



Santa Margarita Elementary School

School Accountability Report Card, 2008–2009

Oceanside Unified School District



» An annual report to the community about teaching, learning, test results, resources, and measures of progress in our school.

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This School Accountability Report Card (SARC) provides information that can be used to evaluate and compare schools. State and federal laws require all schools to publish a SARC each year.

The information in this report represents the 2008–2009 school year, not the current school year. In most cases, this is the most recent data available. We present our school's results next to those of the average elementary school in the county and state to provide the most meaningful and fair comparisons. To find additional facts about our school online, please use the [DataQuest](#) tool offered by the California Department of Education.

If you are reading a printed version of this report, note that words that appear in a smaller, bold typeface are links in the online version of this report to even more information. You can find a master list of those linked words, and the Web page addresses they are connected to, at:

http://www.schoolwisepress.com/sarc/links_2009_en.html

Reports about other schools are available on the [California Department of Education Web site](#). Internet access is available in local libraries.

If you have any questions related to this report, please contact the school office.

How to Contact Our School

1 Carnes Road
Oceanside, CA 92054
Principal: Pat Kurtz
Phone: (760) 430-7110

How to Contact Our District

2111 Mission Ave.
Oceanside, CA 92054
Phone: (760) 966-4000
<http://www.oside.us>



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Published by
SCHOOL WISE PRESS
385 Ashton Ave., Ste. 200
San Francisco, CA 94112
Phone: (415) 337-7971
www.schoolwisepress.com

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» Principal's Message

Santa Margarita School is a place where all students succeed. We have grown from an underperforming school in 1999 to a California Distinguished School in 2004 and National Blue Ribbon School in 2006. In 2005 we were also named a Title I Academic School. Because we serve a large military community, our student mobility and multiple deployment rate is very high. We focus on assessing new students in a timely manner and placing them in instructional programs that will meet their needs, providing extra support as necessary.

Pat Kurtz, PRINCIPAL

Grade range and calendar

K–5

TRADITIONAL

Academic Performance Index

830

County Average: 815

State Average: 792

Student enrollment

627

County Average: 531

State Average: 518

Teachers

33

County Average: 27

State Average: 26

Students per teacher

19

County Average: 20

State Average: 20

Major Achievements

- We continue to review and improve our instruction and teacher collaboration in order to raise student achievement.
- In an effort to help students connect to school and provide a peaceful play environment, we have created a variety of Lunch Recess Options. These include computer lab, game room, chess club, the homework club, and Spanish and Japanese clubs. We have a variety of afterschool programs, including extended-day care and specific academic support choices. We have streamlined our Student Study Team process to create a dynamic system of support for all children.

Focus for Improvement

- We continue to use the results from standardized assessments, district tests, and daily lessons to measure student achievement in reading, writing, and mathematics.
- We emphasize increasing skills in language arts, including vocabulary development, literary response, understanding the author's voice, and the use of conventions in print. This year we will share our best practices in writing instruction through all grades in order to create a more consistent writing program.
- We strive for improved math performance by emphasizing higher-order thinking skills, algebraic thinking, and word problems. This year we will be using the newly adopted math materials to continue developing math literacy.
- At our twice monthly teacher meetings we focus on collaborating to improve our classroom instructional strategies.

MEASURES OF PROGRESS

Academic Performance Index

The Academic Performance Index (API) is California’s way of comparing schools based on student test scores. The index was created in 1999 to help parents and educators recognize schools that show progress and identify schools that need help. A school’s API determines whether it receives recognition or sanctions. It is also used to compare schools in a statewide ranking system. The California Department of Education (CDE) calculates a school’s API using student test results from the California Standards Tests and, for high schools, the California High School Exit Exam (CAHSEE). APIs range from 200 to 1000. The CDE expects all schools to eventually obtain APIs of at least 800. [Additional information on the API](#) can be found on the CDE Web site.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX	
Met schoolwide growth target	Yes
Met growth target for prior school year	Yes
API score	830
Growth attained from prior year	-11
Met subgroup* growth targets	Yes

Santa Margarita’s API was 830 (out of 1000). This is a decline of 11 points compared with last year’s API. All students took the test. You can find three years of detailed API results in the Data Almanac that accompanies this report.

API RANKINGS: Based on our 2007–2008 test results, we started the 2008–2009 school year with a base API of 841. The state ranks all schools according to this score on a scale from 1 to 10 (10 being highest). Compared with all elementary schools in California, our school ranked 8 out of 10.

SOURCE: API based on spring 2009 test cycle. Growth scores alone are displayed and are current as of December 2009.

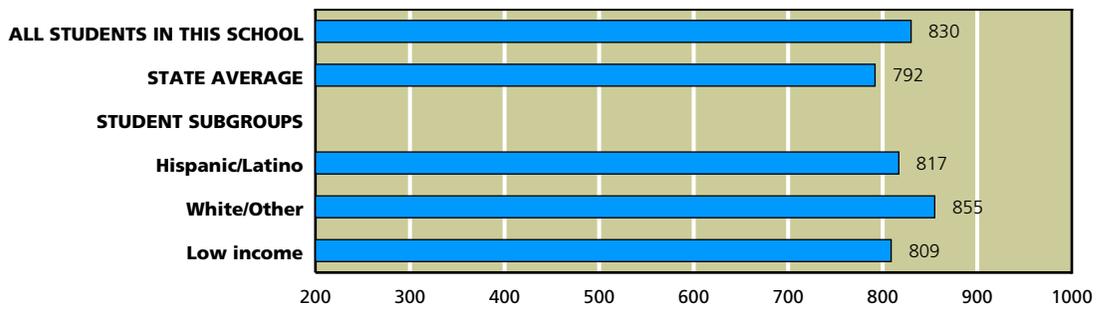
*Ethnic groups, English Learners, special ed students, or socioeconomic groups of students that make up 15 percent or more of a school’s student body. These groups must meet AYP and API goals.
R/P - Results pending due to challenge by school.
N/A - Results not available.

