



School Accountability Report Card Reported for School Year 2006-07 Published During 2007-08



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 California Department of Education (CDE) Web site 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. *DataQuest*, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

School		District	
School Name	Thomson Elementary	District Name	Barstow Unified School District
Street	310 Mountain View St.	Phone Number	(760) 255-6006
City, State, Zip	Barstow, CA 92311-2790	Web Site	www.barstow.k12.ca.us
Phone Number	760 255-6151	Superintendent	Jerry Bergmans, Ph.D.
Principal	Theresa Gonzales	E-mail Address	jerry_bergmans@busdk12.com
E-mail Address	theresa_gonzales@busdk12.com	CDS Code	36676116035422

School Description and Mission Statement

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

Thomson School is one of eight elementary schools in Barstow Unified School District. The enrollment for Kindergarten through fourth grade is approximately 300 students.

It is located within the city limits in the central, older part of town. Thomson has a total of 21 classrooms. There are fifteen mainstream classrooms. The other rooms are used for Special Education, Reading Specialist Program, Compass Learning Lab, ELL Lab, and Read Naturally Lab.

Thomson School has a full-time administrator. There are fifteen mainstream teacher assignments, one Special Education teacher, and one Reading Specialist. Other certificated staff members are assigned to Thomson on a part-time basis. They are: a speech teacher, instrumental music teacher, and nurse.

The classified staff is composed of one administrative assistant, one six hour office assistant, one day custodian, a night custodian, six instructional assistants, (1 special education, and 5 classroom), one library/media assistant, one part-time health clerk, three days a week, two cafeteria workers, and five noon supervisors.

Approximately 88% of Thomson students receive free/reduced lunch. Thomson School serves both a breakfast and lunch program. Qualification for these programs is determined by federal guidelines.

Thomson School has a high mobility rate. The mobility rate for 2006-2007 was 179%.

The Vision Statement for Thomson School is:

Thomson School staff is committed to providing a rich learning community so that students will:

Academic:

- Receive standards based instruction daily
- Participate in ongoing assessments that drive their instruction

Social:

- Learn and practice social skills throughout the school environment
- Participate in activities that promote school pride
- Recognize and respect cultural, ethnic, and individual differences

Environment:

- Follow classroom and school rules
- Practice and experience equality and respect for each other
- Recognize and respect diversity
- Work with the school community to create a safe environment

Health:

- Attend school regularly and punctually
- Receive information to prevent and resolve health issues
- Dress according to the District Dress Code

Family Involvement:

- Meet with parents and teachers to discuss their progress
- Participate with their families in school related activities

Opportunities for Parental Involvement

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

Thomson parents are involved in their children's education through ongoing Family Involvement Programs. Leadership is shared with parents through the School Site Council. We continue to improve our PTA program through parent meetings and student activities. Parents routinely chaperone at extra activities and volunteer in the classroom.

In September, Back to School Night is held. This evening is an opportunity for teachers to share Barstow Unified School District and Thomson Elementary School policies and procedures, as well as adopted textbooks, and curriculum. Parents can visit with their child's teacher and see the classroom.

Each November, the District provides formal Parent/Teacher Conference opportunities. Thomson School also provided this formal opportunity to parents after the second trimester. Parent/Teacher conferences are encouraged throughout the year.

The Latino Family Literacy program was held. This ten-week program provides school personnel, parents, and students time to share their culture through activities and literature.

BUSD's Superintendent has ongoing formal Parent Luncheon Meetings. These meetings are attended by a parent representative and the principal from each school in the District. Districtwide information is shared, and parents are given opportunities to discuss concerns.

Thomson School staff wanted to expand and enhance our Parent Involvement Program. Planning and organization for the 2007-08 school year began. There will be monthly inservices, presentations, or activities. These will include; Grandparent's Day in September, inservices on assessments, district and school policies, and procedures and student behavior.

