

School Accountability Report Card

Reported Using Data from the 2010-11 School Year

Published During 2011-12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage 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

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage 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. 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.

II. About This School

Contact Information (School Year 2011-12)

School		District	
School Name	Ohlone Elementary School	District Name	Palo Alto Unified School District
Street	950 Amarillo Ave.	Phone Number	650.329.3700
City, State, Zip	Palo Alto, CA 94303-3701	Web Site	www.pausd.org
Phone Number	650.856.1726	Superintendent	Kevin Skelly
Principal	Bill Overton	E-mail Address	kskelly@pausd.org
E-mail Address	boverton@pausd.org	CDS Code	43696410000000

School Description and Mission Statement (School Year 2010-11)

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

Ohlone Core Values:

Developmental Approach
Climate of Trust
Growth and Assessment
Multidimensional Learning
Meaningful, Relevant Curriculum
Cooperation and Collaboration
Teacher-Parent Partnership

School Profile:

Ohlone School is one of twelve elementary schools in the Palo Alto Unified School District. As an officially designated district alternative school rather than a neighborhood school, Ohlone serves families from throughout Palo Alto, Stanford, and Los Altos Hills, as well as families from East Palo Alto who participate in the Voluntary Transfer Program. Attendance rates are high; non-excused absences average less than 1%. Children are admitted to Ohlone via an equal access drawing (lottery) which takes place the February prior to August entrance. Once siblings and children participating in the Voluntary Transfer Program have been accommodated, all available kindergarten spaces are filled from the equal access drawing. Parents are required to attend an orientation session prior to making a commitment to Ohlone's guiding principles and practices.

Out of 514 students, 50% of the children represent racial or ethnic minorities (50% White-Not Hispanic, 23% Asian- American, 9% Latino-American, 1% African-American, and 17% other). Collectively, in addition to English, Ohlone families speak more than 28 different languages at home.

School Goals:

Goal 1a: Ensure academic growth and achievement and appropriate level of challenge for all students so that every student makes at least a year's growth each year.

Goal 1b: Close the achievement gap among students in different racial/ethnic groups by 20% each year as measured by individual student gains on multiple measures.

Goal 1c: Foster social-emotional-physical health and resilience in every student as measured by improved student behaviors.

Goal 1d: Provide diverse avenues for student success that honor the unique talents and abilities of each student.

Practices.

Learning: Teachers encourage students to make responsible decisions regarding what to study, what resources to use, and how to evaluate their learning. Teachers are guides and facilitators. Students are encouraged to initiate and follow through on projects. We emphasize hands-on learning. Lessons commonly integrate multiple subjects. Homework is an extension of classroom curriculum, not a separate, add-on activity.

Environment: Classes feature multiple grades. The atmosphere is relaxed and informal. Classrooms offer the freedom to move around, talk, and share. Teachers design activities that promote cooperation and collaboration. A safe, non-judgmental environment provides opportunities for students to take risks and express themselves. We encourage participation of older and peer student tutors, parents and community members in classrooms.

Assessment and Growth: Teachers help students set appropriate goals. Students progress at their own level and rate. Parent-teacher conferences and written evaluations replace grades and report cards. Students receive support to develop positive social interactions and productive relationships. Students serve as role models for one another. Students and staff participate in making decisions and rules that directly concern them.

Parent-Partnership: Parents involve themselves in school/classroom activities. We use the talents of parents and community members to support and enrich school programs. Parents participate in decision-making and policy formation. Teachers, staff, administrators, and parents accept and support the Ohlone philosophy.

Instructional Staff:

The certificated staff consists of 24 classroom teachers; 4 specialists (Resource Specialist, Speech/ Language Specialist, Reading Specialist, English Language Development Specialist); and one part-time Librarian. The Ohlone counseling staff consists of one part-time School Psychologist and one counseling intern. There are 29 certificated individuals (26 women, 3 men), 7 are beginning teachers (1-6 years of service), 9 are mid-career (6-15 years of service), and 8 are veteran teachers (15-30 years of service). In addition to the certificated staff, Ohlone has a support (classified) staff of 2 administrative assistants, 2 custodians, 21 classroom aides (of whom 7 are Ohlone parents), and one Farm aide. Two (2) part-time math specialists assist both struggling and advanced children in mathematics. Ohlone maintains the district pupil-teacher ratio of 22:1 in grades 4-5. The adult-child ratio is lowered considerably by the regular participation of parents and community volunteers who work side by side with classroom teachers and paraprofessionals.

Class size, K-5, averages 21 students. All classrooms at Ohlone provide multi-age, multi-graded environments; children usually remain with their teachers for two years.