SIMILAR SCHOOL RANKINGS: We also received a second ranking that compared us with the 100 schools with the most similar students, teachers, and class sizes. Compared with these schools, our school ranked 9 out of 10. The CDE recalculates this factor every year. To read more about the specific elements included in this calculation, refer to the [CDE Web site](#).

API GROWTH TARGETS: Each year the CDE sets specific API “growth targets” for every school. It assigns one growth target for the entire school, and it sets additional targets for ethnic groups, English Learners, special education students, or socioeconomic subgroups of students that make up a significant portion of the student body. Schools are required to meet all of their growth targets. If they do, they may be eligible to apply for awards through the California School Recognition Program and the Title I Achieving Schools Program.

We met our assigned growth targets during the 2008–2009 school year. Just for reference, 64 percent of elementary schools statewide met their growth targets.

API, Spring 2009



SOURCE: API based on spring 2009 test cycle. State average represents elementary schools only.
NOTE: Only groups of students that represent at least 15 percent of total enrollment are calculated and displayed as student subgroups.

Adequate Yearly Progress

In addition to California’s accountability system, which measures student achievement using the API, schools must also meet requirements set by the federal education law known as **No Child Left Behind** (NCLB). This law requires all schools to meet a different goal: **Adequate Yearly Progress** (AYP).

We met all 19 criteria for yearly progress. As a result, we succeeded at making AYP.

To meet AYP, elementary schools must meet three criteria. First, a certain percentage of students must score at or above Proficient levels on the California Standards Tests (CST): 46 percent on the English/language arts test and 47.5 percent on the math test. All ethnic and socioeconomic subgroups of students also must meet these goals. Second, the schools must achieve an API of at least 650 or increase the API by one point from the prior year. Third, 95 percent of the student body must take the required standardized tests.

If even one subgroup of students fails to meet just one of the criteria, the school fails to meet AYP. While all schools must report their progress toward meeting AYP, only schools that receive federal funding to help economically disadvantaged students are actually penalized if they fail to meet AYP goals. Schools that do not make AYP for two or more years in a row in the same subject enter **Program Improvement** (PI). They must offer students transfers to other schools in the district and, in their second year in PI, tutoring services as well.

FEDERAL AYP ADEQUATE YEARLY PROGRESS	
Met AYP	Yes
Met schoolwide participation rate	Yes
Met schoolwide test score goals	Yes
Met subgroup* participation rate	Yes
Met subgroup* test score goals	Yes
Met schoolwide API for AYP	Yes
Program Improvement school in 2009	No

SOURCE: AYP is based on the Accountability Progress Report of December 2009. A school can be in Program Improvement based on students’ test results in the 2008–2009 school year or earlier.

*Ethnic groups, English Learners, special ed students, or socioeconomic groups of students that make up 15 percent or more of a school’s student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

Adequate Yearly Progress, Detail by Subgroup

● MET GOAL ● DID NOT MEET GOAL — NOT ENOUGH STUDENTS

	English/Language Arts		Math	
	DID 95% OF STUDENTS TAKE THE CST?	DID 46% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?	DID 95% OF STUDENTS TAKE THE CST?	DID 47.5% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?
SCHOOLWIDE RESULTS	●	●	●	●
SUBGROUPS OF STUDENTS				
Low income	●	●	●	●
STUDENTS BY ETHNICITY				
African American	●	—	●	—
Hispanic/Latino	●	●	●	●
White/Other	●	●	●	●

The table at left shows our success or failure in meeting AYP goals in the 2008–2009 school year. The green dots represent goals we met; red dots indicate goals we missed. Just one red dot means that we failed to meet AYP.

Note: Dashes indicate that too few students were in the category to draw meaningful conclusions. Federal law requires valid test scores from at least 50 students for statistical significance.

SOURCE: AYP release of September 2009, CDE.

