

Para los Niños Charter Elementary School

Executive Summary School Accountability Report Card, 2008-09

Address: 1617 E. 7th Street, Los Angeles, CA 90021
Principal: Norma Silva

Phone: (213)239-6605
Grade Span: Kindergarten- 5th Grade

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2007-08 school year, except the School Finances and School Completion data that are reported for the 2006-07 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, Para Los Niños opened a charter school in September of 2002 with an entering class of 60 kindergarten children. Now in its sixth year, the school has over 300 children from kindergarten to fifth grade. Para Los Niños Charter, an elementary school serving the working families in downtown Los Angeles, 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.

About This School

Building on our commitment to high-quality education for all children, Para Los Niños opened a charter school in September of 2002 with an entering class of 60 kindergarten children. Now in its sixth year, the school has over 300 children from kindergarten to fifth grade. Para Los Niños Charter, an elementary school serving the working families in downtown Los Angeles, 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	359
African American	.84%
American Indian or Alaska Native	0%
Asian	0.56%
Filipino	0%
Hispanic or Latino	99%
Pacific Islander	0%
White (not Hispanic)	0%
Multiple or No Response	0.28%
Socioeconomically Disadvantaged	97%
English Learners	75.2%
Students with Disabilities	6%

Teachers

Indicator	Teachers
Teachers with full credential	18
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	18

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	28%
Mathematics	41%
Science	7%
History-Social Science	n/a

Academic Progress

Indicator	Result
2009 Growth API Score (from 2009 Growth API Report)	702
Statewide Rank (from 2008 Base API Report)	3
2009-10 Program Improvement Status (PI Year)	Not in PI

School Facilities

Summary of Most Recent Site Inspection

Facility was inspected September 2008. Facility was found in good condition.

Repairs Needed

None.

Corrective Actions Taken or Planned

None.

Curriculum and Instructional Materials

Core Curriculum Areas	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	\$8,578
District	\$8,578
State	\$5,512

School Completion

Indicator	Result
Graduation Rate	97.6%

Postsecondary Preparation

Measures	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

NAEP Reading, Grade 4

Level	Result
Average Scale Score - State	209
Average Scale Score - National	220
Achievement Level - Basic	30%
Achievement Level - Proficient	18%
Achievement Level - Advanced	5%

NAEP Reading, Grade 8

Level	Result
State Average Scale Score	251
Average Scale Score - National	261
Achievement Level - Basic	41%
Achievement Level - Proficient	20%
Achievement Level - Advanced	2%

NAEP Mathematics, Grade 4

Level	Result
Average Scale Score - State	232
Average Scale Score - National	239
Achievement Level - Basic	41%
Achievement Level - Proficient	25%
Achievement Level - Advanced	5%

NAEP Mathematics, Grade 8

Level	Result
State Average Scale Score	270
Average Scale Score - National	282
Achievement Level - Basic	36%
Achievement Level - Proficient	18%
Achievement Level - Advanced	5%

School Accountability Report Card Reported for School Year 2008-09 *Published During 2009-10*

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 2009-10)

This section provides the school's contact information.

School		District	
School Name	Para los Niños Charter Elementary	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	Norma Silva	E-mail Address	superintendent@lausd.net
E-mail Address	nsilva@paralosninos.org	CDS Code	19-64733-6120489

School Description and Mission Statement (School Year 2008-09)

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

The Para Los Niños Charter School, an elementary school serving the children of working families in downtown Los Angeles, strives to cultivate and to celebrate the potential within each child and equip students with the skills, knowledge and confidence necessary to pursue excellence and succeed in a multi-cultural world. The School provides a nurturing, safe environment that inspires critical thinking, imagination, self reliance and respect for others. We believe in:

RESPECT

COOPERATION

TEAM WORK

PERSEVERANCE

SHOWING OUR HEARTS

We believe:

- Every child has the potential to reach high standards of achievement.
- Every child and family deserves to be respected.
- Every child deserves to be responded to as an individual with different academic, social-emotional, and psychological needs.
- Every child deserves a safe environment that will facilitate learning.
- Every child can develop the skills to ask deep questions and to think critically.
- Every child deserves a classroom *environment* that continuously changes to stimulate and deepen learning
- Every child deserves the opportunity to use their primary language as a building block for their literacy.
- Every child deserves the right to be an active participant in their own thinking and learning.
- Every child deserves the opportunity to learn through rich experiences that provoke thinking and language development.
- Every child deserves the opportunity to express, interpret and demonstrate their knowledge in different ways.
- Every child deserves the opportunity to become an integral part of their environment: immediate, community and global.
- All children deserve the opportunity to see themselves as part of a global society that values the understanding of our differences and similarities as human beings.

