

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 | Valentine Elementary School | District Name | San Marino Unified School District |
| Street | 1650 Huntington Dr. | Phone Number | 626.299.7000 |
| City, State, Zip | San Marino, CA 91108-2503 | Web Site | www.smusd.us |
| Phone Number | 626.299.7090 | Superintendent | Mr. Loren W. Kleinrock |
| Principal | Mrs. Colleen Shields | E-mail Address | superintendent@smusd.us |
| E-mail Address | cshields@smusd.us | CDS Code | 19649640000000 |

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

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

The mission of William L. Valentine Elementary School, in partnership with parents and community, is to provide students with an academically focused program in a positive and caring learning environment. Using broad-based curriculum and support programs, we strive to empower the students for future success by providing student self-worth, social responsibility, and respect for individual differences.

With about 620 students, Valentine Elementary School maintains a challenging educational program that is closely matched with the developmental stages and educational needs of the children.

Instruction is grounded in rigorous content and performance standards and curriculum that go far beyond the basics. Students become competent in using the tools of critical thinking and communication as they learn to become literate seekers of knowledge, effective users of ideas, information, communication, and problem solving. These skills are applied in core content areas including reading/English-language arts, mathematics, social studies, science, visual and performing arts, and health/physical education. Well-trained professionals effectively use the high quality instructional tools, including readily available technology tools. Good citizenship and personal accountability for behavior are an integrated part of every activity.

All students have equal access to the core and co-curriculum. Those with special needs (English learners, gifted/talented, and learning disabled) receive specialized support both in the mainstream and special programs that is designed to access the core curriculum in ways that best suit individual learning styles and needs.

Interesting and creative teaching and learning occur in a safe environment where positive attitudes and behavior are expected and achieved.

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.

Valentine's campus is abuzz with dedicated volunteers who facilitate classroom learning, activities, and events. This level of commitment does not happen by accident, but through a strategy of personalized recruitment and on-going appreciation. With over thirty thousand reported volunteer hours, the PTA is an essential component of school life. Parents are active in fund-raising, Book Fairs, Parent Party, Jog-a-thon, Chinese New Year celebrations and the Valentine Fall Festival. PTA funds support additional library, art & computer lab instructional assistants, our annual Science Fair, and the Art Festival. Valentine's PTA contributes to the cultural arts program and curriculum experiences by funding assemblies, music and art consultants and field trips. Valentine PTA has an active voice in decisions about the school program. The parents volunteer actively in and out of classrooms. For more information, contact our school office at (626) 299-7090.

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

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 76 |
| Grade 1 | 104 |
| Grade 2 | 120 |
| Grade 3 | 105 |
| Grade 4 | 112 |
| Grade 5 | 121 |
| Total Enrollment | 638 |

Student Enrollment by Group (School Year 2010-11)

| Group | Percent of Total Enrollment | Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|---------------------------------|-----------------------------|
| Black or African American | 0.9 | White | 36.8 |
| American Indian or Alaska Native | 0 | Two or More Races | 8.6 |
| Asian | 42.5 | Socioeconomically Disadvantaged | 1.9 |
| Filipino | 0.3 | English Learners | 10.8 |
| Hispanic or Latino | 10.5 | Students with Disabilities | 9.4 |
| Native Hawaiian/Pacific Islander | 0.3 | | |

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 | 21.1 | 1 | 6 | 0 | 23 | | | | 25.4 | 0 | 5 | 0 |
| 1 | 20.6 | 2 | 3 | 0 | 22 | | | | 26 | 0 | 4 | 0 |
| 2 | 20.8 | 1 | 4 | 0 | 24 | | | | 24 | 0 | 5 | 0 |
| 3 | 19.3 | 6 | 0 | 0 | 25 | | | | 26.3 | 0 | 4 | 0 |
| 4 | 29.5 | 0 | 4 | 0 | 28 | | | | 28 | 0 | 4 | 0 |
| 5 | 28.4 | 0 | 5 | 0 | 28 | | | | 30.3 | 0 | 4 | 0 |
| Other | 0 | 0 | 0 | 0 | | | | | | | | |

* 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.

On the whole, the students are academically focused and thus, there are very few discipline problems. Open and honest relationships among teachers, children, parents, and administration are a solid foundation for a safe school environment.

