

# 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	
<b>School Name</b>	C.C. Lambert Elementary School	<b>District Name</b>	Tustin Unified School District
<b>Street</b>	1151 San Juan Street	<b>Phone Number</b>	(714) 730-7301
<b>City, State, Zip</b>	Tustin, CA 92780	<b>Web Site</b>	<a href="http://www.tustin.k12.ca.us">www.tustin.k12.ca.us</a>
<b>Phone Number</b>	(714) 730-7457	<b>Superintendent</b>	Gregory A. Franklin, Ed.D.
<b>Principal</b>	Deanna Parks	<b>E-mail Address</b>	<a href="mailto:gfranklin@tustin.k12.ca.us">gfranklin@tustin.k12.ca.us</a>
<b>E-mail Address</b>	<a href="mailto:dparks@tustin.k12.ca.us">dparks@tustin.k12.ca.us</a>	<b>CDS Code</b>	30-73643-6030563

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

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

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We at Lambert Elementary School will not rest until ALL students achieve academic success and demonstrate positive behavior using meaningful assessment, focused collaboration, strategic differentiation and motivation to inspire excellence.

**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.

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Achievement is the product of dedicated professionals, caring parents, and students who come to school eager to learn. Students, parents, teachers, administration and support staff are partners in a community that work together promoting individual growth and academic achievement. Parents and community members volunteer to serve as student tutors and guest readers in classrooms. Parents also support teacher efforts on a daily basis in their student's classrooms. Parents are also invited to classrooms for specific activities that allow them to participate with their child during the day. Our School Site Council, English Language Advisory Committee, and Parent Teacher Organization help plan programs and activities that support the Lambert learning community. Joyce Epstein's 6 keys to parent involvement (parenting, communicating, volunteering, learning at home, decision making, collaborating with the community) are used to plan parent involvement activities at Lambert. A school Compact was created by all Lambert stakeholders. Lambert's main focus is to reach out to families by supporting and educating parents as to the importance of education and how vital a parent's role is to the academic success of their child. The Lambert staff offers parent education and community involvement activities helping parents to become more aware of the educational needs of their child/children including monthly Family Math, Reading, English Language Development, and classes based on the Ten Educational Commandments. To promote these activities and the importance of school participation, transportation is provided for all parent involvement and after-school activities. Translators and interpreters are provided to minimize the communication barrier. Parents are informed of school issues and events through our weekly student homework and progress reports, monthly principal-to-parent newsletter, a regular grade-level newsletters and our Notification Technologies communication system.

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

Grade Level	Number of Students
Kindergarten	104
Grade 1	129
Grade 2	109
Grade 3	101
Grade 4	93
Grade 5	86
<b>Total Enrollment</b>	<b>622</b>

**Student Enrollment by Group (School Year 2010-11)**

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.2	White	1.1
American Indian or Alaska Native	0.2	Two or More Races	0
Asian	0.3	Socioeconomically Disadvantaged	85.2
Filipino	0.2	English Learners	91.2
Hispanic or Latino	97.9	Students with Disabilities	8
Native Hawaiian/Pacific Islander	0		

### 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+
<b>K</b>	31.7	0	3	0	32.67	0	1	2	15.1	7	0	0
<b>1</b>	19.5	4	0	0	22.8	0	5	0	27.8	1	4	0
<b>2</b>	20	5	0	0	31	0	3	0	31.8	0	3	1
<b>3</b>	20	4	0	0	30.33	0	3	0	33.7	0	0	3
<b>4</b>	34.5	0	0	2	31.5	0	2	0	35.7	0	0	3
<b>5</b>	33.5	0	0	2	30	0	3	0	36	0	0	2
<b>Other</b>	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.

Lambert School's staff and parents have developed a comprehensive emergency plan and school safety plan to provide for the well being of students and staff. The plan promotes emergency and earthquake preparedness drills, staff in-service in crisis response, systematic campus supervision, child abuse reporting systems, suspension and expulsion policies, systems to track suspended students, and sexual harassment policies. Our school Safety Committee updates the plan annually and amends the plan as needed. Lambert's staff and students participate in a mock disaster drill to ensure that our school is prepared for a real emergency. The safety plan was reviewed and approved by our School Site Council November 14, 2011 and shared with the staff November 30, 2011.

Plan Elements: Our School Safety Plan includes the following elements: Child abuse reporting procedures, disaster procedures, routine and emergency (SEMS); suspension, expulsion, or mandatory expulsion recommendations; procedures to notify teachers of dangerous pupils; sexual harassment policy; provisions of any schoolwide dress code; procedures for safe ingress and egress; safe and orderly environment; rules and procedures on school discipline and dress code; school safety goals and objectives.