Opportunities for Parental Involvement (School Year 2008-09)

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

Back to School Nights *October*

In the beginning of the school year, a full week is dedicated to introduce teachers, classrooms and staff. Each night is dedicated to a grade where teachers are able to explain their plans, hopes and expectations for the year. Parents and guardians are strongly encouraged to attend to build a relationship between teachers, students and staff. During this week, the principal also visits the classrooms, talks to parents about school expectations and answers any concerns that new or returning parents might have.

Parent Teacher Conferences *November, March 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 officials must attend.

Student Enrollment by Grade Level (School Year 2008-09)

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	66	Grade 8	N/A
Grade 1	77	Ungraded Elementary	N/A
Grade 2	57	Grade 9	N/A
Grade 3	56	Grade 10	N/A
Grade 4	62	Grade 11	N/A
Grade 5	41	Grade 12	N/A
Grade 6	N/A	Ungraded Secondary	N/A
Grade 7	N/A	Total Enrollment	359

Student Enrollment by Group (School Year 2008-09)

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
African American	0.84%	White (not Hispanic)	0%
American Indian or Alaska Native	0%	Multiple or No Response	0.28%
Asian	0.56%	Socioeconomically Disadvantaged	97%
Filipino	0%	English Learners	75.2%
Hispanic or Latino	98.3%	Students with Disabilities	6%
Pacific Islander	0%	n/a	n/a

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	2006-07				2007-08				2008-09			
	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	20	5			20	4			16.5	3		
1	20		2		20	2			18.5	4		
2	20	3			20	3			19.6	3		
3	20	2			20	2	1		20	3		
4	14	1			25		2		28		2	
5	13	1			35			1	21.5		2	
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
K-3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3-4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4-8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Other	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

III. School Climate

School Safety Plan (School Year 2008-09)

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

In the event of an emergency situation, the school *Principal* shall declare an emergency situation and institute the appropriate response actions. In the event that the *Principal* is not available, the next person in authority shall assume the responsibilities of the *Principal*.

Principal: Norma Silva **Alternate:** Celeste Ruano
name/title name /title

1. Work with PLN Crisis Management Team and local emergency agencies to arrange for evacuation location and transportation away from the school.
2. Familiarize all staff with the crisis/emergency preparedness plan and ensure effective implementation.
3. Ensure that the School's practice drill program is implemented and documented.
4. Ensure supplies and equipment are present and checked at least monthly.
5. Review each crisis/emergency situation to ensure that proper reports are completed and appropriate action is taken to prevent repetition of any ineffective efforts.
6. Act as team leader in a crisis/emergency situation. Identify the emergency situation and determine the course of action.
7. Activate contact with PLN Crisis Management Team and or other local authorities to inform School of potential or existing crisis/emergency situation.

Next in Charge: Celeste Ruano **Alternate:** Martha Flores
name/title name/title

The responsibilities of the person next in charge are to assist the *Principal* during an emergency, and in the absence of the *Principal* assume all responsibilities.

1. Become familiar with the crisis/emergency preparedness plan.
2. Provide complete crisis/emergency response training to employees on a regular basis and updates as necessary.
3. Take the lead in planning, implementing, and tracking all training to update and check the accuracy of current crisis/emergency response procedures.
4. Work with the school *Principal* to investigate and evaluate each crisis/emergency situation to prevent repetition of ineffective efforts.
5. See that all Injuries and issues are attended to immediately and referred to the school *Principal* to determine if contact with the PLN Crisis Management Team or other authority is necessary.
6. Coordinate a regular plan of inspection of work areas to detect unsafe conditions and work practices.
7. Act as team leader in a crisis/emergency situation. Identify the emergency situation and determine the course of action.

Employee Responsibilities:

1. Notify the *Principal* of emergency situations as they become aware of them.
2. Follow emergency procedures as outlined and directed by the person in charge.
3. Safety and well being of the children in their care.

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		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	6	34	12	0.0	7.2	7.1
Expulsions	0	0	0	-7.7	0.0	0.0

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2009-10)

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.

The Para los Niños Charter Middle School will relocate to a different facility. Cafetorium, which housed two classrooms for the middle school, will be turned back into a cafetorium. All furniture will be removed and taken to new site. Benches and tables stored will be brought back and arranged dining style. Cork boards were installed throughout the walls for teacher to use as displays. These will remain in the cafetorium so that they can be used for art display and parent notification boards. In addition, a room divider will be left so that the cafetorium can be divided for indoor activities.

The additional patio built for the middle school addition in the parking lot will be kept as is. The elementary school will use this additional patio to accommodate more students. Patio underneath awning will be used for board game use and other Physical Education activities.

Office lobby area will be maximized to open up offices for special education service providers and a safe school behavioral assistant as well as Clinical Services.