On the 2009 Healthy Kids Survey more than 95% of fifth graders perceived school to be a safe environment. On the same measure, less than 5% of the fifth graders reported they had been hit or pushed in the past year.

A Comprehensive School Safety Plan is monitored and updated as appropriate by a representative team of school, parents, and community members including a law enforcement representative. The plan was recently updated in 2010. Components required by Education Code 52012 and 52842 address the following goals:

- Goal #1:** All students and staff members are provided a safe teaching and learning environment.
- Goal #2:** All students are safe and secure while at school, when traveling to and from school, and when traveling to and from school related activities.
- Goal #3:** District programs and approved community resources are made available to students and parents.
- Goal #4:** Students, parents, staff, and community members shall effectively communicate in a manner that is respectful to all cultural, racial, and religious backgrounds.

Suspensions and Expulsions

| Rate | School | | | District | | |
|-------------|---------|---------|---------|----------|---------|---------|
| | 2008-09 | 2009-10 | 2010-11 | 2008-09 | 2009-10 | 2010-11 |
| Suspensions | 0.15 | 0.63 | 0.31 | 1.41 | 0.5 | 0.88 |
| Expulsions | 0 | 0 | 0 | 0 | 0 | 0 |

* 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: 10/13/10

10.2 million dollars in bond funds have been spent on new construction and renovation at Valentine School. The academic facilities are comfortable, spacious, air-conditioned, and well designed for instruction.

The Valentine School facilities are well maintained in a manner that is clean, safe, and functional. Inspections show no areas of deficiency. No complaints have been filed. A School Facility Conditions Evaluation is done each year by the Director of Maintenance and Operations. A copy of the Facility Inspection Tool (FIT) is kept on file in the Business Services Office.

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

V. Teachers

Teacher Credentials

| Teachers | School | | | District |
|--|---------|---------|---------|----------|
| | 2008-09 | 2009-10 | 2010-11 | 2010-11 |
| With Full Credential | 37 | 37 | 30 | 142 |
| Without Full Credential | 0 | 0 | 0 | 1 |
| 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 | 98.56 | 1.44 |
| High-Poverty Schools in District | 0 | 0 |
| Low-Poverty Schools in District | 98.56 | 1.44 |

* 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 | 0 | 0 |
| Counselor (Social/Behavioral or Career Development) | 0 | --- |
| Library Media Teacher (Librarian) | 1 | --- |
| Library Media Services Staff (paraprofessional) | 0 | --- |
| Psychologist | 1 | --- |
| Social Worker | 0 | --- |
| Nurse | 1 | --- |
| Speech/Language/Hearing Specialist | 1 | --- |
| Resource Specialist (non-teaching) | 0 | --- |
| Other | 0 | --- |

* 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: September 27, 2011

Students enjoy quality texts, supplementary materials, and other instructional resources that complement the standards based instruction. Every student has access to textbooks, including English Language Learners and students with other special needs.

Reading/Language Arts (2003) and Mathematics (2002) and Social Studies (2006) and Science (2007) are standards based texts.

In September 2011, the Governing Board certified there are sufficient standards-based texts, purchased within the most recent framework cycles, to be in compliance with Education Code Section 60119, 60442, and the Williams Settlement (SB 550 and AB 831). For a complete accounting of texts see:

<http://www.san-marino.k12.ca.us/di/administration/instruction/williams.htm>

| Core Curriculum Area | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|------------------------|--|----------------------------|---|
| Reading/Language Arts | See above. | | 0 |
| Mathematics | See above. | | 0 |
| Science | See above. | | 0 |
| History-Social Science | See above. | | 0 |

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 | \$8,584 | \$2,496 | \$6,088 | \$70,997 |
| District | --- | --- | \$6,088 | \$70,997 |
| Percent Difference: School Site and District | --- | --- | 0% | 0% |
| State | --- | --- | \$5,650 | \$63,062 |
| Percent Difference: School Site and State | --- | --- | 7% | 11% |

* **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.

Title I funds provide reading support to identified students in grades 1,2 and 3 who are low performing in basic reading decoding skills.