#### Suspensions and Expulsions

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
<b>Suspensions</b>	0.92	1.18	3.54	4.62	4.38	4.87
<b>Expulsions</b>	0	0	0	0.18	0.19	0.15

\* 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

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**Year and month in which data were collected:** December 2011

Lambert Elementary School was opened in 1965. It was closed in 1978 due to a decline in enrollment, and it was remodeled and reopened in 1996. With the addition of 13 relocatables, Lambert will now accommodate over 800 students. In 2005, Lambert went through a modernization phase funded by Measure G. Drinking fountains were replaced, roofing was patched, student bathrooms were renovated, a parent drop-off area was created, classroom sinks were replaced and a faculty bathroom was added. In the summer of the 2009, the class size of the C building was increased by eliminating two classrooms and reconfiguring to the original layout prior to Class Size Reduction. Lambert staff and district maintenance crews maintain the well-kept school grounds. Lambert students and staff take great pride in the appearance and maintenance of our school facilities and grounds. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal. The facility inspection upon which this report was generated was completed on December 7, 2011.

### 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	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[ ]	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[ ]	[X]	[ ]	[ ]	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[ ]	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[ ]	[X]	[ ]	[ ]	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	[ ]	
<b>Safety:</b> Fire Safety, Hazardous Materials	[ ]	[X]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[ ]	[X]	[ ]	[ ]	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	[ ]	
<b>Overall Rating</b>	[X]	[ ]	[ ]	[ ]	

## V. Teachers

### Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	27	23	18	735
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	---

### Teacher Misassignments and Vacant Teacher Positions

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

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

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

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

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	100	0
All Schools in District	99.52	0.48
High-Poverty Schools in District	99.03	0.97
Low-Poverty Schools in District	99.85	0.15

\* 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)	.6	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (paraprofessional)	1	---
Psychologist	.3	---
Social Worker	0	---
Nurse	.2	---
Speech/Language/Hearing Specialist	1.1	---
Resource Specialist (non-teaching)	2	---
Other	1	---

\* 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 2011

On October 10, 2011, the Tustin Unified School District Board of Education verified by resolution that each student at Lambert Elementary School has a textbook and/or instructional materials for each core subject area that are aligned to the content and cycles of the curriculum framework adopted by the State Board of Education.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	<p>State-Adopted Textbooks Textbooks and support materials are state-adopted and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Houghton Mifflin Reading: California, Medallion Edition. On October 10, 2011, the Tustin Unified School District Board of Education verified by resolution that each student at Lambert Elementary has a textbook and /or instructional materials for each core subject area that are aligned to the content and cycles of the curriculum framework adopted by the State Board of Education.</p> <p>Supplemental Textbooks and Materials Santillana Intensive English Teacher's Resource Kit and EL Achieve lesson plans are used as supplemental materials for English Language Learners.</p>	Yes	0%
<b>Mathematics</b>	<p>State-Adopted Textbooks Textbooks and support materials are state-adopted and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Houghton-Mifflin California Pupil Edition (2009) is the state adopted core curriculum for the district. On October 10, 2011, the Tustin Unified School District Board of Education verified by resolution that each student at Lambert Elementary has a textbook and /or instructional materials for each core subject area that are aligned to the content and cycles of the curriculum framework adopted by the State Board of Education.</p> <p>Supplemental Textbooks and Materials In mathematics, we are using Math Pacing Guides developed through the University of California, Irvine Math Project, which provide standards-based alignment with our Houghton-Mifflin math text, as well as manipulative based, experiential learning activities.</p>	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Science</b>	<p>State-Adopted Textbooks Textbooks and support materials are state-approved and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Houghton-Mifflin California Science, Interactive Text (2007) is the state adopted textbook for the District. On October 10, 2011, the Tustin Unified School District Board of Education verified by resolution that each student at Lambert Elementary has a textbook and /or instructional materials for each core subject area that are aligned to the content and cycles of the curriculum framework adopted by the State Board of Education.</p> <p>Supplemental Textbooks and Materials Beckman@Science is the supplemental science curriculum used for grades K-5. This curriculum sequentially defines age appropriate skills and concepts within the Life, Earth, and Physical science standards. A science curriculum guide for each grade level contains lesson plans and is available for teachers to use for classroom instruction. Science Kits containing materials for the entire class to use are provided to each classroom on a trimester rotation schedule.</p>	Yes	0%
<b>History-Social Science</b>	<p>State-Adopted Textbooks Textbooks and support materials are state-approved and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Harcourt Reflections (K-5), 2007 is the state adopted core curriculum for the district. On October 10, 2011, the Tustin Unified School District Board of Education verified by resolution that each student at Lambert Elementary has a textbook and /or instructional materials for each core subject area that are aligned to the content and cycles of the curriculum framework adopted by the State Board of Education.</p> <p>Supplemental Textbooks and Materials</p>	Yes	0%
<b>Foreign Language</b>			
<b>Health</b>	<p>State-Adopted Textbooks Textbooks are state-adopted, in good condition, and are available consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. Health curriculum materials are incorporated in the Science textbooks in elementary school.</p> <p>Supplemental Textbooks and Materials</p>		
<b>Visual and Performing Arts</b>	Supplemental Textbooks and Materials		

## 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	\$5,920	\$1,812	\$4,108	\$73,426
District	---	---	\$4,328	\$73,154
Percent Difference: School Site and District	---	---	-5.08%	0.37%
State	---	---	\$5,455	\$69,207
Percent Difference: School Site and State	---	---	-24.69%	7.70%

\* **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.

