

School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

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 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 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 2008-09)

This section provides the school's contact information.

School		District	
School Name	Para los Niños Charter Elementary	District Name	Para los Niños
Street	1617 East Seventh Street	Phone Number	(213)250-4800
City, State, Zip	Los Angeles, CA 90021	Web Site	www.paralosninos.org
Phone Number	(213)239-6605	Superintendent	Gisselle Acevedo
Principal	Norma Silva	E-mail Address	gacevedo@paralosninos.org
E-mail Address	nsilva@paralosninos.com	CDS Code	19-64733-6120489

School Description and Mission Statement (School Year 2007-08)

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 \(School Year 2007-08\)](#)

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

K-3												
3-4												
4-8												
Other												

III. School Climate

[School Safety Plan \(School Year 2007-08\)](#)^[1]

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:** Martha Flores
name 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: Martha Flores **Alternate:** Celeste Ruano
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		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	0	6	34	7.0	8.2	7.2
Expulsions	0	0	0	0	0	0

IV. School Facilities

School Facility Conditions and Planned Improvement (School Year 2008-09)

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 Charter Elementary School is in good repair overall. During the 2006-2007 school year, the facility opened a 2nd floor area adding 12 more classrooms, one boy's restroom, one girl's restroom, two adult restroom, five administrative offices, reception desk and a library. In addition, the 1st floor space was changed to fit the school's kitchen.

The library space was transformed into a state-of the art resource and presentation space. Mahogany shelves were installed to fit the school's environment philosophy. The space was also fitted with a white screen, wireless projector, electronically controlled blinds; surround sound speakers, wireless microphones, dvd/cd/usb console and nine new computers. Library opening was December 2007.

The outside space was also remodeled and transformed into a playground. A handball court was built and a jungle gym was installed. Cement was laid out for a large multi purpose play area and a track was laid out for children to run laps and participate in races. The completion of the playground was December 2007.

The outside space was also transformed into a parking lot able to park forty-six cars for faculty, staff and visitors.

For the 2008-2009 school year, the school cafetorium was transformed into two classrooms as a temporary harbor for our middle school. One of the classrooms was also transformed to accommodate the middle school. 1st floor restrooms were all remodeled and upgraded to granite counters and new stalls. The parking area was also transformed to accommodate a middle lunch patio area. The middle school will move out of the Elementary School for the 2009-2010 school year.

School Facility Good Repair Status (School Year 2008-09)

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

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			N/A
Mechanical Systems	X			N/A
Windows/Doors/Gates (interior and exterior)	X			N/A
Interior Surfaces (walls, floors, and ceilings)	X			N/A
Hazardous Materials (interior and exterior)	X			N/A
Structural Damage	X			N/A
Fire Safety	X			N/A
Electrical (interior and exterior)	X			N/A
Pest/Vermin Infestation	X			N/A
Drinking Fountains (inside and outside)	X			N/A

Restrooms	X			N/A
Sewer	X			N/A
Playground/School Grounds	X			N/A
Roofs	X			N/A
Overall Cleanliness	X			N/A

Overall Summary of School Facility Good Repair Status (School Year 2008-09)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	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 *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	6	10	15	32624
Without Full Credential	4	4	2	3161
Teaching Outside Subject Area of Competence	0	0	0	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	2006-07	2007-08	2008-09
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 2006-07)

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. More information on teacher qualifications required under NCLB can be found at the NCLB 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	79.5%	20.5%
High-Poverty Schools in District	80.7%	19.3%
Low-Poverty Schools in District	78.0%	22.0%

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2007-08)

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
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		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, and Availability of Textbooks and Instructional Materials (School Year 2008-09)^[12]

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 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	N/A	N/A
Visual and Performing Arts	N/A	N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

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 at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and 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	\$9750.67	\$863.99	\$8886.68	\$54,493.00
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 2007-08)^[13]

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 2006-07)

[14] 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. Detailed information regarding salaries may be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,788	\$40,721
Mid-Range Teacher Salary	\$63,553	\$65,190
Highest Teacher Salary	\$78,906	\$84,151
Average Principal Salary (Elementary)	\$104,425	\$104,476
Average Principal Salary (Middle)	\$116,492	\$108,527
Average Principal Salary (High)	\$130,984	\$119,210
Superintendent Salary	\$300,000	\$210,769
Percent of Budget for Teacher Salaries	37.7%	39.9%
Percent of Budget for Administrative Salaries	5.7%	5.5%

IX. Student Performance

California Standards Tests

The California Standards Tests (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 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the Standardized Testing and Reporting (STAR) Results Web page at <http://star.cde.ca.gov>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

CST 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		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	14%	20%	29%	14%	20%	29%	48%	45%	46%
Mathematics	39%	39%	56%	39%	39%	56%	54%	55%	58%
Science	N/A	14%	24%	N/A	14%	24%	32%	37%	46%
History-Social Science	N/A	N/A	N/A	N/A	N/A	N/A	34%	35%	36%

CST 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	100%	0%	0%	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	28%	56%	24%	N/A

Pacific Islander	N/A	N/A	N/A	N/A
White (not Hispanic)	N/A	N/A	N/A	N/A
Male	41%	81%	41%	N/A
Female	23%	41%	6%	N/A
Economically Disadvantaged	29%	56%	24%	N/A
English Learners	25%	55%	15%	N/A
Students with Disabilities	9%	18%	25%	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

California Physical Fitness Test Results (School Year 2007-08)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six 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 at the 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 10 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 Healthy Fitness Zones
5	6.1%

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks – Three-Year Comparison

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

API Rank	2005	2006	2007
Statewide	1*	1	2
Similar Schools	N/A	N/A	6

*API calculated for small school

API Changes 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
	2005-06	2006-07	2007-08	2008
All Students at the School	99	25	60	734
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	0	24	62	732
Pacific Islander	0	0	0	0
White (not Hispanic)	0	0	0	0
Socioeconomically Disadvantaged	0	27	60	734

English Learners	n/a	4	77	727
Students with Disabilities	n/a	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 English-language arts (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 AYP Web page <http://www.cde.ca.gov/ta/ac/ay/>.

[AYP Overall and by Criteria \(School Year 2007-08\)](#)

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	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	N/A

[Federal Intervention Program \(School Year 2008-09\)](#)

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 (English-language arts 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 AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement	Not in PI	Not in PI
Year in Program Improvement	Not in PI	Not in PI
Number of Schools Currently in Program Improvement	n/a	n/a
Percent of Schools Currently in Program Improvement	n/a	n/a

XII. Instructional Planning and Scheduling ^[15]

[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.