

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 at the [SARC](#) Web site. 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 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 schools contact information.

| School | | District | |
|------------------|--|----------------|--|
| School Name | Escondido Elementary | District Name | Palo Alto Unified |
| Street | 890 Escondido Rd. | Phone Number | 650-329-3700 |
| City, State, Zip | Stanford, CA 94305-7101 | Web Site | www.pausd.org |
| Phone Number | 650-856-1337 | Superintendent | Kevin Skelly |
| Principal | Gary Prehn | E-mail Address | kskelly@pausd.org |
| E-mail Address | gprehn@pausd.org | CDS Code | 43-69641-6048250 |

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

This section provides information about the school's goals and programs.

Escondido Elementary School, the largest of twelve elementary schools in the Palo Alto Unified School District, has 535 students in grades kindergarten through fifth, with an average daily attendance of over 90% and unexcused absences of less than 3%. Approximately 23% are residents of Stanford University's graduate student family housing in Escondido Village, 46% reside in two nearby Palo Alto neighborhoods: College Terrace and Evergreen Park, and about 31% come from other areas in Palo Alto, East Palo Alto, and Los Altos Hills.

Escondido children represent 32 countries and speak more than 25 different languages. Compared to other schools in the district, Escondido has the highest percentage of students who speak a language other than English. The school population includes 230 children in the Spanish Immersion Program, which is integrated into Escondido School.

Escondido emphasizes global awareness and multicultural education. Our staff helps children develop an awareness of and an appreciation for various cultures and holidays through classroom activities, assemblies, guest speakers, music and art.

Our school encourages each child to reach his/her greatest potential through a nurturing student-centered environment. We believe it is our responsibility to:

- Provide a curriculum for all children that is rich, challenging and developmentally appropriate
- Develop lifelong learners with self-confidence, motivation, skills and a belief in themselves as valuable contributors to a global society
- Assist children in becoming independent logical thinkers and creative problem solvers
- Create a school environment emphasizing safety, cooperation, respect, and appreciation of cultural diversity

Opportunities for Parental Involvement (School Year 2007-08)

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

At Escondido, we feel parents are their children's first and most important teachers. Many assist in classrooms, the library, and around the school. Parents volunteer more than 6,000 hours of their time per year. The majority of parents belong to our PTA (Parent Teacher Association). Parents provide enrichment activities through sharing aspects of their culture or professional expertise; some work with students in our gardens or provide noon activities. Parents plan and staff a host of school activities such as our Book Fair, Talent Show, Last Day Fair, Staff Appreciation Week, Noon Art, International Fair, Silent Auction, Halloween Breakfast, Science Fair, Meet the Principal Coffee, and school play. The PTA edits and distributes our school newsletter, *The Globe*, and initiates and raises funds to support a wide variety of school enhancement and enrichment programs (e.g., special assemblies, parent education, classroom and teaching needs). Parents also serve as representatives to various district and community committees. Seven parents are members of our School Site Council, an elected group that helps develop the school plan, yearly goals, and budget. Others represent us at district level committees such as the Community Advisory Committee and PTA Council. Our school is often the focus of educational research carried out by Stanford graduate and undergraduate students. Several retired community members devote many hours per year in our library and classrooms.

Student Enrollment by Grade Level (School Year 2007-08)

This table displays the number of students enrolled in each grade level at the school.

| Grade Level | Number of Students |
|---------------------|--------------------|
| Kindergarten | 100 |
| Grade 1 | 84 |
| Grade 2 | 89 |
| Grade 3 | 77 |
| Grade 4 | 77 |
| Grade 5 | 77 |
| Grade 6 | 0 |
| Grade 7 | 0 |
| Grade 8 | 0 |
| Ungraded Elementary | 0 |
| Grade 9 | 0 |
| Grade 10 | 0 |
| Grade 11 | 0 |
| Grade 12 | 0 |
| Ungraded Secondary | 0 |
| Total Enrollment | 504 |

Student Enrollment by Group (School Year 2007-08)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

| Group | Percent of Total Enrollment |
|-------|-----------------------------|
|-------|-----------------------------|

| | |
|----------------------------------|---------|
| African American | 4.76 % |
| American Indian or Alaska Native | 0.2 % |
| Asian | 12.9 % |
| Filipino | 0.4 % |
| Hispanic or Latino | 14.68 % |
| Pacific Islander | % |
| White (not Hispanic) | 48.81 % |
| Multiple or No Response | 18.25 % |
| Socioeconomically Disadvantaged | 14 % |
| English Learners | 13 % |
| Students with Disabilities | 13 % |

Average Class Size and Class Size Distribution (Elementary)