Student Enrollment by Grade Level

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

Grade Level	Number of Students
Kindergarten	74
Grade 1	52
Grade 2	61
Grade 3	59
Grade 4	41
Grade 5	0
Grade 6	0
Total Enrollment	287

Student Enrollment by Group

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
African American	34 %	White (not Hispanic)	19.86 %
American Indian or Alaska Native	1.39 %	Multiple or No Response	2.09 %
Asian	0.7 %	Socioeconomically Disadvantaged	64 %
Filipino	2 %	English Learners	13 %
Hispanic or Latino	38 %	Students with Disabilities	8 %
Pacific Islander	1.39 %		

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	2004-05				Avg. Class Size	2005-06			Avg. Class Size	2006-07				
	Avg. Class Size	Number of Classrooms				Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			
		1-20	21-32	33+			1-20	21-32			33+	1-20	21-32	33+
K	21	1	2		18	3			25		3			
1	19	2			19	2			17.3	3				
2	18.5	2			18	3			18.7	3				
3	18.5	2			19.5	2			21.5		2			
4	33.5			2	28		2		20.5	1	1			
5														
6														
K-3	19.7	2	1		18.7	3			21		1			
3-4														
4-8														
Other														

II. School Climate

School Safety Plan

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

Thomson School updates our Comprehensive School Safety Plan annually. The plan was reviewed by staff and School Site Council in May 2007.

School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

School Discipline Practices

Thomson Elementary school continues to implement the Thomson Elementary Character Building Program. This program was developed to fit the unique needs of the children at Thomson School. There are ten components, one presented and taught to students each month. They are Team Caring, Respect, Fairness, Responsibility, Citizenship, Trustworthiness, Personal Safety, Identity and Purpose. The Positive Action Curriculum is taught daily and is aligned to our Character Program. Love and Logic concepts and strategies are used throughout the school.

School and classroom rules and procedures are in place throughout the school environment. Parents are notified through the Barstow Unified School District Parent/Student Handbook, Mandatory Parent Notifications and the Thomson Elementary School Parent/Student Handbook, The ABC's of Thomson Elementary School.

Positive Behavior Incentive Programs are in place in every classroom. Monthly Awards Assemblies are held to present students with Student of the Month and Citizenship Awards. Students with behavioral concerns have Positive Behavior Intervention Plans written and revised as needed. These plans are developed through collaborative conversations between school personnel, parent and student. Students may be referred to the Thomson Elementary School Student Study Team for additional communication, interventions, ideas, and procedures. Students with extreme and/or ongoing concerns are referred to Student Attendance and Review Board (SARB).

Formal counseling services are offered to students:

- Anger Management Conflict Resolution is provided to identified students by Lutheran Services once a week.
- Vista Counseling is offered to students who are identified with a need.
- SELPA provides individual counseling to identified students once a week.

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		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	9.8	19.4	28.2	42.5	38.5	35.7
Expulsions	0.3	0.6	0	1.1	1.1	0.8

III. School Facilities

School Facility Conditions and Improvements

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.

Thomson Elementary School provides a safe, clean environment for all staff and students.

The Comprehensive School Safety Plan is in place and is up-dated yearly. It is approved by the School Site Council. The information and procedures in the plan are shared with the staff and taught to students throughout the school year.

Safety Team meetings are held to discuss any unsafe conditions, with follow-up action being taken to remedy any concerns.

Monthly Fire and Earthquake Drills are held.

The custodial staff of Thomson Elementary School does an exceptional job in keeping the school grounds, buildings, and restrooms clean and safe. The Maintenance Department responds in a timely manner to work orders submitted that involve any concerns with the safety of students. No deficiency of facilities was observed by district personnel (Maintenance Operations Supervisor) of inspection conducted September 15, 2006.

School Facility Good Repair Status

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

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	[X]	[]	[]	
Mechanical Systems	[X]	[]	[]	
Windows/Doors/Gates (interior and exterior)	[X]	[]	[]	
Interior Surfaces (walls, floors, and ceilings)	[X]	[]	[]	
Hazardous Materials (interior and exterior)	[X]	[]	[]	
Structural Damage	[X]	[]	[]	
Fire Safety	[X]	[]	[]	
Electrical (interior and exterior)	[X]	[]	[]	
Pest/Vermin Infestation	[X]	[]	[]	
Drinking Fountains (inside and outside)	[X]	[]	[]	
Restrooms	[X]	[]	[]	
Sewer	[X]	[]	[]	
Playground/School Grounds	[X]	[]	[]	
Roofs	[X]	[]	[]	
Overall Cleanliness	[X]	[]	[]	

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	[]	[X]	[]	[]

IV. 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 CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	16	16	15	306
Without Full Credential	1	1	1	36
Teaching Outside Subject Area of Competence		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	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	2	2	
Total Teacher Misassignments	2	2	
Vacant Teacher Positions	0	0	

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

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 CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	81.3 %	18.8 %
All Schools in District	85 %	15 %
High-Poverty Schools in District	82 %	18 %
Low-Poverty Schools in District	%	%

Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

The Barstow Unified School District has a pool of qualified substitute teachers who are available when the regular classroom teacher is absent.

