement | --- | 75.0 |

XI. Instructional Planning and Scheduling

Professional Development

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

Teachers meet frequently within and across grade levels in lesson study and grade specific institutes to plan and discuss what they are doing and how to coordinate instruction. A teacher survey is taken at the end of the school year that guides site professional development and in-service selection decisions. Student data is also used to determine professional development offerings. Sites design specific professional development based on academic content standards, the California Standards for the Teaching Profession, and research-based practices.

Educational Services, Special Education, English Learners, Student Assessment and Accountability, and Teacher Support departments participate in the planning and implementation of District staff development activities. Courses are offered throughout the year on week nights and Saturdays.

Trainings are also offered during the summer months on content specific and professional areas such as SIOP, Teacher Leaders, English Language Arts, mathematics workshops, unpacking standards, and intervention programs. . Administration training focuses on the development of learning communities.

Conference and convention attendance, in-service meetings and staff collaboration offers additional opportunities for professional growth. Teachers observe other professionals, engage in peer coaching and work with mentors and grade level or departmental colleagues.