



# Ramona Elementary School

41051 Whittier Ave. • Hemet, CA 92544 • (951) 765-1670 • Grades K-5

John Wilder, Principal

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## 2010-11 School Accountability Report Card Published During the 2011-12 School Year



### Hemet Unified School District

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#### Governing Board

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Superintendent

**Dr. Sally Cawthon**  
Assistant Superintendent  
Educational Services

**Dr. LaFaye Platter**  
Deputy Superintendent  
Human Resources

**Vince Christakos**  
Assistant Superintendent  
Business Services

### School Description and Mission Statement

#### Principal's Message

"Together We Can!" is our motto. Our balanced, comprehensive, success oriented program addresses all aspects of the elementary school student. Parents and teachers are partners in providing opportunities for their children/pupils to achieve a personal best. Students are encouraged to develop a vision of excellence for their future, while learning to accept responsibility for their actions and achievement.

Student expectations are well defined and modeled. Ramona teachers are well versed in state and District academic standards. Instruction is designed to address standards in order for all students to achieve proficiency.

#### "Together We Can!"

Working together with our community, Ramona Elementary School strives for academic achievement, physical fitness, and the establishment of a creative learning environment that effectively serves a diverse population of students. Using available resources, standards-based instruction, data analysis of student work, and differentiated school day intervention programs, all students will demonstrate achievement at or above the proficient level in the core areas in alignment with California State Standards and the tenets of the No Child Left Behind legislation.

#### About This School

Students at Ramona School come from a variety of backgrounds, which represent a diverse culture and socioeconomic population.

### Opportunities for Parental Involvement

Parent involvement opportunities are available to all parents at our school. These offerings are available in both English and Spanish. These opportunities include, Parent Project®, P.R.I.C.E. Parenting®, Parent Institute for Quality Education®, District English Learner Advisory Committee, District Advisory Committee, and a district-wide PTA/ELAC community event, named, "Hemet Posada."

The site addresses all areas of parent involvement through their Single Plan For Student Achievement. Parent Involvement activities include:

- The Annual Title 1 Parent Meeting
- Parents Empowering Parents Training
- Family Literacy Night
- PTA sponsored family night activities
- For more information, contact the site Principal, John Wilder at (951) 765-1670.

### District Profile

Hemet Unified School District covers one of the largest geographic areas of any district in California. It covers over 700 square miles of very diverse topography; from valley flatlands, to foothills, to mountains. It serves a growing community with a current enrollment of over 22,000 students. Preschool centers at seven school locations, eleven elementary schools (K-5), three elementary/middle schools (K-8), four middle schools (6-8), four comprehensive high schools (9-12), one continuation high school (11-12), a vocational education focused charter school, a science-based charter Middle School, an Adult Education Center, Independent Study Programs, a Home School Program, and a self-paced on-line instruction program offer a wide variety of learning opportunities for students of all ages.

Educational programs are designed to be flexible enough to provide a positive educational environment for all students, yet structured enough to ensure attainment of the California Content Standards and passing the California High School Exit Exam. With the support of the community, school staffs have developed highly successful programs in music, agriculture, and athletics.

## Hemet Unified School District's Core Values

1. It is the District's responsibility to provide a structure and framework in which students and staff can succeed.
2. All students can develop their intellect and improve their academic achievement level in each subject each year.
3. It is the District's responsibility to recruit, train and retain the very best staff to work in the Hemet Unified School District.
4. Good first teaching is the most powerful tool for improving student achievement.
5. It is the District's responsibility to provide alternative education opportunities that create pathways to success for students who do not do well in a traditional setting.
6. The maintenance and development of students' nutritional and physical well being supports and enhances intellectual development and academic achievement.
7. Participation in activities such as academic competitions, music, drama, sports, clubs and other "non-academic" endeavors develops the human spirit and provides balance between the intellectual, physical and emotional/social development of our students.
8. The quality of interaction with our community, the quality of our published works and the state of our facilities all reflect what we think of ourselves as a district.
9. It is the District's responsibility to respond positively to the changing needs of our community and students.
10. It is the District's responsibility to ensure that the allocation of fiscal resources supports the Core Values of the District.

## About the SARC

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.