The Ohlone Kids Club, operated by Palo Alto Community Child Care, provides an on-site program for Ohlone families who seek after-school care for their children. OKC currently serves children from more than 85 families, and is open from kindergarten dismissal until 6:00 p.m. on school days and from 7:30 a.m. until 6:00 p.m. on most school holidays. OKC is located in two portable buildings adjacent to the Ohlone Library.

Opportunities for Parental Involvement (School Year 2010-11)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Parents play an integral part in the Ohlone learning community: by volunteering in the classroom or on campus, coordinating activities or special events, working as PTA officers or committee chairs, serving on the Ohlone School Site Council, or by participating as members of districtwide advisory committees, Core Values Committee, Farm Council, or the PTA Council.

Parents volunteer an average of 25,000 hours per year at school assisting children, making appearances as guest teachers, driving on field trips, arranging classroom celebrations, and taking part in schoolwide work days on the Farm, in the Multi-Purpose Room, or on the play structure. Parents help maintain Ohlone traditions such as the Harvest Festival, Family Bingo Night, Jazz/Auction, Family Orchestra Night, the Ohlone Book Faire, and Spring Picnic, and create new events, e.g. Science, Math, and Literary Nights, that contribute to and strengthen our growing sense of community. Room parents coordinate goings-on for every classroom.

Student Enrollment by Grade Level (School Year 2010-11)

Grade Level	Number of Students
Kindergarten	91
Grade 1	100
Grade 2	98
Grade 3	96
Grade 4	76
Grade 5	82
Total Enrollment	543

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	1.8	White	57.6
American Indian or Alaska Native	0.7	Two or More Races	0.4
Asian	30.6	Socioeconomically Disadvantaged	2
Filipino	0.7	English Learners	11.4
Hispanic or Latino	7.9	Students with Disabilities	9.4
Native Hawaiian/Pacific Islander	0.2		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2008-09			2009-10			2010-11					
	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								10.8	9	0	0	
1								49.4	9	0	9	
2					20	1		84.6	5	0	4	
3								125	1	0	2	
4								22	1	2	0	
5								22.7	1	2	0	
K-3	19.8	18			21.2	3	13	21.8	1	17		
4-8	21.4	2	5		21.0		7	22.0	1	6		
Other												

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

III. School Climate

School Safety Plan (School Year 2010-11)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

The Basic Ten for School Safety:

Respect ourselves and each other.

Treat others as we would like to be treated.

Be caring, friendly, and nice to each other.

Include people in games and discontinue lockouts.

Be kind and considerate to plants and animals on the Farm and in classrooms.

Act safely and responsibly.

Respect school's and other people's property.

Solve problems and talk among ourselves before we turn to an adult for help.

Use common sense and make good decisions.

Trust our own judgment.

Annually, Ohlone reviews and reassigns duties to every staff member around our disaster plan. Other than holding regular earthquake and fire drills, the district restocks our emergency supplies and equipment. Students are educated on proper safety procedures and our teachers and classified staff receive annual training in First Aid and CPR.

Other than the Basic Ten for Students and Parents, regular class meetings to discuss appropriate in and out of class behaviors are commonplace at Ohlone. The Ohlone Guides, a cadre of Fifth Graders, are trained to be responsive to the needs of the younger children. Parents and classroom aides are hired to be yard duty monitors at the lunch hour. The Site Council reviews and updates the School Safety Plan each year.

Suspensions and Expulsions

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	0	0	0	1.87	1.54	1.67
Expulsions	0	0	0	0.06	0.04	0.03

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected:

Safe, orderly schools are the highest priority of the Palo Alto Unified School District. Schools maintain and enforce a policy of required registration and identification at the main office. All visitors must register and receive approval before visiting any classroom or activity during the school day. District personnel, contractors and maintenance crews are required to wear identification badges while working on any campus throughout the district.

The District has established a Preventive Maintenance Team that will visits each campus on an assigned schedule repairing and maintaining facilities in readiness conducive to teaching and learning. In addition, the District provides a work order system for ongoing maintenance that tracks requests, supplies and assigned time spent on any routine repair. A Custodial Supervisor who monitors the cleaning of all sites visits both during the day as well as the evening, providing custodians with support and emphasizing the importance of providing and maintaining a clean facility for learning.

Each school has a Safety Plan and clearly stated expectations for student behavior. Safety Plans are updated and reviewed annually. The District has a strictly enforced anti-discrimination policy that prohibits harassment of students or staff based upon race, gender, disability, religion or sexual orientation. The School Board maintains a zero tolerance policy for violent or threatening behaviors, and is committed to prevention of harmful behaviors. Students are provided with opportunities to build positive relationships to help create a more supportive school community.