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

| Grade Level | 2005-06 | | | | 2006-07 | | | | 2007-08 | | | |
|-------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
| | 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 | 17.3 | 4 | | | 20.0 | 5 | | | 20.0 | 5 | | |
| 1 | 18.8 | 4 | | | 18.7 | 6 | | | 19.0 | 4 | | |
| 2 | 19.8 | 5 | | | 20.0 | 4 | | | 19.5 | 4 | | |
| 3 | 19.3 | 3 | | | 19.2 | 5 | | | 18.3 | 3 | | |
| 4 | 20.5 | 1 | 1 | | 20.3 | 2 | 1 | | 21.3 | 1 | 2 | |
| 5 | 21.5 | | 2 | | 20.7 | 1 | 2 | | 20.3 | 2 | 2 | |
| 6 | | | | | | | | | | | | |
| K-3 | 20.0 | 2 | | | 13.5 | 2 | | | 18.0 | 1 | | |
| 3-4 | | | | | | | | | | | | |
| 4-8 | 18.3 | 3 | | | 20.0 | 1 | | | 15.0 | 1 | | |
| Other | | | | | | | | | | | | |

III. School Climate

School Safety Plan (School Year 2007-08)

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

Escondido School rules are based on respect for ourselves and others, personal safety, and responsible behavior. Specific guidelines are provided to students and their parents during the first week of school and a compact is signed by the parent, student, teacher, and principal. Our playground is supervised by teachers at recess and a minimum of six noon supervisors at lunch.

The school has an anti-bullying policy. In order to implement this policy, Escondido is engaged in a program to foster social/emotional development and effective problem-solving skills.

Students contribute in many ways to our school. Fourth and fifth graders serve on the Escondido Safety Patrol. They help younger children cross nearby streets safely while learning responsibility. Fifth grade students also serve as co-captains in the Noon Sports Program for students in grades 3-5, and Student Helpers in the school's K-5 Jogging Club. Students at various grade levels participate in pedestrian, bicycle, and personal safety program presented by the Palo Alto Fire and Police Departments.

Emergency preparedness is a priority. We have a disaster plan which includes: storing equipment and supplies, holding regular earthquake, fire and lockdown drills, and discussing with students what they should do in an emergency. Staff members update their First Aid and CPR training periodically. Each classroom is equipped with a portable emergency preparedness kit provided by the PTA.

As prescribed by State law, a Safe School Plan is reviewed annually. The plan is derived from needs that surface during annual surveys to parents, staff, and students and by observations of the principal. Goals, objectives, and activities contained in the plan address the school's physical and social environment, as well as its culture. The plan received an in-depth review last spring by our School Site Council, and was approved in November 2007 for the 2007-2008 school year.

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 | 0.2 | 1.2 | 0.0 | 1.9 | 2.0 | 1.7 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |

IV. School Facilities

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

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Safety, cleanliness, and adequacy of school facilities. EC Sec. 33126 (b)(9)

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 visit 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 Escondido Elementary School main campus was originally constructed in 1960. The buildings on campus have been renovated and added to over the years with a additional rooms added in 1961 and 1967. The latest modernization occurring in 2001 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 2001 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.

The campus now has a new 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 District staff has been working with site personnel to identify additional needs at all of the campuses as input to the District's Capital Improvement Plan. This plan will detail 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 2001 included a new playground equipment structure and the resurfacing of hardcourt and play surfaces. The buildings were also re-roofed and painted in 2001 as part of the renovation.

As of **August 2008** 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 Escondido Elementary School campus is safe, well maintained and clean, with a custodial staff assigned for 18.75 hours daily.

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 at the [DataQuest](#) Web site.

| Teachers | School | | | District |
|---|---------|---------|---------|----------|
| | 2005-06 | 2006-07 | 2007-08 | 2007-08 |
| With Full Credential | 31 | 33 | 31 | 737 |
| Without Full Credential | 0 | 0 | 0 | 8 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 | N/A |

Teacher Misassignments and Vacant Teacher Positions

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

| Indicator | 2006-07 | 2007-08 | 2008-09 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 4 | 3 | 5 |
| Total Teacher Misassignments | 4 | 3 | 5 |
| 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 at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the [NCLB](#) Web site.

| Location of Classes | Percent of Classes in Core Academic Subjects | |
|----------------------------------|--|---------------------------------------|
| | Taught by NCLB Compliant Teachers | Taught by Non-NCLB Compliant Teachers |
| This School | 92.6 | 7.4 |
| All Schools in District | 97.1 | 2.9 |
| High-Poverty Schools in District | | |
| Low-Poverty Schools in District | 97.0 | 3.0 |

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 Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | | |
| Library Media Teacher (Librarian) | | N/A |
| Library Media Services Staff (paraprofessional) | 1.0 | N/A |
| Psychologist | 1.0 | N/A |
| Social Worker | | N/A |
| Nurse | | N/A |
| Speech/Language/Hearing Specialist | 1.0 | N/A |
| Resource Specialist (non-teaching) | | N/A |
| Other | | N/A |

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2008-09)

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 25th day of September, 2007.