Student Enrollment by Grade Level	
Grade Level	Number of Students
K	144
1	127
2	130
3	124
4	127
5	136
<b>Total Enrollment</b>	<b>788</b>

Student Enrollment by Group	
Group	Percent of Total Enrollment
American Indian or Alaska Native	1.1
Asian	1.1
Black or African American	5.8
English Learners	27.3
Filipino	0.3
Hispanic or Latino	61.2
Native Hawaiian/Pacific Islander	0
Socioeconomically Disadvantaged	83.8
Students with Disabilities	10.4
Two or More Races	1.6
White	28.7

Average Class Size and Class Size Distribution (Elementary)				
Grade Level	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	23.8	0	6	0
1	25.2	0	5	0
2	23.4	0	5	0
3	19.7	7	0	0
4	31	0	4	0
5	27.6	1	3	1
K	21.5	0	5	0
1	21.6	0	5	0
2	21.8	0	5	0
3	20.3	4	2	0
4	30.4	0	4	0
5	30.7	0	4	0
K	29.5	0	4	0
1	20.2	5	1	0
2	19.9	7	0	0
3	18.8	6	0	0
4	34	0	0	3
5	33	0	1	2

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

## School Climate

### School Safety Plan

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.

#### SB187 Safety Plan

Date the plan was last updated: August 2011

Date the plan was last reviewed with staff: August 2011

The Comprehensive Safe School Plan includes data regarding school crime, safe school procedures and compliance with laws including: (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) schoolwide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, and (9) rules and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5. A copy of the plan is available for inspection by the public at each school.

In addition to teachers who supervise before school, after school and during recess, seven campus supervisors assist with school safety. Walkietalkies provide communication among supervision staff and the office. We have an intercom system throughout the school. Student Peace Patrol and student campus beautification efforts assist in maintaining a safe and attractive environment. An adult crossing guard assists students at the Columbia/Whittier intersection.

All students participate in regularly scheduled fire and earthquake drills. Safety screening has been installed on glass windows to prevent implosion and secured hazardous objects. Parents' donations allow us to maintain disaster preparedness supplies, food, and equipment on an ongoing basis.

Suspensions and Expulsions						
Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	12.5	12.57	6.2	18.27	18.77	16.06
Expulsions	0	0.14	0	0.35	0.52	0.37

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

## School Facilities

### School Facility Conditions and Planned Improvements

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

**Year and month in which data were collected:** 11/28/11

Ramona Elementary School opened its doors in the fall of 1963. Ramona Elementary School currently contains 22 permanent classrooms and 19 relocatable classrooms. The S.A.F.E. Program provides a relocatable for their after-school childcare program. Recent additions/ improvements include modernization of our kitchen facilities, a lunch shelter, fiber optic for Internet access, the remodel of our school office, and an expanded parking lot. Every classroom has adequate space and all the materials needed to ensure student success.

### School Facility Good Repair Status

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]	[ ]	K-1 flickering light in boy's BB. Multipurpose room 4 - lights-panels out
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	[ ]	

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<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]	[ ]	[ ]	

## Teachers

Teacher Credentials			
School	2008-09	2009-10	2010-11
<b>With Full Credential</b>	34	38	38
<b>Without Full Credential</b>	0	0	0
<b>Outside Subject Area of Competence</b>	1	1	1
District	2008-09	2009-10	2010-11
<b>With Full Credential</b>	---	---	951
<b>Without Full Credential</b>	---	---	7

Teacher Misassignments			
Indicator	2008-09	2009-10	2010-11
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	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.

## 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, was 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.)?

The school district provides certificated and classified members with opportunities for professional growth and training in a variety of programs. During the last three years (2008-2011), 206 days of professional training has been provided through the Hemet Unified School District/Professional Development Academy. The training provided at the Academy allows teachers, administrators and paraprofessionals become highly skilled at providing quality leadership, instruction and support to the district's students. The focus of professional development is on the delivery of a standards-based instructional program. Achievement data is used to determine site support and priorities for professional development opportunities. Priorities are identified in the current LEA Plan under Specific Trainings in Language Arts and Mathematics, English Now, BTSA Induction Support for year one and two teachers and specific Special Education trainings. Additional coaching assistance is provided for veteran teachers who need individualized structure and support. Seven Strategy Focused Instructional Coaches provide ongoing support in trainings and in day to day professional development needs in the areas of language arts, mathematics, English Language Development and Technology. The District Technology Plan revised in 2011 also identifies areas for staff to increase and refine skills in technology application and instruction. Administrators are provided specific professional development to implement and support new and on-going instructional programs. Professional development is delivered through trainings on-site, at the District Professional Development Academy, conferences, Professional Learning Community site cohorts and through trainer of trainer's models. As new programs and instructional strategies are implemented instructional coaches assigned to specific sites offer support and additional training. Site administrators receive continuing support at district leadership meetings from instructional coaches, district support staff and consultants.