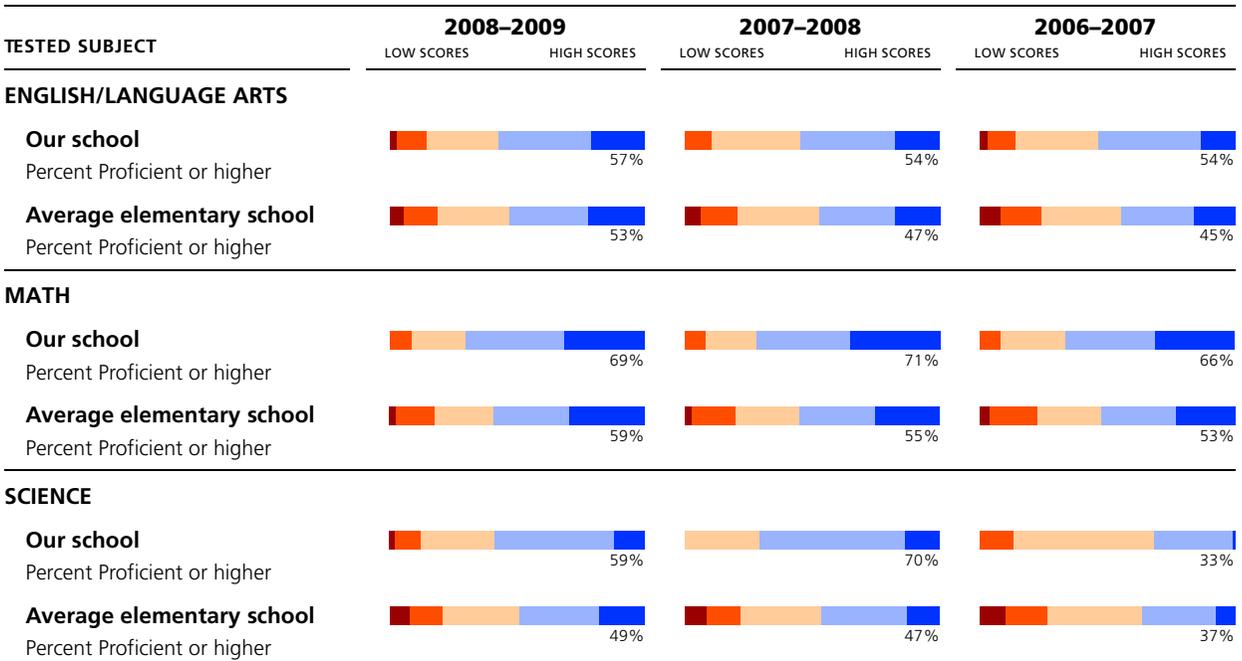
STUDENT ACHIEVEMENT

Here you'll find a three-year summary of our students' scores on the California Standards Tests (CST) in selected subjects. We compare our students' test scores with the results for students in the average elementary school in California. On the following pages we provide more detail for each test, including the scores for different subgroups of students. In addition, we provide links to the California Content Standards on which these tests are based. If you'd like more information about the CST, please contact our principal or our teaching staff. To find [grade-level-specific scores](#), you can refer to the Standardized Testing and Reporting (STAR) Web site. Other tests in the [STAR program](#) can be found on the California Department of Education (CDE) Web site.

California Standards Tests

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED



SOURCE: The scores for the CST are from the spring 2009 test cycle. State average represents elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

Frequently Asked Questions About Standardized Tests

WHERE CAN I FIND GRADE-LEVEL REPORTS? Due to space constraints and concern for statistical reliability, we have omitted grade-level detail from these test results. Instead we present results at the schoolwide level. You can view the results of far more students than any one grade level would contain, which also improves their statistical reliability. Grade-level results are online on the [STAR Web site](#). More information about student test scores is available in the Data Almanac that accompanies this report.

WHAT DO THE FIVE PROFICIENCY BANDS MEAN? Test experts assign students to one of these five proficiency levels, based on the number of questions they answer correctly. Our immediate goal is to help students move up one level. Our eventual goal is to enable all students to reach either of the top two bands, Advanced or Proficient. Those who score in the middle band, Basic, have come close to attaining the required knowledge and skills. Those who score in either of the bottom two bands, Below Basic or Far Below Basic, need more help to reach the Proficient level.

HOW HARD ARE THE CALIFORNIA STANDARDS TESTS? Experts consider California's standards to be among the most clear and rigorous in the country. Just 53 percent of elementary school students scored Proficient or Advanced on the English/language arts test; 59 percent scored Proficient or Advanced in math. You can review the [California Content Standards](#) on the CDE Web site.

ARE ALL STUDENTS' SCORES INCLUDED? No. Only students in grades two through eleven are required to take the CST. When fewer than 11 students in one grade or subgroup take a test, state officials remove their scores from the report. They omit them to protect students' privacy, as called for by federal law.

CAN I REVIEW SAMPLE TEST QUESTIONS? Sample test questions for the CST are on the [CDE's Web site](#). These are actual questions used in previous years.

WHERE CAN I FIND ADDITIONAL INFORMATION? The CDE has a wealth of resources on its Web site. The STAR Web site publishes detailed reports for schools and districts, and assistance packets for parents and teachers. This site includes explanations of [technical terms](#), scoring methods, and the [subjects](#) covered by the tests for each grade. You'll also find a [guide](#) to navigating the STAR Web site as well as help for understanding how to [compare test scores](#).

English/Language Arts (Reading and Writing)

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			57%	98%	SCHOOLWIDE AVERAGE: About four percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			60%	95%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			53%	96%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

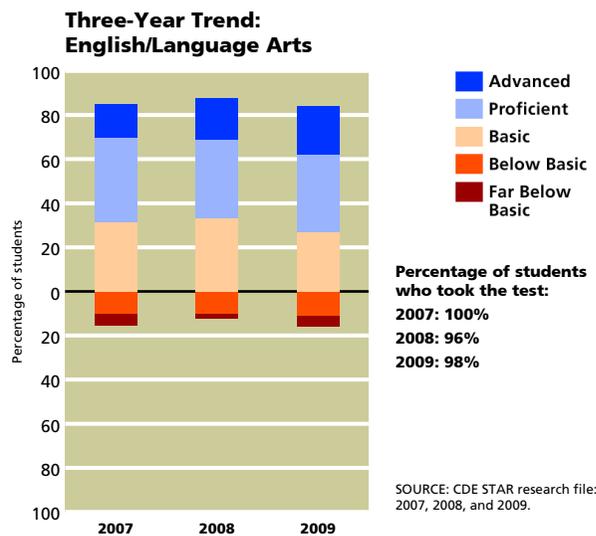
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			51%	164	GENDER: About 14 percent more girls than boys at our school scored Proficient or Advanced.
Girls			65%	144	
English proficient			57%	301	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of English Learners tested was either zero or too small to be statistically significant.
English Learners	NO DATA AVAILABLE		N/A	7	
Low income			48%	157	INCOME: About 18 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			66%	151	
Learning disabled	NO DATA AVAILABLE		N/A	27	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			60%	281	
African American			31%	51	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
Hispanic/Latino			49%	75	
White/Other			68%	148	

SOURCE: The scores for the CST are from the spring 2009 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the California standards for [English/language arts](#) on the CDE's Web site.