Teacher Evaluation Process

This section provides information about the procedures and the criteria used for teacher evaluations.

Teacher Evaluation Process

All probationary teachers are evaluated twice each year by the principal, and permanent teachers receive evaluations once every two years.

The teacher evaluation process used in the Barstow Unified School District was designed in cooperation with the Barstow Education Association and approved by the Board of Trustees. Probationary teachers are evaluated annually. Teachers on permanent status are evaluated every two years. Teachers with at least ten years, are highly qualified, and whose previous evaluations met all standards may be evaluated at least once every five years. Teachers evaluations address the following areas: (1) Engaging & Supporting All Students in Learning, (2) Creating and Maintaining Effective Environments for Student Learning, (3) Understanding and Organizing Subject Matter for Student Learning, (4) Planning Instruction and Designing Learning Experiences for All Students, (5) Assessing Student Learning, and (6) Developing as a Professional Educator.

V. Support Staff

Academic Counselors and Other Support Staff

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)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, 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 Instructional Materials
Reading/Language Arts	K-5: Houghton Mifflin, 2003 6-12: McDougal Littell, 2001	0
Mathematics	K-5: Scott Foresman, 2001 6 th : <i>Mathematics Structure and Method, Course I</i> , McDougal Littell, 2001 7 th : <i>Mathematics Structure and Method, Course II</i> , McDougal Littell, 2001 8 th : <i>Algebra</i> , McDougal Littell, 2000 9-12: <i>Algebra 1 and 2, Geometry</i> , McDougal Littell, 1998 <i>Calculus of a Single Variable</i> , and <i>Pre Calculus with Limits</i> , Houghton Mifflin, 2006 and 1997	0
Science	K-5: Scott Foresman, 2008 6-8: Pearson-Prentice Hall, 2008 9-12: <i>Chemistry</i> (2008), <i>Conceptual Physics</i> (2006), <i>Biology</i> (2008) – Prentice Hall, <i>Physics</i> – Holt, 2007	0
History-Social Science	K-5: Scott Foresman, 2006 6-8: McDougal Littell, 2006 9-12: <i>Economics</i> - McGraw Hill 2004 <i>American Government: Continuity and Change</i> – Pearson Longman 2004 <i>World History: The Modern World</i> – Prentice Hall 2006 <i>The Americans: Reconstruction to the 21st Century</i> , McDougal Littell 2006	0
Foreign Language	French: <i>Discovery French</i> – ECM/ Paradigm German: <i>Deutsch Aktuell</i> – ECM/ Paradigm Spanish: <i>Paso a Paso</i> – Scott Foresman	0
Health	9-12: <i>Health Skills for Wellness</i> - Prentice Hall	0
Science Laboratory Equipment (grades 9-12)		0

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

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 and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$7390	\$2701	\$4689	\$53,361
District	N/A	N/A	\$7033	\$49,779
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A	\$4,943	\$58,776
Percent Difference – School Site and State	N/A	N/A		

Types of Services Funded

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

Computer Instruction to include Compass Learning Computer Program, Waterford Early Reading Program, and Rosetta Stone Interwrite Program
 After School Intervention Program
 Family Hours each Trimester
 Reading Specialist Teacher
 Two hours for Office Assistant
 Gate Program
 Five Instructional Assistants
 Latino Family Literacy Project
 Thinking Maps
 Step-Up-to-Writing
 Instructional Materials
 Accelerated Math
 Accelerated Reading
 Read Naturally Program
 Learning Lab
 Vocabulary Building Program
 ELL Instructional Materials
 Parent Involvement Program

Teacher and Administrative Salaries (Fiscal Year 2005-06)

