

2010-11
SCHOOL ACCOUNTABILITY REPORT CARD

La Tercera Elementary School
Old Adobe Union Elementary District

Published During
2011-12

Principal:
Ken Schwinn

Address:
1600 Albin Way
Petaluma, California 94954-4599

Phone:
707-765-4303

Email:
kschwinn@oldadobe.org

Website:
www.oldadobe.org



I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

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

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

La Tercera is a family-friendly school, of approximately 500 students, located in a park like setting in Petaluma. Ongoing school improvement is a major emphasis as we prepare students for life in the 21st century. Though we value high test scores, the major thrust at La Tercera is to provide students a well-rounded education. We focus on opportunities for students to take real-life experiences and make connections to new information. Our teachers focus on developing lifelong learners whose sense of pride in achievement is intrinsically motivated by an enjoyment and appreciation of learning. Students have opportunities to work in the greenhouse, school gardens, computer lab and to take part in environmental restoration projects in and around the community. La Tercera has a partnership with the local high school through a program called the United Anglers. High school students mentor our students and teach them about habitat and environmental issues. In addition, we have partnered with Sonoma State University where 6 student teachers have been placed in classrooms. We began a program called Mentor Me Petaluma in 2007 where students have the opportunity to work with an adult mentor weekly in order to enhance the students' connection to school and the community. We have a very active Student Council that puts on regular student led events throughout the school year. As our second-language population increases, we continually work on methods and strategies to close the achievement gap while simultaneously using our diversity as a way to strengthen the La Tercera community. La Tercera Mission Statement By providing quality education, La Tercera will empower individuals to become caring, competent, responsible citizens who value education as a lifelong process. La Tercera Vision La Tercera will be: A school that ensures equal access and opportunity for all students A school that creates a passion for learning and intellectual curiosity A school campus that is inviting and safe A school that promotes critical thinking and enables students to make informed decisions while challenging them to reach their full potential A school that creates technologically literate students A school that creates rich experiences in music and the arts A school that promotes physical and mental wellness A school that models and promotes personal responsibility A school that encourages strong community relationships and fosters students to become moral, ethical, compassionate people who care about the world around them.

Opportunities for Parental Involvement (School Year 2010-11)

This section provides information about opportunities for parents to become involved with school activities, including contact information pertaining to organized opportunities for parental involvement.

La Tercera provides many ways for parents to participate in the life of our school, and the school depends on parents to keep some of our programs running smoothly. Parents can join our SSC, which works with administration to help make financial decisions. Parents of English learners are vital to our ELAC and to our outreach efforts on behalf of new families. Room parents organize parent volunteers to help with special projects in the classroom and chaperone on field trips. The PTA sponsors a variety of community events as well as fund-raisers to support classroom instruction and professional development for teachers. We ask all parents to attend Back-to-School Night in the fall, Open House in the spring, and parent-teacher conferences in November. This year we have conducted a monthly community farmer's market at the school on Friday afternoons. This been a wonderful way to involve the entire school community in a regular social event. Staff members provide live musical entertainment for these events.

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

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

Grade Level	Number of Students
Kindergarten	66
Grade 1	67
Grade 2	59
Grade 3	72
Grade 4	68
Grade 5	90
Grade 6	74
Grade 7	0
Total Enrollment	496

Student Enrollment by Group (School Year 2010-11)

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

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	2.4	White	48.2
American Indian or Alaska Native	0.2	Two or More Races	3.8
Asian	4.2	Socioeconomically Disadvantaged	44.4
Filipino	1.6	English Learners	35.1
Hispanic or Latino	38.9	Students with Disabilities	9.1
Native Hawaiian/Pacific Islander	0.4		

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	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				20	3			22	3			
1				20	4			21.7	3			
2				17	3			19.3	3			
3				19	2			19	5			
4				27		2		23.3	1	3		
5				31		2		22.8	2	2		
6				32		2		24.7	1	2		
K-3	0			20	2							
3-4	0			20	1							
4-8	0			0								
Other				0								

III. School Climate

School Safety Plan (School Year 2010-11)