Math

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			69%	98%	SCHOOLWIDE AVERAGE: About ten percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			65%	91%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			59%	93%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

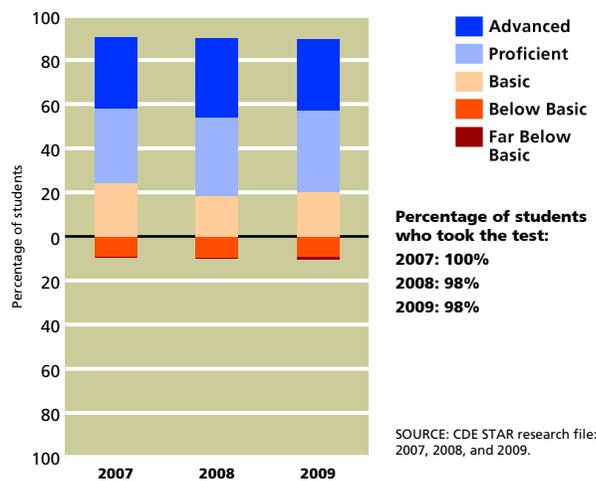
GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			69%	164	GENDER: About the same percentage of boys and girls at our school scored Proficient or Advanced.
Girls			70%	144	
English proficient			70%	301	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of English Learners tested was either zero or too small to be statistically significant.
English Learners	NO DATA AVAILABLE		N/A	7	
Low income			66%	157	INCOME: About eight percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			74%	151	
Learning disabled	NO DATA AVAILABLE		N/A	27	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			71%	281	
African American			64%	51	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
Hispanic/Latino			64%	75	
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You can read the [math standards](#) on the CDE's Web site.

Three-Year Trend: Math



SOURCE: CDE STAR research file: 2007, 2008, and 2009.

Science

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			59%	98%	SCHOOLWIDE AVERAGE: About ten percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			56%	94%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			49%	95%	

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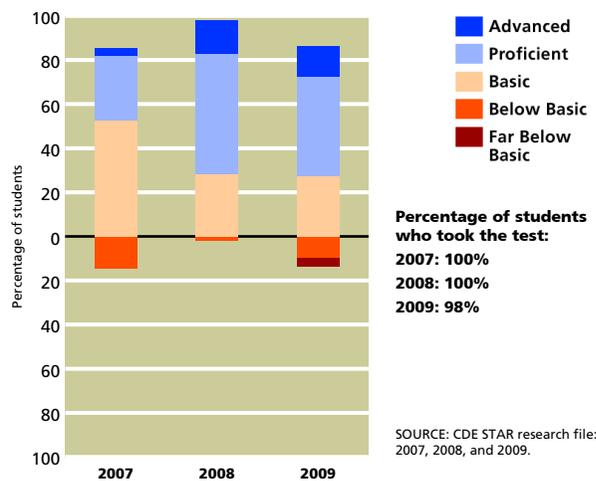
GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			47%	30	GENDER: The number of girls who took this test is too small to be counted in this analysis.
Girls	DATA STATISTICALLY UNRELIABLE		N/S	21	
English proficient			59%	51	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of English Learners tested was either zero or too small to be statistically significant.
English Learners	NO DATA AVAILABLE		N/A	N/A	
Low income	DATA STATISTICALLY UNRELIABLE		N/S	21	INCOME: We cannot compare scores for these two subgroups because the number of students tested from low-income families was too small to be statistically significant.
Not low income			57%	30	
Learning disabled	NO DATA AVAILABLE		N/A	5	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			65%	46	
African American	DATA STATISTICALLY UNRELIABLE		N/S	13	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
Hispanic/Latino	DATA STATISTICALLY UNRELIABLE		N/S	14	
White/Other	DATA STATISTICALLY UNRELIABLE		N/S	21	

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The science standards test was administered only to fifth graders. Of course, students in all grade levels study science in these areas: physical science, life science, earth science, and investigation and experimentation. For background, you can review the **science standards** by going to the CDE’s Web site.

Three-Year Trend: Science



Other Measures of Student Achievement

Our staff is dedicated to helping all students master the California Content Standards. Teachers review data from student assessments and parent surveys. Each spring our School Site Council holds a comprehensive review to identify ways to better meet student needs. In addition to frequent teacher assessments, the district provides tests in reading, writing, and math. Annual standardized tests provide valuable data on students' progress toward mastering the state content standards.

STUDENTS

Students’ English Language Skills

At Santa Margarita, 98 percent of students were considered to be proficient in English, compared with 68 percent of elementary school students in California overall.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English-proficient students	98%	67%	68%
English Learners	2%	33%	32%

SOURCE: Language Census for school year 2008–2009. County and state averages represent elementary schools only.

Languages Spoken at Home by English Learners

Please note that this table describes the home languages of just the 15 students classified as English Learners. At Santa Margarita, the language these students most often speak at home is Spanish. In California it’s common to find English Learners in classes with students who speak English well. When you visit our classrooms, ask our teachers how they work with language differences among their students.

LANGUAGE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Spanish	73%	83%	84%
Vietnamese	0%	3%	3%
Cantonese	0%	0%	1%
Hmong	0%	0%	1%
Filipino/Tagalog	7%	3%	2%
Korean	0%	1%	1%
Khmer/Cambodian	0%	0%	0%
All other	20%	10%	8%

SOURCE: Language Census for school year 2008–2009. County and state averages represent elementary schools only.

Ethnicity

Most students at Santa Margarita identify themselves as White/European American/Other. In fact, there are about two times as many White/European American/Other students as Hispanic/Latino students, the second-largest ethnic group at Santa Margarita. The state of California allows citizens to choose more than one ethnic identity, or to select “multiethnic” or “decline to state.” As a consequence, the sum of all responses rarely equals 100 percent.

ETHNICITY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
African American	15%	6%	7%
Asian American/Pacific Islander	4%	11%	11%
Hispanic/Latino	25%	44%	50%
White/European American/Other	55%	38%	32%

SOURCE: CBEDS census of October 2008. County and state averages represent elementary schools only.

Family Income and Education

The free or reduced-price meal subsidy goes to students whose families earned less than \$39,220 a year (based on a family of four) in the 2008–2009 school year. At Santa Margarita, 45 percent of the students qualified for this program, compared with 56 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	45%	51%	56%
Parents with some college	82%	65%	55%
Parents with college degree	25%	40%	31%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2008–2009 school year. Parents’ education level is collected in the spring at the start of testing. Rarely do all students answer these questions. County and state averages represent elementary schools only.

