

Executive Summary School Accountability Report Card, 2009–10

Para Los Niños Charter Middle School

Address: 1617 E. 7th Street, Los Angeles, CA 90021
Principal: Judy Perlmutter

Phone: (213)239-6605
Grade Span: 6th-7th Grade

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. The data presented in this report are reported for the 2009–10 school year, except the School Finances and School Completion data that are reported for the 2008–09 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Building on our commitment to high-quality education for all children and following the success of its elementary school, Para Los Niños opened a charter middle school in September of 2008 with two 6th grade classrooms. Para Los Niños Charter Middle School serves the working families in downtown Los Angeles and strives to cultivate and celebrate the potential within each child and equips students with the skills, knowledge and confidence necessary to pursue excellence and succeed in a multicultural world.

Student Enrollment

Group	Enrollment
Number of students	143
Black or African American	2.1%
American Indian or Alaska Native	0%
Asian	2.1%
Filipino	0%
Hispanic or Latino	95.1%
Native Hawaiian/Pacific Islander	0%
White (not of Hispanic origin)	0%
Two or More Races	0%
Socioeconomically Disadvantaged	92%
English Learners	34%
Students with Disabilities	14%

Teachers

Indicator	Teachers
Teachers with full credential	8
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on STAR Program Results
English-Language Arts	31%
Mathematics	41%
Science	0%
History-Social Science	0%

Academic Progress

Indicator	Result
2010 Growth API Score (from 2010 Growth API Report)	708
Statewide Rank (from 2009 Base API Report)	660
Met All 2010 AYP Requirements	Yes
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	17 of 17
2010–11 Program Improvement Status (PI Year)	No

School Facilities

Summary of Most Recent Site Inspection

Facility was found in good condition.

Repairs Needed

None.

Corrective Actions Taken or Planned

None.

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	N/A
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	N/A

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	N/A*
District	N/A*
State	\$ 5681

*Not available at time of posting

School Completion

Indicator	Result
Graduation Rate (if applicable)	N/A

Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	N/A
Graduates Who Completed All Courses Required for University of California or California State University Admission	N/A

School Accountability Report Card

Reported Using Data from 2009–10 School Year

Published During 2010–11

The School Accountability Report Card (SARC), which is required by law to be published by February 1 of each year, 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.

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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school 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 may 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.

About This School

Contact Information (School Year 2010–11)

This section provides the school's contact information.

School		District	
School Name	Para Los Niños Charter Middle	District Name	Los Angeles Unified
Street	1617 E. 7 th Street	Phone Number	(213) 241-1000
City, State, Zip	Los Angeles, CA 90021	Web Site	www.lausd.net
Phone Number	(213) 239-6605	Superintendent	Ramon Cortines
Principal	Judy Perlmutter	E-mail Address	superintendent@lausd.net
E-mail Address	jperlmutter@paralosninos.org	CDS Code	19-64733-6120489

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

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

The mission of the Para Los Niños Charter Middle School is to provide a rigorous, supportive and interdisciplinary arts and sciences curriculum in a nurturing and safe environment.

Para Los Niños Charter Middle School is founded on the belief that every child has the potential to reach high standards of achievement, to ask good questions and to think critically. Because we believe that a comprehensive educational program is critical to the ability of our students to pursue their dreams and achieve future success, Para Los Niños opened its Middle School in September of 2008 with an entering class of 55 6th graders. PLN Middle School continues the work of our Charter Elementary School, now in its seventh year with close to 400 children enrolled in kindergarten through fifth grade.

Entering our second year, PLN Middle School will enroll approximately 150 students in grades 6 and 7 in the 2009-2010 school year. At full capacity, PLN Middle School will serve over 300 students in grades 6-8.

Through hands-on, experiential projects, students at PLN Middle School engage with their environment, participate meaningfully in community life, and prepare for their futures in high school, college, and as lifelong learners. PLN Middle School cultivates and celebrates the potential within each child and equips students with the skills, knowledge and confidence necessary to pursue excellence and succeed in a multicultural world. The school provides experiences that inspire critical thinking, imagination, self-reliance and respect for others. We develop core academic skills in the context of Los Angeles' many environments and in relation to the lives of the students we serve.