The Ohlone Elementary School main campus was originally constructed in 1949. The buildings on campus have been renovated and added to over the years with additional rooms, multi-purpose and office added in 1962. The latest modernization occurring in 2004 as part of the Building for Excellence Program. This modernization program included seismic and ADA accessibility improvements, as well as updating the classroom environment. New technology upgrades included computer workstations and increased electrical capacity within the classrooms. Energy upgrades included new heating systems and lighting in the classrooms. The 2004 modernization included conversion of two classrooms housing the library to classrooms, conversion and construction of a new library space within an existing building and construction of a new classroom wing. Two 1440 square foot modular classrooms were added to accommodate growth in the summers of 2008, and one 960 square foot building was added in 2008.

The campus now has a renovated library facility as part of the Building for Excellence Program. The library facility has reading and resource areas for students, as well as new computer workstations. The library has a credentialed librarian assigned, with equipment, which provides for on line services, Internet and Intranet connections and a multimedia presentation station.

The Multipurpose room is forty-five years old, and is slated for reconstruction in the future.

The District staff has been worked with site personnel to identify additional needs at all of the campuses as input to the District's Capital Improvement Plan. This plan detailed proposed repair/replace projects over the next twenty years with a priority for health and safety issues and begin to identify funding sources.

Modernization on campus in 2004 included a new playground equipment structure and the resurfacing of hardcourt and play surfaces. The buildings were also re-roofed and painted in 2004 as part of the renovation. During the summer of 2008 two 1440 relocatable classrooms were added to accommodate growth.

During the summer of 2010 work started on a new 2 story 8 classroom building. Work was completed in the fall of 2011.

As of November 2011 none of the emergency facility needs specified in Education Code Section 17592.72 (1. Gas leaks; 2. Non-functioning heating, ventilation, fire sprinklers, or air-conditioning systems; 3. Electrical power failure; 4. Major sewer stoppage; 5. Major pest or vermin infestation; 6. Broken windows or exterior doors or gates that will not lock and pose a security risk; 7. Abatement of hazardous materials previously undiscovered that poses an immediate threat to pupil or staff; and 8. Structural damage creating a hazardous or uninhabitable condition) are required at this school site. A copy of the Interim Evaluation Instrument used to verify Education Code Section 17592.72 deficiencies is on file in the Facilities Office for review.

The Ohlone Elementary School campus is safe, well maintained and clean, with a custodial staff assigned for 15 hours daily.

School Facility Good Repair Status (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[]	[]	[]	
Interior: Interior Surfaces	[]	[]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[]	[]	[]	
Electrical: Electrical	[]	[]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[]	[]	[]	[]	

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Structural: Structural Damage, Roofs	[]	[]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[]	[]	[]	
Overall Rating	[]	[]	[]	[]	

V. Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	28	37	30	668
Without Full Credential	0	1	0	3
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

** "Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage 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	99.85	0.15
High-Poverty Schools in District	0	0
Low-Poverty Schools in District	99.84	0.16

* 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.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)	1	---
Library Media Services Staff (paraprofessional)		---
Psychologist	0.3	---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist	0.6	---
Resource Specialist (non-teaching)	0.9	---
Other		---

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

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected:

The Board of Education has made a determination that each pupil in each school in the District has, or will have prior to the end of the fiscal year, sufficient textbooks or instructional materials, or both, in each subject, and these materials, in each subject, are consistent with the content and cycles of the curriculum framework adopted by the State Board. PASSED AND ADOPTED by the Board of Education of Palo Alto Unified School District this 17th day of January, 2012.

Additional information is available from the PAUSD Educational Services Department at (650) 329-3709.

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$7,389.00	\$721.00	\$6,668.00	\$86,000.00
District	---	---	\$8,262.00	\$85,360
Percent Difference: School Site and District	---	---	-19.29	-0.16
State	---	---	\$5,455	\$67,667
Percent Difference: School Site and State	---	---	22.24	27.09

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

** **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010-11)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Each year each school develops a Single Plan for Student Achievement (SPSA). This plan is available at the school site. The SPSA is developed by the School Site Council and is presented to the Board of Education for approval during a fall Board Work Session. This plan provides the budget detail on the uses of the site's categorical funds. The SPSA also describes the overall categorical funding received by the District in dollar amounts and the types of services funded. Most categorical programs are centrally funded and not within an individual school's budget. The notable exceptions are the state-funded School and Library Improvement Block Grant, which is allocated to each school on a per pupil basis, and the federally-funded Title I Assistance Program, which is provided for identified students in PAUSD's elementary schools with the highest concentrations of low income families.