The parents of 82 percent of the students at Santa Margarita have attended college and 25 percent have a college degree. This information can provide some clues to the level of literacy children bring to school. One precaution is that the students themselves provide this data when they take the battery of standardized tests each spring, so it may not be completely accurate. About 46 percent of our students provided this information.

CLIMATE FOR LEARNING

Average Class Sizes

Because funding for class-size reduction was focused on the early grade levels, our school’s class sizes, like those of most elementary schools, differ across grade levels.

The average class size at Santa Margarita varies across grade levels from a low of 18 students to a high of 31. Our average class size schoolwide is 21 students. The average class size for elementary schools in the state is 22 students.

AVERAGE CLASS SIZE BY GRADE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Kindergarten	19	20	20
First grade	19	19	19
Second grade	18	19	19
Third grade	21	20	20
Fourth grade	31	29	28
Fifth grade	28	29	29

SOURCE: CBEDS census, October 2008. County and state averages represent elementary schools only.

Safety

Twice a month, students attend a schoolwide assembly to help build a culture of caring and respect. We recite our Mustang Motto each morning in classrooms to reinforce a sense of safety and belonging for everyone. Lunch Recess Options provide choices of recreational activities other than playing on the playground. We have purchased additional playground equipment, thereby decreasing the number of students using each piece of equipment. Our newly formed Ambassadors Club provides students with schoolwide input and our Newcomers’ Club helps address the unique needs of students new to the school. Our discipline policy focuses on educating children to make safe and respectful choices and is implemented in a respectful manner.

Discipline

Our discipline program evolves from the nurturing environment that we cultivate to teach students ways to get their needs met that work for everyone. Our Second Step curriculum teaches conflict resolution and encourages students to find peaceful solutions in and out of the classroom. Teachers regularly celebrate outstanding student behavior in their classrooms. Our weekly schoolwide assemblies support peaceful resolutions to conflicts with an emphasis on the Mustang Motto. Each month we recognize students as Citizens of the Month during a schoolwide assembly and pizza luncheon with parents.

KEY FACTOR	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
Suspensions per 100 students			
2008–2009	1	7	5
2007–2008	1	7	6
2006–2007	2	13	5
Expulsions per 100 students			
2008–2009	0	0	0
2007–2008	0	0	0
2006–2007	0	0	0

SOURCE: Data is from the California Department of Education, SARC research file. Data represents the number of incidents reported, not the number of students involved. District and state averages represent elementary schools only.

At times we find it necessary to suspend students who break school rules. We report only suspensions in which students are sent home for a day or longer. We do not report in-school suspensions, in which students are removed from one or more classes during a single school day. Expulsion is the most serious consequence we can impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning here.

During the 2008–2009 school year, we had eight suspension incidents. We had no incidents of expulsion. To make it easy to compare our suspensions and expulsions to those of other schools, we represent these events as a ratio (incidents per 100 students) in this report. Please note that multiple incidents may involve the same student.

Homework

Many of our teachers assign homework packets every Monday that are due on Friday. Other teachers assign nightly homework. Homework assistance is offered at lunchtime every day and through our many extended-day programs. Teachers encourage parents to supervise homework and support their children's efforts.

Schedule

The school year includes 180 instructional days, beginning in late August and ending in mid-June. Our school day runs from 8:15 a.m. to 2:55 p.m., except on Wednesdays, when students are dismissed at 12:25 p.m. We offer afterschool activities throughout the year.

Parent Involvement

We have many ways for parents to participate at our school. Parents can join our School Site Council, which helps to oversee the implementation of our Single Plan for Student Achievement and stimulates academic improvement. The PTO has made an incredible impact on our school by funding student field trips, family events, and instructional materials. Teachers welcome classroom volunteers to help with projects in the classroom. Our library tech welcomes volunteers to help in the library as well. Our parent/student handbook is distributed at the beginning of the year and has a list of activities for parent involvement. This year we began the Tell Me a Story program sponsored by the Military Child Education Coalition. Next year we plan to begin a Moms and Muffins program to welcome parents to become more involved. The contact person for parent involvement is Donna Wilkins, and she can be reached at (760) 430-7110.

LEADERSHIP, TEACHERS, AND STAFF

Leadership

Pat Kurtz is in her fifth year as a principal of our school. She has over 35 years of experience in public education as a program specialist and teacher, both at the elementary and college level.

We use a consensus model to reach major decisions involving instruction and funds. Our leadership team consists of grade-level representatives and schoolwide support personnel, and it focuses on ensuring continued growth in student achievement. Our School Site Council uses surveys to gather input from parents, and our PTO incorporates comments from parents, staff, and students when considering expenditures. Our Language Assessment Team includes teachers who help shape our program for our English Learners.

Teacher Experience and Education

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Teaching experience	Average years of teaching experience	13	14	13
Newer teachers	Percentage of teachers with one or two years of teaching experience	3%	8%	9%
Teachers holding an MA degree or higher	Percentage of teachers with an MA or higher from a graduate school	21%	50%	36%
Teachers holding a BA degree alone	Percentage of teachers whose highest degree is a BA degree from a four-year college	79%	50%	64%

SOURCE: Professional Assignment Information Form (PAIF), October 2008, completed by teachers during the CBEDS census. County and state averages represent elementary schools only.

About three percent of our teachers have fewer than three years of teaching experience, which is below the average for new teachers in other elementary schools in California. Our teachers have, on average, 13 years of experience. About 79 percent of our teachers hold only a bachelor’s degree from a four-year college or university. About 21 percent have completed a master’s degree or higher.

Credentials Held by Our Teachers

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Fully credentialed teachers	Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level	100%	94%	98%
Trainee credential holders	Percentage of staff holding an internship credential	0%	0%	2%
Emergency permit holders	Percentage of staff holding an emergency permit	0%	1%	1%
Teachers with waivers	Lowest level of accreditation, used by districts when they have no other option	0%	5%	1%

SOURCE: PAIF, October 2008. This is completed by teachers during the CBEDS census. County and state averages represent elementary schools only. A teacher may have earned more than one credential. For this reason, it is likely that the sum of all credentials will exceed 100 percent.