Opportunities for Parental Involvement (School Year 2009–10)

This section provides information about opportunities for parents to become involved with school activities, including contact information pertaining to organized opportunities for parental involvement.

Parent Teacher Conferences *November and June*

Parent and guardians have the great opportunity to sit down with their student's teacher to talk about the student's academic, social and behavioral progress. Parent and teachers also get the opportunity to get to know each other better and talk about ways to further assist child at home.

School Site Council *Monthly Meeting*

The School Site Council allows parents to voice their concerns about the school's organization, curriculum and future planning. All parents are encouraged to attend and participate in the monthly themed sessions but elected parent official must attend.

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	Grade Level	Number of Students
Kindergarten	N/A	Grade 8	N/A
Grade 1	N/A	Ungraded Elementary	N/A
Grade 2	N/A	Grade 9	N/A
Grade 3	N/A	Grade 10	N/A
Grade 4	N/A	Grade 11	N/A
Grade 5	N/A	Grade 12	N/A
Grade 6	75	Ungraded Secondary	N/A
Grade 7	68	Total Enrollment	143

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	2.1%	White	0%
American Indian or Alaska Native	0%	Two or More Races	0%
Asian	2.1%	Socioeconomically Disadvantaged	92%

Filipino	0%	English Learners	34%
Hispanic or Latino	95.1%	Students with Disabilities	14%
Native Hawaiian/Pacific Islander	0%	N/A	N/A

Average Class Size and Class Size Distribution (Secondary)

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

Subject	2007–08				2008–09				2009–10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	N/A	N/A	N/A	N/A	25.5		2		23.8		6	
Mathematics	N/A	N/A	N/A	N/A	25.5		2		23.8		6	
Science	N/A	N/A	N/A	N/A	25.5		2		23.8		6	
Social Science	N/A	N/A	N/A	N/A	25.5		2		23.8		6	

School Climate

School Safety Plan (School Year 2009–10)

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

The Para Los Niños Charter Middle School was located at the World Trade Center Building. The school followed the building's evacuation plan. Staff at the school had been assigned to the Emergency Response Team to follow the evacuation policy of the building.

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	N/A	0.2	0.13	7.2	7.1	N/A
Expulsions	N/A	0	0.01	0.0	0.0	N/A

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.

For the 2010-2011 school year, Para Los Niños Charter Middle School relocated to the Para Los Niños Charter Elementary School. Classrooms and offices have been reassigned to be able to house the middle school staff and two middle school classrooms.

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	N/A	X			

Interior: Interior Surfaces	N/A	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	N/A	X			
Electrical: Electrical	N/A	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	N/A	X			
Safety: Fire Safety, Hazardous Materials	N/A	X			
Structural: Structural Damage, Roofs	N/A	X			
External: Playground/School Grounds, Windows/Doors/Gates/Fences	N/A	X			
Overall Rating		X			N/A

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	N/A	2	8	N/A
Without Full Credential	N/A	0	0	N/A
Teaching Outside Subject Area of Competence	N/A	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2009–10)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a 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 eligibility of approximately 40 percent or more in the free and reduced price meals program. Low poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under the ESEA 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 Highly Qualified Teachers	Not Taught by Highly Qualified Teachers

This School	100%	0%
All Schools in District	90.91%	9.09%
High-Poverty Schools in District	91.30%	8.7%
Low-Poverty Schools in District	95.50%	4.5%

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	0	N/A
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (librarian)	0	N/A
Library Media Services Staff (paraprofessional)	0	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist (non-teaching)	0	N/A
Other	0	N/A

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.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	Sufficient	0%	N/A
Mathematics	Sufficient	0%	N/A
Science	Sufficient	0%	N/A
History-Social Science	Sufficient	0%	N/A
Foreign Language	N/A	N/A	N/A
Health	Sufficient	0%	N/A
Visual and Performing Arts	Sufficient	0%	N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

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 / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	N/A*	N/A*	N/A*	N/A*
District	N/A	N/A	N/A*	\$66,435
Percent Difference – School Site and District	N/A	N/A	N/A*	N/A*
State	N/A	N/A	\$5,681	\$68,179
Percent Difference – School Site and State	N/A	N/A	N/A*	N/A*

Not available at time of posting

Types of Services Funded (Fiscal Year 2009–10)

This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school's federal Program Improvement status) that are provided at the school through either categorical funds or other sources.