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

Staff and/or parent volunteers monitor the school grounds for 20 minutes before and after school as well as at all recesses and at lunch time. Teachers regularly review the rules for safe, responsible behavior in school and on the playground. Visitors must sign in at the office, where they receive a visitor sticker which they must keep visible throughout their stay. Our School Safety Plan is reviewed at the beginning of each school year. It was last revised on November 1, 2009. In addition, portions of the School Safety Plan are (e.g., discipline, bullying, dismissal procedures, emergency planning) are reviewed at staff meetings. We set aside two to four Wednesday afternoons (Staff Development/Early Release Afternoons) to review specific jobs/expectations for our emergency response plan. Our PTA has helped finance the purchase of emergency response supplies/material. We conduct monthly fire or earthquake drills and hold training for staff on emergency preparedness in late April.

In May 2011, we brought the Safe School Ambassador program to La Tercera. Forty-two students in grades 3-5 attended two full days of training to learn strategies to help de-escalate situations involving peer conflicts. Seven staff members were also trained as team leaders. Each staff member meets with a group of six students twice per month to problem solve, strategize and review techniques they learned in the training. An evening event for parents and a student assembly were held to introduce the community to the Safe School Ambassador program.

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		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	7.3			2.4		
Expulsions	0			0		

IV. School Facilities

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

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

Our main building is 37 years old. We also resurfaced the playgrounds and parking lots in 2006. We installed a new roof with skylights in the Kindergarten building in 2007. In 2007 the Kindergarten building was re-carpeted and re-tiled. We have one day custodian and one night custodian who keep our facilities clean. Each classroom is cleaned every other day, and the restrooms are cleaned every day. District maintenance picks up litter, removes graffiti, and maintains landscaping on a regular weekly schedule.

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

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

Inspected On: 11/28/2011	Repair Status				Repair Needed and Action Taken or Planned
System Inspected	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	—	✔	—	—	
Structural: Structural Damage, Roofs	—	✔	—	—	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	—	✔	—	—	
Overall Rating	—	✔	—	—	

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
Teachers with Full Credential	22	22		
Teachers without Full Credential	0	0		
Teachers Teaching Outside Subject Area of Competence	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	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	0	

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

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student 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. More information on teacher qualifications required under the ESEA can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	100	0

VI. Support Staff

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

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		
Counselor (Social/Behavioral or Career Development)	0.2	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	0.75	N/A
Psychologist	0.2	N/A
Social Worker		N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.8	N/A
Resource Specialist (non - teaching)		N/A
Other		N/A

VII. Curriculum and Instructional Materials

Description of school's program towards meeting William's Settlement Requirements

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

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	The Houghton-Mifflin Language Arts textbooks are used in grades K-6. Date of publication: 2003. Last adoption date: 2002. All students have access to a text at school and at home. In addition, students have access to leveled readers, computerized reading assessments and programs, and additional supplemental materials.		

La Tercera Elementary 2010-11
School Accountability Report Card

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Mathematics	Envision Mathematics was adopted in 2007 (publication date: 2007); implemented for the first year in 2008. Every student has access to a textbook at home and at school. By the end of school year 2008-2009, every classroom will have the technology tools necessary so that students can access online internet features through teacher instruction.		
Science	MacMillan-McGraw-Hill Science is the current textbook; adopted in 2007 (publication date: 2007). Teachers recieved additional professional development in the new science materials, during the 2007-2008 school year.		
History-Social Science	MacMillan-McGraw-Hill Social Studies is the current textbook; adopted in 2007 (publication date: 2007).		
Foreign Language	n/a		
Health	Health education is imbedded within the Health science curriculum.		
Science Laboratory Equipment (grades 9-12)	n/a		
Visual and Performing Arts	Teachers use "Arts Attack" materials to teach standards-aligned visual arts in the classroom. Singlish and the Brummett Taylor music apprciation series were purchased in 2008 for implementation in the 2008-2009 school year.		