All of the faculty at Santa Margarita hold a full credential. This number is close to the average for all elementary schools in the state. None of the faculty at Santa Margarita holds a trainee credential, which is reserved for those teachers who are in the process of completing their teacher training. In comparison, two percent of elementary school teachers throughout the state hold trainee credentials. None of our faculty holds an emergency permit. Very few elementary school teachers hold this authorization statewide (just one percent). About 94 percent of the faculty at Santa Margarita hold the elementary (multiple-subject) credential. This number is above the average for elementary schools in California, which is 90 percent. You can find three years of data about teachers’ credentials in the Data Almanac that accompanies this report.

Indicators of Teachers Who May Be Underprepared

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Core courses taught by a teacher not meeting NCLB standards	Percentage of core courses not taught by a “highly qualified” teacher according to federal standards in NCLB	0%	N/A	0%
Teachers lacking a full credential	Percentage of teachers without a full, clear credential	0%	6%	2%

SOURCE: Professional Assignment Information Form (PAIF) of October 2008. Data on NCLB standards is from the California Department of Education, SARC research file.

“HIGHLY QUALIFIED” TEACHERS: The federal law known as No Child Left Behind (NCLB) requires districts to report the number of teachers considered to be “highly qualified.” These “highly qualified” teachers must have a full credential, a bachelor’s degree, and, if they are teaching a core subject (such as reading, math, science, or social studies), they must also demonstrate expertise in that field. The table above shows the percentage of core courses taught by teachers who are considered to be less than “highly qualified.” There are exceptions, known as the **High Objective Uniform State Standard of Evaluation (HOUSSE)** rules, that allow some veteran teachers to meet the “highly qualified” test who wouldn’t otherwise do so.

CREDENTIAL STATUS OF TEACHERS: Teachers who lack full credentials are working under the terms of an emergency permit, an internship credential, or a waiver. They should be working toward their credential, and they are allowed to teach in the meantime only if the school board approves. None of our teachers was working without full credentials, compared with two percent of teachers in elementary schools statewide.

More facts about our teachers, called for by the Williams legislation of 2004, are available on our Accountability Web page, which is accessible from our district Web site. You will find specific facts about **misassigned teachers** and **teacher vacancies** in the 2009–2010 school year.

Districtwide Distribution of Teachers Who Are Not “Highly Qualified”

Here, we report the percentage of core courses in our district whose teachers are considered to be less than “highly qualified” by NCLB’s standards. We show how these teachers are distributed among schools according to the percentage of low-income students enrolled.

The CDE has divided schools in the state into four groups (quartiles), based on the percentage of families who qualify and apply for free or reduced-price lunches. The one-fourth of schools with the most students receiving subsidized lunches are assigned to the first group. The one-fourth of schools with the fewest students receiving subsidized lunches are assigned to the fourth group. We compare the courses and teachers assigned to each of these groups of schools to see how they differ in “highly qualified” teacher assignments.

The average percentage of courses in our district not taught by a “highly qualified” teacher is three percent, compared with one percent statewide. For schools with the highest percentage of low-income students, this factor is zero percent, compared with zero percent statewide. For schools with the lowest percentage of low-income students, this factor is zero percent, compared with zero percent statewide.

DISTRICT FACTOR	DESCRIPTION	CORE COURSES NOT TAUGHT BY HQT IN DISTRICT
Districtwide	Percentage of core courses not taught by “highly qualified” teachers (HQT)	3%
Schools with the most low-income students	First quartile of schools whose core courses are not taught by “highly qualified” teachers	0%
Schools with the fewest low-income students	Fourth quartile of schools whose core courses are not taught by “highly qualified” teachers	0%

SOURCE: Data is from the California Department of Education, SARC research file.

Staff Development

Our faculty determines the focus for staff development days. We conduct four full training days during the school year, and provide teachers with additional training opportunities two Wednesdays each month. Teachers meet four times a month to review curriculum and instruction practices to increase student performance. Our emphasis is on specialized classroom instruction to meet students’ different learning needs and styles. To support teachers as they apply new skills, we encourage them to observe each other and to collaborate and engage in ongoing discussions.

YEAR	PROFESSIONAL DEVELOPMENT DAYS
2008–2009	2.0
2007–2008	2.0
2006–2007	2.0

SOURCE: This information is supplied by the school district.

Evaluating and Improving Teachers

Teachers develop annual goals that incorporate the standards of the California Standards for the Teaching Profession. Our principal evaluates teachers every two years using formal classroom observations and informal visits. She meets with the teachers to be evaluated to agree on objectives. The overall evaluation is in accordance with the teacher’s contract and the guidelines of the California Commission on Teacher Credentialing. Our school and the district support new teachers through mentoring and training activities through the Beginning Teacher Support and Assessment. Our teachers also mentor student teachers from California State University at San Marcos.

Substitute Teachers

Our district provides a pool of trained substitute teachers. Some are retired teachers or teachers who want to work part time; others are young, enthusiastic, talented teachers who do not yet have a contract.

Specialized Resource Staff

Our school may employ social workers, speech and hearing specialists, school psychologists, nurses, and technology specialists. These specialists often work part time at our school and some may work at more than one school in our district. Their schedules will change as our students’ needs change. For these reasons, the staffing counts you see here may differ from the staffing provided today in this school. For more details on [statewide ratios of counselors, psychologists, or other pupil services](#) staff to students, see the California Department of Education (CDE) Web site. [Library facts](#) and frequently asked questions are also available there.

STAFF POSITION	STAFF (FTE)
Counselors	0.0
Librarians	0.0
Psychologists	1.0
Social workers	0.0
Nurses	0.0
Speech/language/hearing specialists	1.0
Resource specialists	0.0

SOURCE: CBEDS census, October 2008.