NCLB:T1Part A, Basic Grts Low-Inc & Neglected
 NCLB: TII Part A, Teacher Quality
 NCLB: TV Part A Innovative Education Strategies
 Child Nutrition Program (School lunch and breakfast programs).
 Special 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	\$39,788	\$42,377
Mid-Range Teacher Salary	\$63,553	\$67,667
Highest Teacher Salary	\$78,906	\$87,102
Average Principal Salary (Elementary)	\$108,013	\$108,894
Average Principal Salary (Middle)	\$118,046	\$113,713
Average Principal Salary (High)	\$117,816	\$124,531
Superintendent Salary	\$250,000	\$223,323
Percent of Budget for Teacher Salaries	38.1%	40.2%
Percent of Budget for Administrative Salaries	5.5%	5.5%

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 assessments under the STAR program 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 nine through eleven. The CAPA includes ELA and 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 is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. On each of these assessments, 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	N/A	31%	31%	N/A	41%	41%	N/A	50%	52%
Mathematics	N/A	41%	41%	N/A	39%	39%	N/A	46%	48%
Science	N/A	N/A	N/A	N/A	43%	43%	N/A	50%	54%
History-Social Science	N/A	N/A	N/A	N/A	33%	33%	N/A	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	245,693	260,966	183,315	60,627
All Students at the School	158	207	127	N/A
Male	31%	45%	N/A	N/A
Female	31%	38%	N/A	N/A
Black or African American	*	*	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	*	*	N/A	N/A
Filipino	*	*	N/A	N/A
Hispanic or Latino	29%	40%	N/A	N/A

Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	30%	41%	N/A	N/A
English Learners	12%	18%	N/A	N/A
Students with Disabilities	25%	25%	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

* Number of students tested too small

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	N/A	N/A	N/A
7	N/A*	N/A*	N/A*
9	N/A	N/A	N/A

* Date not available at the time of posting

Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on 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	N/A	N/A	1*
Similar Schools	N/A	N/A	N/A

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. *Note: "N/A" means that the student group is not numerically significant or data were not available.*

Group	Actual API Change
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	2007–08	2008–09	2009–10
All Students at the School	N/A	B	708
Black or African American	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A
Asian	N/A	N/A	N/A
Filipino	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	653
Native Hawaiian/Pacific Islander	N/A	N/A	N/A
White	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A
English Learners	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A

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

This table displays, by student group, the 2010 Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	708	709	767
Black or African American	N/A	663	686
American Indian or Alaska Native	N/A	736	728
Asian	N/A	883	890
Filipino	N/A	837	851
Hispanic or Latino	708	686	715
Native Hawaiian/Pacific Islander	N/A	734	753
White	N/A	849	838
Two or More Races	N/A	711	808
Socioeconomically Disadvantaged	705	691	712
English Learners	700	644	692
Students with Disabilities	N/A	501	580

Adequate Yearly Progress

The federal Elementary and Secondary Education 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 on 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 six AYP criteria described above.

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	No	No

API	Yes	Yes
Graduation Rate	N/A	No

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 on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement	N/A	2004-2005
Year in Program Improvement	N/A	Year 3
Number of Schools Currently in Program Improvement	N/A	432
Percent of Schools Currently in Program Improvement	N/A	49.9%

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 with the principal every Wednesday from 2:00-4:00PM. During this time teachers are trained in content areas and plan in groups according to grade level. Teachers also participate in 13 days of additional planning during the school year.
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