Curriculum development at Ramona continues to emphasize reading (Reading First), language arts, mathematics, English language development, student learning styles, multiple intelligences authentic assessment measures, thematic teaching, cooperative learning, parent involvement, and specific instructional strategies.

### Core Academic Classes Taught by Highly Qualified Teachers

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
<b>This School</b>	96.88	3.13
<b>District</b>		
<b>All Schools</b>	90.29	9.71
<b>High-Poverty Schools</b>	90.36	9.64
<b>Low-Poverty Schools</b>	81.25	18.75

\* 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.

### Support Staff

Academic Counselors and Other Support Staff		
Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or	.5	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff	0.688	---
Psychologist	0.5	---
Social Worker	0	---
Nurse	0.2	---
Speech/Language/Hearing	1	---
Resource Specialist (non-	1.5	---
Other	0	---

\* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

### Data and Access

#### 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.

#### 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.

#### 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.

### Curriculum and Instructional Materials

#### Quality, Currency, Availability of Textbooks and Instructional Materials

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:** October, 2011

A District committee considers textbooks for recommendation on a cycle established by the State Board of Education and from a State adopted list. The committee meets to discuss current issues relevant to the subject matter, including student success, previously used textbooks, and instructional methods. The committee reviews demonstration copies of proposed textbooks, as well as listen to representatives describe the various highlights of the available materials. The review is followed by a pilot of materials that results in consensus by the committee of a recommended textbook. The textbook is forwarded to a K-12 Curriculum Council, which consists of teachers, parents, and community stakeholders, for review and approval. If the textbook is approved by the K-12 Curriculum Council, the textbook is forwarded to the Superintendent and the Governing Board for their review and approval. Each pupil in the district, kindergarten through grade twelve, is provided with standards-aligned textbooks or basic instructional materials that are consistent with the content and cycles of the curriculum framework adopted by the State Board.

In accordance with Education Code Section 60422(a) and 60119, the Governing Board certified on 10/4/2011 that each pupil in the district, in kindergarten through grade twelve, has been provided with standards-aligned textbooks or basic instructional materials in each of the areas listed below:

Adopted Textbooks				
	Grade Levels / Title	Publisher	Edition	Adopted
<b>Reading/Language Arts</b>				
K-5	Open Court Reading	SRA/McGraw Hill	2002	5/02
6-8	Holt Literature & Lang Arts	Harcourt Brace	2003	5/02
9-12	Holt Literature & Language Arts	Holt, Rinehart & Winston	2003	6/03
<b>English Language Development</b>				
K-5	English Now! V 2.0	LitConn, Inc.	2007	12/06
6-12	English Now, V 2.0	LitConn, Inc.	2007	12/06
6-12	High Point	National Geographic	2001	6/05
<b>Mathematics</b>				
K-5	Scott Foresman - Addison Wesley enVisionMath - California	Pearson Scott Foresman	2009	6/08
6-8	McDougal Littell CA Math Course 1, Course 2, Algebra 1	McDougal, Littell (Houghton Mifflin)	2008	6/08
6-8	California Algebra Readiness	McDougal, Littell and Company	2008	6/08
8	California Algebra Readiness	McDougal, Littell and Company	2008	6/08
8-12	California Geometry	McDougal Littell	2007	6/08
9-12	Algebra 1	McDougal, Littell	2008	6/08
9-12	Geometry, Concepts and Skills	McDougal Littell	2005	6/08
9-12	Algebra 2	McDougal Littell	2007	6/08
9-12	Integrated Mathematics I & II	McDougal Littell	2002	5/04
9-12	PreCalculus with Limits, 5th Edition	McDougal Littell	2008	6/08
12	Calculus	Addison Wesley	1999	6/99
12	Trigonometry, 6th Edition	Turner, Brooks, Cole	2008	6/08
<b>Social Science</b>				
K-5	History-Social Science for California	Pearson, Scott-Foresman	2006	6/07
6	History Alive! The Ancient World	Teachers' Curriculum Institute	2005	6/07
7	History Alive! The Medieval World	Teachers' Curriculum Institute	2005	6/07
8	History Alive! The United States Through Industrialism	Teachers' Curriculum Institute	2005	6/07
9	World Geography	McDougal Littell	2006	6/07
9	Health Skills & Wellness - Behavioral Health Science	Prentice Hall	1994/2001	6/07
10	World History, The Modern World	Prentice Hall	2007	6/07
11	US History, Modern America	Prentice Hall	2008	6/07
12	Magruders American Government / American Govt. 10th E. (AP)	Prentice HallHoughton Mifflin	1992/1994	6/07 & 12/06
12	Economics, Principles in ActionEconomics, 7th Ed.	Prentice HallSouth-Western	2001/20072005	6/07 & 12/06
12	Western Civilization	Thomson Learning, Inc.	2006	1/06
<b>Foreign Language</b>				
6-8	Dime! Uno	McDougal Littell	1997	
9-12	Deutsch Aktuell, 1, 2 & 3	Paradigm Publications	1998	7/01
9-12	Bienvenue, French 1	Glencoe	1998	7/00
9-12	A bord, French 2	McDougal Littell	2000	6/00
9-12	En voyage, French 3 & 4	McDougal Littell	2003	6/27
9-12	En español! 1 & 2	McDougal Littell	2003	6/27
9-12	Abriendo Puertas - Antologia de Literatura en Español, Tomo I (AP)	McDougal Littell	2003	6/27
9-12	Abriendo Puertas - Antologia de Literatura en Español, Tomo II (AP)	McDougal Littell	2003	6/27