Specialized Programs and Staff

Our students can choose from a variety of Lunch Recess Options daily. These include a weekly chess club, Japanese club, homework help, computer lab access, read-write-draw time, and board games. Our GATE program includes twice monthly Socratic seminars, after-school creative activities, and differentiated (customized) curriculum. Afterschool programs include Operation Hero; Mad Science; Big Brother/Big Sister; Get Ready, Set, Read; math tutoring; and extended-day care before and after school through the YMCA.

GIFTED AND TALENTED EDUCATION (GATE): We cluster our GATE students in grade-level classrooms. Students with high scores on standardized tests or who receive teacher recommendations due to exceptional academic or artistic abilities may be considered for the GATE program. GATE teachers meet periodically to plan opportunities that provide additional challenges for their students. Our GATE program includes twice monthly Socratic seminars, afterschool creative activities, and differentiated curriculum. The district provides guidance in identifying GATE students by screening second and fifth graders with the Naglieri nonverbal test.

Identified GATE students meet twice a year with the principal to discuss projects and topics of interest to them, and we provide opportunities related to those interests. Each year we hold an annual GATE Parent Night meeting to discuss the program and answer questions.

SPECIAL EDUCATION PROGRAM: We have a full-time Resource Specialist Program (RSP) teacher, a full-time RSP aide, a full-time speech therapist, a psychologist twice a week, and an adaptive PE teacher. Resource students stay in the regular classroom as much as possible, and they work in small groups or one on one in their area of difficulty. In the regular classroom they receive accommodations according to their Individualized Education Programs (IEPs). Our Resource Team meets weekly to discuss and plan for the individual needs of our identified special education and at-risk students.

ENGLISH LEARNER PROGRAM: Certified English Learner teachers work with our English Learners in small groups according to skill level. Kindergarten students receive 30 minutes of English language development instruction, and students in grades one through five receive 45 minutes of instruction. We place our identified English Learners in the classes that offer appropriate levels of instruction in English, and we align our instruction with the district master plan for English Learners.

RESOURCES

Buildings

Our school was built in 1960; however, with the support of our district maintenance department, it is well maintained. We recently remodeled the upper grade boys' and girls' rest rooms and replaced carpeting in many classrooms. With the passing of the bond initiative in June 2008, we anticipate significant modernization to begin within two years.

More facts about the [condition of our school buildings](#) are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the [Office of Public School Construction \(OPSC\)](#) and were brought about by the Williams legislation. You can look at the six-page [Facilities Inspection Tool](#) used for the assessment on the Web site of the OPSC.

Library

Two years ago we purchased \$10,000 worth of new books for our library! Our full-time library technician provides activities to engage students and motivate them to read. Our students visit the library on a weekly basis. The facility includes a resource room with Internet-connected computers for student research. Our books have been coded for our newly implemented schoolwide Accelerated Reader program. Our library's computerized checkout system enhances efficiency. We host an annual Scholastic book fair where students can purchase books, posters, calendars, and other items. The book fair hours are extended on the Wednesday of that week, which coincides with our Open House. During that time, we encourage parents to shop with their children.

Computers

In 2007–2008 all classrooms received a new computer for easy access to the Internet and Accelerated Reader quizzes. Teachers also received dedicated teacher computers for their desktops. Teachers take advantage of our computer lab by bringing in students at least once a week for a 45-minute session. Our lab has 32 networked computers and a printer. The lab has Orchard reading and math software and word processing software. Students use the computers for research, word processing activities, assessment, and math or language arts lessons. Teachers use the computer to correspond via email with parents and colleagues, to process report cards, and to record grades. Most classes have at least three computers and two printers. During the twice-weekly Lunch Recess Options, either the school-based resource teacher or a noon-duty supervisor oversees the lab.

Textbooks

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report.

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2009–2010 school year and whether those [textbooks](#) covered the California Content Standards.

Curriculum

For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation.

You can find the [content standards](#) for each subject at each grade level on the Web site of the California Department of Education (CDE).

SCHOOL EXPENDITURES

Federal Title I and state School Improvement Program funds pay for our school-based resource teacher, who works with small groups of children to close the achievement gap. Our active and supportive PTO sponsors many fund-raisers throughout the year to pay for educational field trips, playground equipment, and resources for the classrooms. Some local businesses and camps have also made donations to our school.

Spending per Student (2007–2008)

To make comparisons possible across schools and districts of varying sizes, we first report our overall spending per student. We base our calculations on our average daily attendance (ADA), which was 481 students.

We’ve broken down expenditures by the type of funds used to pay for them. Unrestricted funds can be used for any lawful purpose. Restricted funds, however, must be spent for specific purposes set out by legal requirements or the donor. Examples include funding for instructional materials, economic impact aid, and teacher- and principal-training funds.

TYPE OF FUNDS	OUR SCHOOL	DISTRICT AVERAGE	SCHOOL VARIANCE	STATE AVERAGE	SCHOOL VARIANCE
Unrestricted funds (\$/student)	\$5,293	\$6,344	-17%	\$5,495	-4%
Restricted funds (\$/student)	\$300	\$3,030	-90%	\$3,099	-90%
TOTAL (\$/student)	\$5,594	\$9,374	-40%	\$8,594	-35%

SOURCE: Information provided by the school district.

Total Expenditures, by Category (2007–2008)

Here you can see how much we spent on different categories of expenses. We’re reporting the total dollars in each category, not spending per student.

CATEGORY	UNRESTRICTED FUNDS	RESTRICTED FUNDS	TOTAL	PERCENTAGE OF TOTAL*
Teacher salaries	\$1,887,546	\$100,197	\$1,987,742	74%
Other staff salaries	\$178,940	\$1,670	\$180,610	7%
Benefits	\$457,478	\$18,518	\$475,996	18%
Books and supplies	\$9,596	\$16,496	\$26,092	1%
Equipment replacement	N/A	N/A	N/A	N/A
Services and direct support	\$10,635	\$7,461	\$18,096	1%
TOTAL	\$2,544,196	\$144,341	\$2,688,537	

SOURCE: Information provided by the school district.
 * Totals may not add up to exactly 100% because of rounding.