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 at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$34,743	\$38,479
Mid-Range Teacher Salary	\$53,361	\$60,306
Highest Teacher Salary	\$69,486	\$74,193
Average Principal Salary (Elementary)	\$81,715	\$92,985
Average Principal Salary (Middle)	\$83,760	\$98,305
Average Principal Salary (High)	\$91,871	\$107,384
Superintendent Salary	\$124,476	\$155,314
Percent of Budget for Teacher Salaries	39 %	41 %
Percent of Budget for Administrative Salaries	6 %	6 %

VIII. 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 and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 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 at the CDE Web site at <http://star.cde.ca.gov>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

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	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	30	39	41	29	30	32	40	42	43
Mathematics	46	50	57	27	27	28	38	40	40
Science				12	18	24	27	35	38
History-Social Science				18	16	14	32	33	33

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	34	54		
American Indian or Alaska Native				
Asian	*	*		
Filipino	*	*		
Hispanic or Latino	43	51		
Pacific Islander	*	*		
White (not Hispanic)	52	66		
Male	42	63		
Female	40	51		
Economically Disadvantaged	37	52		
English Learners	32	53		
Students with Disabilities	8	42		
Students Receiving Migrant Education Services				

Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	27	38	33	29	30	33	41	42	42
Mathematics	29	49	47	39	40	40	52	53	53

NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African American	19	35
American Indian or Alaska Native		
Asian	*	*
Filipino	*	*
Hispanic or Latino	32	47
Pacific Islander	*	*
White (not Hispanic)	73	64
Male	38	58
Female	30	38
Economically Disadvantaged	24	41
English Learners	*	*
Students with Disabilities	*	*
Students Receiving Migrant Education Services		

Local Assessment Results

Districts may choose to administer their own academic assessments in reading, writing, and mathematics. In such cases, this table displays the percent of students, by grade level and subject area, meeting or exceeding the district standard.

The District has developed criterion-referenced tests in the areas of reading/language arts and math. These tests are administered each trimester and allow teachers the opportunity to assess what students know and what needs to be retaught for mastery. CRT scores are indicated on the individual student report card.

California Physical Fitness Test Results

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 fitness standards (scoring in 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 at the CDE Web site at <http://www.cde.ca.gov/ta/tq/pf/>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

Grade Level	Percent of Students Meeting Fitness Standards
5	

IX. 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 Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API 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 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	2004-05	2005-06	2006-07
Statewide	5	4	6
Similar Schools	9	10	10

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			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School	12	54	24	797
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	38	25		
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged	12	43	8	764
English Learners	N/A			
Students with Disabilities	N/A			

State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

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 CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

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

Federal Intervention Program

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 CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2006-2007
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	38.5

XI. Instructional Planning and Scheduling

School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

Thomson School's instructional program is developed using the District adopted materials as well as supplemental materials to meet the diverse needs of students.

Instruction is designed using formal and informal assessments. Teachers use STAR analysis as well as trimester CRT Item Analysis information to develop plans to meet individual needs of students. A variety of instructional strategies are used.

School leadership is shared among the Principal, Leadership Team, teachers, resource personnel, School Site Council, and through the use of staff committees.

The principal provides leadership through:

- Supervision of teachers and classified personnel
- Inservices on policies and curriculum
- Communicating with parents through newsletters
- Working with the School Site Council to develop the school plan
- Working with school and district staff to ensure that the needs of all students are addressed
- Leadership Team Grade Level Lead Teachers Grade Level Meetings Meetings with individual teachers on assessments

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

Thomson School staff members participate in staff development throughout the year. The District provides for two Buy Back Days for staff development. Thomson School has a modified school schedule allowing for staff development each Wednesday afternoon. Within the last two years, teachers have participated in the following programs which resulted in improved instruction for all students:

- Analysis of Assessments (STAR and CRT Item Analysis)
- Edusoft
- Promotion/Retention Policy (Matrix and ILP)
- Step-Up-to-Writing
- Thinking Maps
- Compass Learning Computer Program
- Waterford Reading Program (targets grades K-1)
- Accelerated Reading
- Accelerated Math
- EL Authorization
- Positive Action Program
- Love and Logic Program
- Grade Level Meetings
- English Language Learner Inservices

Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	58,710	36,000
1	54,795	50,400
2	54,795	50,400
3	55,500	50,400
4	55,500	54,000
5		54,000
6		54,000

Minimum Days in School Year

The section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

Thomson Elementary School has a minimum day every Wednesday for teachers to participate in Staff Development. There were thirty-nine minimum days for the 2005-06 school year.