VIII. School Finances

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

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$5,611.00	\$1,540.00	\$4,071.00	\$61,025.00
District	N/A	N/A	\$5,593.00	\$63,219.00
Percent Difference - School Site and District	N/A	N/A	-27.21	-3.47
State	N/A	N/A	\$5,455.00	\$65,524.00
Percent Difference - School Site and State	N/A	N/A	-25.37	-6.87

Types of Services Funded (Fiscal Year 2010-11)

This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school's federal Program Improvement status) that are provided at the school through either categorical funds or other sources.

We were able to hire a part time bilingual teacher and for our English Learners with Title III funding. We have two instructional aides who work specifically with English learners. La Tercera has a one day per week school counselor who works with individual students, small groups and full classes on a variety of topics.

Our PTA raises funds for classroom supplies, technology, teacher education, classroom mini grants, and special assemblies through our annual Dinner Dance, Walk-a-Thon, pasta dinners, Spell-a-thon, and wrapping paper sales. We offer an after school computer class that allows students to work at their own level and accelerates their academic skill acquisition. We also offer after school small group remediation classes taught by teachers in groups of up to six students.

Teacher and Administrative Salaries (Fiscal Year 2009-10)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,496	\$41,183
Mid-Range Teacher Salary	\$61,941	\$63,647
Highest Teacher Salary	\$69,001	\$80,955
Average Principal Salary (Elementary)	\$94,806	\$102,400
Average Principal Salary (Middle)		\$106,158
Average Principal Salary (High)		\$124,133
Superintendent Salary	\$135,767	\$151,742
Percent of Budget for Teacher Salaries	39	41
Percent of Budget for Administrative Salaries	7	6

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven. The 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 CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and 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. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

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

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	54	53	52	58	59	59	49	52	54
Mathematics	49	52	47	60	60	58	46	48	50
Science	36	70	50	56	62	55	50	54	57
History-Social Science	0	0	0	0	0	0	41	44	48

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

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	59	58	55	0
All Students at the School	52	47	50	0
Male	51	43	51	0
Female	52	51	49	0
Black or African American	0	0	0	0
American Indian or Alaska Native	0	0	0	0
Asian	67	53	0	0
Filipino	0	0	0	0
Hispanic or Latino	38	32	32	0
Native Hawaiian or Pacific Islander				
White	61	59	61	0
Two or More Races				
Socioeconomically Disadvantaged	41	36	33	0
English Learners	23	23	25	0
Students with Disabilities	35	27	0	0
Students Receiving Migrant Education Services				

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

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	23.9	23.9	30.7
7	0	0	0
9	0	0	0

X. Accountability

Academic Performance Index

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

Academic Performance Index Ranks - Three-Year Comparison

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

API Rank	2008	2009	2010
Statewide	7	5	5
Similar Schools	5	2	4

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

This table displays, by student group, the actual API changes in points added or lost for the past three years. Note: N/A means that the student group is not numerically significant or data were not available.

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	-21	3	-16
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-10	10	-23
Native Hawaiian or Pacific Islander			
White	-25	19	-7
Two or More Races			
Socioeconomically Disadvantaged	-10	-1	-12
English Learners	-16	-12	-10
Students with Disabilities			

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

This table displays, by student group, the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API		
	School	LEA	State
All Students at the School	779	815	778
Black or African American		817	696
American Indian or Alaska Native			733
Asian	854	854	898
Filipino		824	859
Hispanic or Latino	720	735	729
Native Hawaiian or Pacific Islander			764
White	822	861	845
Two or More Races			836
Socioeconomically Disadvantaged	732	743	726
English Learners	714	739	707
Students with Disabilities	668	703	595

Adequate Yearly Progress

The federal Elementary and Secondary Education Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

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

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 six AYP criteria described above.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	No
API	Yes	Yes
Graduation Rate	N/A	N/A

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. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2009-2010
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	50

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.

Three full days per school year have been dedicated to professional development during the 08-09, 09-10, 10-11 school years. Activities have included training on newly-adopted textbooks and materials, meeting the needs of English learners and other student groups, differentiated instruction, the teaching of writing, making home-school connections across the curriculum, and applying the latest brain/cognition research to teaching and learning.