The District also publishes an annual Budget Book, typically running over 400 pages, which details all District expenditures, General and Categorical, by school and by department. The 2011-12 Budget was adopted by the Board of Education on June 28, 2011. The Budget Book is available through Business Services at the District Office and on the PAUSD Website (www.pausd.org/community/about_pausd).

Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,422	\$41,035
Mid-Range Teacher Salary	\$81,860	\$65,412
Highest Teacher Salary	\$103,836	\$84,837
Average Principal Salary (Elementary)	\$134,670	\$106,217
Average Principal Salary (Middle)	\$137,603	\$111,763
Average Principal Salary (High)	\$154,393	\$121,538
Superintendent Salary	\$260,466	\$197,275
Percent of Budget for Teacher Salaries	41%	39%
Percent of Budget for Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>.

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade 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.
- California Alternate Performance Assessment (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 assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

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

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	84	84	82	84	85	85	49	52	54
Mathematics	75	84	82	81	82	83	46	48	50
Science	84	91	83	86	88	88	50	54	57
History-Social Science	N/A	N/A	N/A	80	80	82	41	44	48

* 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.

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	85	83	88	82
All Student at the School	82	82	83	N/A
Male	80	82	79	N/A
Female	84	81	86	N/A
Black or African American	0	0	0	N/A
American Indian or Alaska Native	0	0	0	N/A
Asian	88	93	95	N/A
Filipino	0	0	0	N/A
Hispanic or Latino	59	68	0	N/A
Native Hawaiian/Pacific Islander	0	0	0	N/A
White	82	79	85	N/A
Two or More Races	0	0	0	N/A
Socioeconomically Disadvantaged	62	54	0	N/A
English Learners	59	64	0	N/A
Students with Disabilities	48	52	0	N/A
Students Receiving Migrant Education Services				N/A

* 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.

California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test (PFT) 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. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	15.2	24.1	53.2

* 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.

X. 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. For detailed information about the API, see the CDE API webpage 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	2008	2009	2010
Statewide	9	9	10
Similar Schools	1	1	1

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

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	13	29	-7
Black or African American			
American Indian or Alaska Native			
Asian	-13	41	9
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	21	16	-10
Two or More Races	N/D		
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	348	909	8,814	926	4,682,045	779
Black or African American	5		250	720	318,776	696
American Indian or Alaska Native	3		24	835	33,743	733
Asian	89	952	2,850	977	399,005	898
Filipino	3		71	891	123,217	860
Hispanic or Latino	22	824	849	760	2,410,191	729
Native Hawaiian/Pacific Islander	1		56	760	26,949	764
White	222	905	4,693	937	1,259,004	845
Two or More Races	2		6		76,497	836
Socioeconomically Disadvantaged	13	772	841	724	2,757,404	726
English Learners	37	871	1,242	830	1,544,531	706
Students with Disabilities	33	665	946	701	522,262	595

Adequate Yearly Progress

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

- Participation rate on the state's standards-based assessments in 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) webpage at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate: English-Language Arts	Yes	No
Met Participation Rate: Mathematics	Yes	No
Met Percent Proficient: English-Language Arts	Yes	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	Yes

Federal Intervention Program (School Year 2011-12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	0
Percent of Schools Currently in Program Improvement	---	0

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

The PAUSD provides ongoing professional development and professional growth opportunities to all staff. All teachers and classified staff participate in three district-wide staff development days each year. The content for these sessions is informed by the PAUSD Strategic Goals that encompass our commitment to academic excellence and learning; our need to attract, retain, and enhance the skills of the most talented people we can find; facing challenges in the District's infrastructure and its finance; and the collective realization that the trust and confidence of our community is vital for the District's success. Additional workshops on these topics, multimedia and technology are offered throughout the year, at the District and school sites. Reading specialists, special education teachers, school psychologists, speech therapists, EL teachers, and other non-classroom personnel are included and also receive additional training in their areas of expertise. Study groups, Lesson Study teams, and peer coaching involve small teams of teachers at specific grade levels or within content areas who work together on a cycle of inquiry and preparation for National Board Certification. New teachers to PAUSD, including those who qualify for the BTSA Induction Program, receive monthly professional development that includes curriculum, instruction, assessment, and special workshops on specific students' needs. In addition, BTSA participants receive formative assessment and one-to-one coaching.

During the summer, professional development is offered in curriculum, instruction, technology, and leadership. Reading, writing, art and math professional development laboratory schools provide two and four-week opportunities for intensive training combined with coaching and reflective practice. Summer curriculum-development teams produce curriculum to later be used by the entire teacher community.