Teacher and Administrative Salaries (Fiscal Year 2009-10)

| Category | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$34,729 | \$39,074 |
| Mid-Range Teacher Salary | \$64,881 | \$60,172 |
| Highest Teacher Salary | \$83,981 | \$78,468 |
| Average Principal Salary (Elementary) | \$112,342 | \$95,926 |
| Average Principal Salary (Middle) | \$116,730 | \$99,356 |
| Average Principal Salary (High) | \$137,614 | \$107,041 |
| Superintendent Salary | \$180,000 | \$148,555 |
| Percent of Budget for Teacher Salaries | 35% | 38% |
| Percent of Budget for Administrative Salaries | 6% | 6% |

* 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 | 86 | 86 | 87 | 91 | 90 | 90 | 49 | 52 | 54 |
| Mathematics | 90 | 90 | 91 | 87 | 88 | 88 | 46 | 48 | 50 |
| Science | 94 | 95 | 94 | 89 | 90 | 91 | 50 | 54 | 57 |
| History-Social Science | N/A | N/A | N/A | 85 | 84 | 86 | 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 | 90 | 88 | 91 | 86 |
| All Student at the School | 87 | 91 | 94 | N/A |
| Male | 86 | 90 | 98 | N/A |
| Female | 88 | 91 | 90 | N/A |
| Black or African American | 0 | 0 | 0 | N/A |
| American Indian or Alaska Native | | | | N/A |
| Asian | 92 | 94 | 92 | N/A |
| Filipino | 0 | 0 | 0 | N/A |
| Hispanic or Latino | 64 | 69 | 0 | N/A |
| Native Hawaiian/Pacific Islander | 0 | 0 | 0 | N/A |
| White | 86 | 91 | 100 | N/A |
| Two or More Races | 92 | 100 | 0 | N/A |
| Socioeconomically Disadvantaged | 0 | 0 | 0 | N/A |
| English Learners | 64 | 74 | 0 | N/A |
| Students with Disabilities | 58 | 67 | 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 | 47.5 | 25.8 | 0 |

* 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 | 10 | 10 | 10 |
| Similar Schools | 4 | 2 | 2 |

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 | 0 | -3 | 12 |
| Black or African American | | | |
| American Indian or Alaska Native | | | |
| Asian | 5 | -1 | 5 |
| Filipino | | | |
| Hispanic or Latino | | | |
| Native Hawaiian/Pacific Islander | | | |
| White | -8 | -4 | 22 |
| 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 | 453 | 950 | 2,482 | 955 | 4,683,676 | 778 |
| Black or African American | 6 | | 17 | 894 | 317,856 | 696 |
| American Indian or Alaska Native | 0 | | 0 | | 33,774 | 733 |
| Asian | 202 | 969 | 1,384 | 973 | 398,869 | 898 |
| Filipino | 1 | | 16 | 939 | 123,245 | 859 |
| Hispanic or Latino | 39 | 848 | 195 | 880 | 2,406,749 | 729 |
| Native Hawaiian/Pacific Islander | 2 | | 8 | | 26,953 | 764 |
| White | 166 | 947 | 766 | 940 | 1,258,831 | 845 |
| Two or More Races | 37 | 973 | 94 | 970 | 76,766 | 836 |
| Socioeconomically Disadvantaged | 10 | | 69 | 902 | 2,731,843 | 726 |
| English Learners | 46 | 892 | 178 | 871 | 1,521,844 | 707 |
| Students with Disabilities | 48 | 769 | 230 | 799 | 521,815 | 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 | Yes |
| Met Participation Rate: English-Language Arts | Yes | Yes |
| Met Participation Rate: Mathematics | Yes | Yes |
| Met Percent Proficient: English-Language Arts | Yes | Yes |
| Met Percent Proficient: Mathematics | Yes | Yes |
| 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 | 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.)?

Professional development is research-based, founded on student needs and matched to the teachers' instructional strengths and challenges. The goal of the program is to improve student performance in the core content areas.

The emphases for the 2010-2011 school year are as follows: (1) the continued revision and effective use of benchmark assessments to measure and report student mastery of the California/San Marino standards; and (2) differentiated instruction; and (4) reading literacy. Four Professional Development Days are used to address the above goals and other instructional issues as determined by the site elementary leadership team, consisting of teachers and principals.

New teachers have the opportunity to participate in the Beginning Teacher Support and Assessment (BTSA) program.

Teachers participate in workshops and conferences (as budgets allow), faculty meetings, and individualized programs as appropriate to meet the needs for continued improvement in instruction as measured by student achievement.