Adopted Textbooks				
	Grade Levels / Title	Publisher	Edition	Adopted
9-12	Abriendo Puertas (AP)	McDougal Littell	2003	6/27
<b>--- Science ---</b>				
K-5	Harcourt Science California Edition	Harcourt Brace	2001	3/01
6	Earth Science	Holt, Rinehart & Winston	2001	3/01
7	Life Science	Holt, Rinehart & Winston	2001	3/01
8	Physical Science	Holt, Rinehart & Winston	2001	3/01
9	California Earth Science	Prentice Hall	2006	6/08
10-12	California Biology	Prentice Hall	2007	6/08
10-12	Hole's Human Anatomy & Physiology	Glenco McGraw Hill	2009	6/08
10-12	Holt Physics California Edition	Holt	2007	6/08
11-12	Holt Modern Chemistry	Holt	2009	6/08
11-12	Astronomy - Journey to The Cosmic Frontier, 5th Edition	Glenco McGraw Hill	2008	6/08
11-12	Integrated Principles of Zoology	McGraw Hill	2006	1/06
<b>--- Health ---</b>				
K-5	Health and Fitness	Harcourt, Inc.	2006	7/05
6-8	Decisions for Health	Holt, Rinehart & Winston	2005	7/05
<b>Visual &amp; Performing Arts</b>				
9-12	Music Appreciation	McGraw Hill	2000	12/01
9-12	Stage Makeup	Watson-Guptill	1999	12/01
9-12	Simply 3D	Micrografx	1998	4/00
Interventions Programs for Reading/Language Arts				
	Grade Levels / Title	Publisher	Edition	Adopted
<b>Reading/Language Arts</b>				
K-10	Compass Learning	Odyssey	2011	6/11
4-12	SRA/Reach	SRA/McGraw Hill	2005	5/05
4-12	High Point EL	Hampton-Brown Co.	2001	5/05
4-12	Scholastic Read 180	Scholastic, Inc.	2002	5/05
<b>Mathematics</b>				
K-10	Compass Learning	Odyssey	2011	6/11
K-10	MIND ST Math Program	MIND Research Institute	2011	10/11
Advanced Placement (AP) Textbooks				
	Grade Levels / Title	Publisher	Edition	Adopted
<b>AP Literature &amp; Composition</b>				
12	Perrine's Literature: Structure, Sound & Sense	Wadsworth Cengage Learning	10th C (2009)	6/09
<b>AP Calculus</b>				
11-12	Calculus of a Single Variable	Houghton Mifflin Company	8th C (2006)	6/09
<b>AP Computer Science &amp; Computer Programming</b>				
11-12	Java Software Solutions	Pearson Education, Inc.	2nd C (2007)	6/09
<b>AP Spanish Language &amp; Literature</b>				
9-12	Abriendo Puertas: Lenguaje	McDougal Littell, Inc.	1st C (2007)	6/09
11-12	Abriendo Puertas: Tomo I	McDougal Littell, Inc.	C (2003)	6/09
11-12	Abriendo Puertas: Tomo II	McDougal Littell, Inc.	C (2003)	6/09

Advanced Placement (AP) Textbooks				
	Grade Levels / Title	Publisher	Edition	Adopted
<b>AP U.S. History</b>				
10-12	Out of Many, A History of the American People	Pearson Publisher	5th C (2007)	6/09
<b>AP European History</b>				
10-12	The Western Heritage	Pearson Education Ltd/Prentice Hall	9th C (2007)	6/09
<b>AP Art History</b>				
10-12	Stokstad Art History	Prentice Hall Publisher	3rd C (2008)	6/09
<b>AP Biology</b>				
11-12	Biology	Addison Wesley	8th (2008)	6/09
<b>AP &amp; General Environmental Science</b>				
9-12	Environment: The Science Behind the Stories	Pearson/Prentice Hall	C (2008)	6/09