School Facility Good Repair Status (School Year 2009-10)

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	<input checked="" type="checkbox"/>			
Interior: Interior Surfaces	n/a	<input checked="" type="checkbox"/>			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	n/a	<input checked="" type="checkbox"/>			
Electrical: Electrical	n/a	<input checked="" type="checkbox"/>			
Restrooms/Fountains: Restrooms, Sinks/Fountains	n/a	<input checked="" type="checkbox"/>			
Safety: Fire Safety, Hazardous Materials	n/a	<input checked="" type="checkbox"/>			
Structural: Structural Damage, Roofs	n/a	<input checked="" type="checkbox"/>			
External: Playground/School Grounds, Windows/Doors/Gates/Fences	n/a	<input checked="" type="checkbox"/>			
Overall Rating		<input checked="" type="checkbox"/>			n/a

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
	2006-07	2007-08	2008-09	2008-09
With Full Credential	10	15	18	34116
Without Full Credential	4	2	0	1348
Teaching Outside Subject Area of Competence	0	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	2007-08	2008-09	2009-10
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 No Child Left Behind Compliant Teachers (School Year 2008-09)

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	Taught by Non-NCLB Compliant Teachers
This School	100%	0.0%
All Schools in District	84.6%	15.4%
High-Poverty Schools in District	85.5%	14.5%
Low-Poverty Schools in District	90.6%	9.4%

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

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
Library Media Teacher (librarian)	1	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

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, 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
Reading/Language Arts	Sufficient	0%
Mathematics	Sufficient	0%
Science	Sufficient	0%
History-Social Science	Sufficient	0%
Foreign Language	N/A	N/A
Health	Sufficient	0%
Visual and Performing Arts	Sufficient	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

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	\$9,394	\$816	\$8,578	\$49,000
District	n/a	n/a	n/a	n/a
Percent Difference – School Site and District	n/a	n/a	n/a	n/a
State	n/a	n/a	n/a	n/a
Percent Difference – School Site and State	n/a	n/a	n/a	n/a

Types of Services Funded (Fiscal Year 2008-09)

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

NCLB: T1 Part 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 2007-08)

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	\$42,065
Mid-Range Teacher Salary	\$63,553	\$67,109
Highest Teacher Salary	\$78,906	\$86,293
Average Principal Salary (Elementary)	\$108,621	\$107,115
Average Principal Salary (Middle)	\$117,632	\$112,279
Average Principal Salary (High)	\$120,447	\$122,532
Superintendent Salary	\$300,000	\$216,356
Percent of Budget for Teacher Salaries	36.90%	39.40%
Percent of Budget for Administrative Salaries	5.60%	5.50%

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 2008 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.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		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	21%	29%	28%	31%	35%	38%	43%	46%	50%
Mathematics	40%	56%	41%	31%	35%	37%	40%	43%	46%
Science	14%	24%	7%	27%	36%	38	38	46%	50%
History-Social Science	N/A	N/A	N/A	20%	24%	N/A	33	36%	41%

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
African American	*	*	*	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	N/A	N/A
Hispanic or Latino	28%	41%	7%	N/A
Pacific Islander	N/A	N/A	N/A	N/A
White (not Hispanic)	N/A	N/A	N/A	N/A
Male	27%	46%	7%	N/A
Female	30%	37%	4%	N/A
Economically Disadvantaged	28%	42%	7%	N/A
English Learners	19%	37%	9%	N/A
Students with Disabilities	*	*	*	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

* Number of students tested to small

California Physical Fitness Test Results (School Year 2008-09)

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	25.6%	25.6%	30.2%
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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	2006	2007	2008
Statewide	1*	2	3
Similar Schools	N/A	6	7

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			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	25	60	-33	702
African American	0	0	0	0
American Indian or Alaska Native	0	0	0	0
Asian	0	0	0	0
Filipino	0	0	0	0
Hispanic or Latino	24	62	-34	700
Pacific Islander	0	0	0	0
White (not Hispanic)	0	0	0	0
Socioeconomically Disadvantaged	27	60	-35	700
English Learners	4	77	-38	692
Students with Disabilities	0	0	0	0

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 2008-09)

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 2009-10)

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	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	390
Percent of Schools Currently in Program Improvement	n/a	45.5

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 with principal and pedagogista every Tuesday from 2:00-3:30PM and every Thursday from 2:00-4:30PM. 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 school year. 5 full days of training and planning are dedicated before and after the school year begins. During March, teachers take part in a full day of art instruction training with Malcolm Wray to enrich subject areas such as social studies through art. Additionally, principal and teachers take part in math, bilingual literacy through NCLR and other content areas during summer.

XII. National Assessment of Educational Progress

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE National Assessment of Educational Progress (NAEP) Web page at <http://www.cde.ca.gov/ta/tg/nr/>.

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – All Students

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight.

Subject and Grade Level	Average Scale Score		Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – All Students

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92