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 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 and teacher salaries can be found on the [Certificated Salaries and Benefits](#) Web page.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental) | Expenditures Per Pupil (Basic) | Average Teacher Salary |
|---|------------------------------|---------------------------------------|--------------------------------|------------------------|
| School Site | \$8929 | \$1797 | \$7132 | \$75603 |
| District | N/A | N/A | \$7809 | \$78799 |
| Percent Difference - School Site and District | N/A | N/A | -8.7% | -4.1% |
| State | N/A | N/A | \$5300 | \$63458 |
| Percent Difference - School Site and State | N/A | N/A | 34.6% | 19.1% |

Types of Services Funded (Fiscal Year 2007-08)

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

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 2008-09 Budget was adopted by the Board of Education on June 24, 2008. 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 2006-07)

This table displays district-level salary information 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.

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$48944 | \$39708 |
| Mid-Range Teacher Salary | \$77915 | \$63805 |
| Highest Teacher Salary | \$98835 | \$82081 |
| Average Principal Salary (Elementary) | \$127648 | \$102166 |
| Average Principal Salary (Middle) | \$138563 | \$107816 |
| Average Principal Salary (High) | \$145002 | \$116474 |
| Superintendent Salary | \$267342 | \$183478 |
| Percent of Budget for Teacher Salaries | 41.6 % | 40.6 % |
| Percent of Budget for Administrative Salaries | 5.5 % | 5.2 % |

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.

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 | 75 | 73 | 75 | 82 | 83 | 83 | 42 | 43 | 46 |
| Mathematics | 85 | 83 | 83 | 80 | 80 | 81 | 40 | 40 | 43 |
| Science | 86 | 84 | 83 | 81 | 81 | 85 | 35 | 38 | 46 |
| History-Social Science | | | | 76 | 74 | 76 | 33 | 33 | 36 |

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. 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 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 | 35 | 48 | * | No test at K-5 |
| American Indian or Alaska Native | * | * | | No test at K-5 |
| Asian | 83 | 94 | * | No test at K-5 |
| Filipino | * | * | * | No test at K-5 |
| Hispanic or Latino | 49 | 58 | 60 | No test at K-5 |
| Pacific Islander | | | | |
| White (not Hispanic) | 88 | 94 | 93 | No test at K-5 |
| Male | 73 | 83 | 90 | No test at K-5 |
| Female | 79 | 83 | 76 | No test at K-5 |
| Economically Disadvantaged | 29 | 42 | 33 | No test at K-5 |
| English Learners | 48 | 65 | * | No test at K-5 |
| Students with Disabilities | 32 | 37 | 36 | No test at K-5 |
| Students Receiving Migrant Education Services | | | | |

**Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

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 on the [Physical Fitness Testing](#) Web page.

| Grade Level | Percent of Students Meeting Healthy Fitness Zones |
|-------------|---|
| 5 | 27.30 |
| 7 | N/A |
| 9 | N/A |

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

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.

API Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. 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 | 10 | 10 | 10 |
| Similar Schools | 8 | 7 | 6 |

"N/A" means a number is not applicable or not available due to missing data.

"**" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

"A" means the school or subgroups scored at or above the statewide performance target of 800 in 2008.

"B" 6048250

"C" means the school had significant demographic changes and will not have any growth or target information.

"D" means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.

"E" indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM 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 | 18 | 4 | 8 | 908 |
| African American | | | | N/A |
| American Indian or Alaska Native | | | | N/A |
| Asian | 40 | | | N/A |
| Filipino | | | | N/A |
| Hispanic or Latino | | | 10 | 798 |
| Pacific Islander | | | | N/A |
| White (not Hispanic) | 8 | 9 | 13 | 960 |
| Socioeconomically Disadvantaged | | | | N/A |
| English Learners | | | | N/A |
| Students with Disabilities | | | | N/A |

"N/A" means a number is not applicable or not available due to missing data.

"**" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

"A" means the school or subgroups scored at or above the statewide performance target of 800 in 2008.

"B" means the school did not have a valid 2007 Base API and will not have any growth or target information.

"C" means the school had significant demographic changes and will not have any growth or target information.

"D" means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.

"E" indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

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.

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 | No |
| Participation Rate - English-Language Arts | Yes | No |
| Participation Rate - Mathematics | Yes | No |
| Percent Proficient - English-Language Arts | Yes | Yes |
| Percent Proficient - Mathematics | Yes | Yes |
| API | Yes | Yes |
| Graduation Rate | N/A | Yes |

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.

| 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 | N/A | |
| Percent of Schools Currently in Program Improvement | N/A | |

XI. School Completion and Postsecondary Preparation (for High School only)

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

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 student achievement, closing the achievement gap, and meeting the academic, social, emotional, and physical needs of all students, and providing multiple pathways for students to demonstrate 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, weeklong 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.