Lambert Elementary School receives funding from the following state and federal categorical funds for programs and services: Title I (Title I Teacher on Special Assignment, paraeducators, substitutes for teacher release days, technology, intervention program materials, professional development, parent involvement, data analysis, books to expand library selection, supplemental materials for at-risk students and program acceleration), and EIA (English Learner Teacher on Special Assignment, paraeducators, ELD program, field trips, supplemental materials for English learners)

### Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,210	\$42,017
Mid-Range Teacher Salary	\$72,930	\$67,294
Highest Teacher Salary	\$97,074	\$86,776
Average Principal Salary (Elementary)	\$127,113	\$108,534
Average Principal Salary (Middle)	\$131,967	\$112,893
Average Principal Salary (High)	\$138,109	\$123,331
Superintendent Salary	\$252,906	\$226,417
Percent of Budget for Teacher Salaries	41%	38%
Percent of Budget for Administrative Salaries	6%	5%

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

## IX. Student Performance

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

- California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

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

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

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
<b>English-Language Arts</b>	39	38	38	64	66	68	49	52	54
<b>Mathematics</b>	51	59	58	58	60	64	46	48	50
<b>Science</b>	33	42	39	66	70	75	50	54	57
<b>History-Social Science</b>	N/A	N/A	N/A	55	59	63	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	68	64	75	63
All Student at the School	38	58	39	N/A
Male	35	61	47	N/A
Female	40	56	32	N/A
Black or African American	0	0	0	N/A
American Indian or Alaska Native				N/A
Asian	0	0	0	N/A
Filipino				N/A
Hispanic or Latino	37	58	39	N/A
Native Hawaiian/Pacific Islander				N/A
White	0	0	0	N/A
Two or More Races				N/A
Socioeconomically Disadvantaged	38	58	39	N/A
English Learners	31	54	25	N/A
Students with Disabilities	18	45	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	21.2	27.1	35.3

\* 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	4	4	5
Similar Schools	9	8	10

### 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	15	37	-20
Black or African American			
American Indian or Alaska Native			
Filipino			
Hispanic or Latino	16	37	-20
Native Hawaiian/Pacific Islander			
Two or More Races	N/D		
Socioeconomically Disadvantaged	15	37	-19
English Learners	16	37	-22
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	353	770	17,141	857	4,683,676	778
Black or African American	1		374	771	317,856	696
American Indian or Alaska Native	0		36	871	33,774	733
Asian	0		2,775	958	398,869	898
Filipino	0		334	907	123,245	859
Hispanic or Latino	350	770	7,607	779	2,406,749	729
Native Hawaiian/Pacific Islander	0		84	815	26,953	764
White	2		5,611	912	1,258,831	845
Two or More Races	0		246	922	76,766	836
Socioeconomically Disadvantaged	352	771	6,771	769	2,731,843	726
English Learners	335	766	5,506	761	1,521,844	707
Students with Disabilities	52	675	1,649	689	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)**

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

<b>Indicator</b>	<b>School</b>	<b>District</b>
<b>Program Improvement Status</b>	In PI	In PI
<b>First Year of Program Improvement</b>	2009-2010	2011-2012
<b>Year in Program Improvement</b>	Year 3	Year 1
<b>Number of Schools Currently in Program Improvement</b>	---	8
<b>Percent of Schools Currently in Program Improvement</b>	---	27.6

**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.)?

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Lambert Elementary teachers participate in Professional Development including English Language Development, Dibels Next, Response to Instruction, and Houghton Mifflin publisher training for our core ELA content text. Another form of ongoing Professional Development at Lambert Elementary School is our Professional Learning Community culture to support all students' growth toward mastery of grade level essential standards. Teachers meet weekly and collaborate under team-created norms. Year-long SMART Goals are created by analyzing student assessment data. All staff members hold themselves and all students to high expectations by using the Plan Do Study Act (PDSA) cycle. Grade levels identify essential standards (using State Standards, CST Blueprints, Pacing and Curriculum Guides). Teams plan the pacing of those essential standards using the tools mentioned above. Common assessments are created and proficiency levels for those assessments are identified by each team. Teachers pre-assess, assess and re-assess students if necessary. The results of the common assessments provide data to allow teachers to have open, honest conversation with regard to which teachers are having the most success with a particular standard and which strategies are most effective for our students. Teams also discuss and monitor which students are learning, which students are not and which interventions are necessary to ensure that all students achieve proficiency for each essential standard.