## School Finances

Expenditures Per Pupil and School Site Teacher Salaries (FY 2009-10)				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,834	\$1,065	\$4,769	\$67,884
District	---	---	\$4,658	\$67,928
State	---	---	\$5,455	\$69,207
Percent Difference: School Site and District			2.4%	-0.1%
Percent Difference: School Site and State			-12.6%	-1.9%

\* **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

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

The SAFE after school program services students in grades one through eight from the time the dismissal bell rings until 6:00 PM. There are approximately 50 students enrolled in the program. The program is financed through State funds (Prop-49). The SAFE program also funds after school interventions targeting students who are scoring below proficiency on grade level standards.

### Other Programs

To help ensure a quality education for all students, state and federal funding is provided for the following special programs to supplement the core instructional program provided by the school district:

- MAA -- \$5,821
- Site Lottery -- \$16,818
- Title I -- \$24,862
- Title I, AARA -- \$2,060
- Reading First -- \$7,821
- ELL -- \$12,935
- EIA -- \$36,276
- EIA/LEP -- \$7,753
- ASES-After School Program -- \$106,185
- Reading First -- \$21,315

Average Teacher and Administrative Salaries (FY 2009-10)		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher	\$43,681	\$42,017
Mid-Range Teacher	\$65,742	\$67,294
Highest Teacher	\$86,905	\$86,776
Average Principal (ES)	\$108,467	\$108,534
Average Principal (MS)	\$115,551	\$112,893
Average Principal (HS)	\$116,167	\$123,331
Superintendent	\$253,149	\$226,417
Percent of District Budget (FY 2009-10)		
Teacher Salaries	40%	38%
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/>.

## 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>.

STAR Results for All Students - Three-Year Comparison			
Subject	2008-09	2009-10	2010-11
<b>STAR Results for All Students --School</b>			
English-Language Arts	39	41	43
Mathematics	47	54	49
Science	28	36	38
History-Social Science	0	0	0
<b>STAR Results for All Students --District</b>			
English-Language Arts	46	48	48
Mathematics	38	41	42
Science	42	47	49
History-Social Science	34	36	39
<b>STAR Results for All Students --State</b>			
English-Language Arts	49	52	54
Mathematics	46	48	50
Science	50	54	57
History-Social Science	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.

STAR 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	48	42	49	39
All Student at the School	43	49	38	0
Male	37	49	39	0
Female	50	49	37	0
Black or African American	35	37	27	0
American Indian or Alaska Native	0	0	0	0
Asian	0	0	0	0
Filipino	0	0	0	0
Hispanic or Latino	40	47	26	0
Native Hawaiian/Pacific Islander				
White	49	54	64	0
Two or More Races	0	0	0	0
Socioeconomically Disadvantaged	41	46	35	0
English Learners	25	34	14	0
Students with Disabilities	29	36	0	0
Students Receiving Migrant Education Services				

\* 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

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	Five of Six	Six of Six
5	21.8	18	15.8

\* 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.

### 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/>.

#### API 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	444	758	15,734	755	4,683,676	778
Black or African American	21	710	1,078	689	317,856	696
American Indian or Alaska Native	5		223	752	33,774	733
Asian	5		223	833	398,869	898
Filipino	1		199	858	123,245	859
Hispanic or Latino	278	743	7,696	729	2,406,749	729
Native Hawaiian/Pacific Islander	0		84	810	26,953	764
White	128	782	5,970	796	1,258,831	845
Two or More Races	5		252	758	76,766	836
Socioeconomically Disadvantaged	391	744	11,794	729	2,731,843	726
English Learners	119	693	3,119	695	1,521,844	707
Students with Disabilities	71	652	2,189	612	521,815	595

### 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	2	2	3
Similar Schools	2	2	4

### API Growth by Student Group - Three-Year Comparison

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	28	26	11
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	23	27	30
Native Hawaiian/Pacific Islander			
White	51	22	-31
Two or More Races	N/D		
Socioeconomically Disadvantaged	26	30	16
English Learners	-4	18	20
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.

### 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

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	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 (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: [www.cde.ca.gov/ta/ac/ay/tidetermine.asp](http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp).

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2006-2007	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	18	
Percent of Schools Currently in Program Improvement	66.7	