Compensation per Staff with Teaching Credentials (2007–2008)

The total of what our certificated staff members earn appears below. A certificated staff person is a school employee who is required by the state to hold teaching credentials, including full-time, part-time, substitute or temporary teachers, and most administrators. You can see the portion of pay that goes to salary and three types of benefits.

To make comparisons possible across schools and districts of varying sizes, we first report our compensation per full-time equivalent (FTE) certificated staff member. A teacher/administrator/pupil services person who works full time counts as 1.0 FTE. Those who work only half time count as 0.5 FTE. We had 25 FTE teachers working in our school.

CATEGORY	OUR SCHOOL	DISTRICT AVERAGE	SCHOOL VARIANCE	STATE AVERAGE	SCHOOL VARIANCE
Salaries	\$69,998	\$72,177	-3%	\$69,840	0%
Retirement benefits	\$6,519	\$7,184	-9%	\$6,876	-5%
Health and medical benefits	\$7,700	\$8,308	-7%	\$10,978	-30%
Other benefits	\$2,434	\$2,803	-13%	\$453	437%
TOTAL	\$86,650	\$90,472	-4%	\$88,147	-2%

SOURCE: Information provided by the school district.

Total Certificated Staff Compensation (2007–2008)

Here you can see how much we spent on different categories of compensation. We’re reporting the total dollars in each category, not compensation per staff member.

CATEGORY	TOTAL	PERCENTAGE OF TOTAL*
Salaries	\$1,749,948	81%
Retirement benefits	\$162,967	8%
Health and medical benefits	\$192,491	9%
Other benefits	\$60,846	3%
TOTAL	\$2,166,252	

SOURCE: Information provided by the school district.
 * Totals may not add up to exactly 100% because of rounding.

TECHNICAL NOTE ON DATA RECENCY: All data is the most current available as of December 2009. The CDE may release additional or revised data for the 2008–2009 school year after the publication date of this report. We rely on the following sources of information from the California Department of Education: California Basic Education Data System (CBEDS) (October 2008 census); Language Census (March 2009); California Achievement Test and California Standards Tests (spring 2009 test cycle); Academic Performance Index (September 2009 growth score release); Adequate Yearly Progress (September 2009).

DISCLAIMER: School Wise Press, the publisher of this accountability report, makes every effort to ensure the accuracy of this information but offers no guarantee, express or implied. While we do our utmost to ensure the information is complete, we must note that we are not responsible for any errors or omissions in the data. Nor are we responsible for any damages caused by the use of the information this report contains. Before you make decisions based on this information, we strongly recommend that you visit the school and ask the principal to provide the most up-to-date facts available.

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» Adequacy of Key Resources

Here you'll find key facts about our teachers, textbooks, and facilities during the school year in progress, 2009–2010. Please note that these facts are based on evaluations our staff conducted in accordance with the Williams legislation.



TEACHERS

Teacher Vacancies

The Williams legislation asked districts to disclose how frequently full-time teachers were not permanently assigned to a classroom. There are two general circumstances that can lead to the unfortunate case of a classroom without a full-time, permanently assigned teacher. Within the first 20 days of the start of school, we can be surprised by too many students showing up for school, or too few teachers showing up to teach. After school starts, however, teachers can also be surprised by sudden changes: family emergencies, injuries, accidents, etc. When that occurs, it is our school’s and our district’s responsibility to fill that teacher’s vacancy with a qualified, full-time and permanently assigned replacement. For that reason, we report teacher vacancies in two parts: at the start of school, and after the start of school.

KEY FACTOR	2007–2008	2008–2009	2009–2010
TEACHER VACANCIES OCCURRING AT THE BEGINNING OF THE SCHOOL YEAR			
Total number of classes at the start of the year	25	25	29
Number of classes which lacked a permanently assigned teacher within the first 20 days of school	0	0	0
TEACHER VACANCIES OCCURRING DURING THE SCHOOL YEAR			
Number of classes where the permanently assigned teacher left during the year	0	0	0
Number of those classes where you replaced the absent teacher with a single new teacher	0	0	0

NOTES: This report was completed on Wednesday, January 27, 2010.

Teacher Misassignments

A “misassigned” teacher is one who lacks the appropriate subject-area authorization for a class she is teaching.

Under the terms of the Williams settlement, schools must inform the public of the number of their teachers who are misassigned. It is possible for a teacher who lacks the authorization for a subject to get special permission—in the form of an emergency permit, waiver, or internship authorization—from the school board or county office of education to teach the subject anyway. This permission prevents the teacher from being counted as misassigned.

KEY FACTOR	DESCRIPTION	2007–2008	2008–2009	2009–2010
Teacher Misassignments	Total number of classes taught by teachers without a legally recognized certificate or credential	0	0	0
Teacher Misassignments in Classes that Include English Learners	Total number of classes that include English learners and are taught by teachers without CLAD/BCLAD authorization, ELD or SDAIE training, or equivalent authorization from the California Commission on Teacher Credentialing	0	0	0
Other Employee Misassignments	Total number of service area placements of employees without the required credentials	0	0	0

NOTES: This report was completed on Wednesday, January 27, 2010.

TEXTBOOKS

The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California content standards calls for. This information is far more meaningful when viewed along with the more detailed description of textbooks contained in our School Accountability Report Card (SARC). There you'll find the names of the textbooks used in our core classes, their dates of publication, the names of the firms that published them, and more.

SUBJECT	ARE THERE TEXTBOOKS OR INSTRUCTIONAL MATERIALS IN USE?		ARE THERE ENOUGH BOOKS FOR EACH STUDENT?	
	STANDARDS ALIGNED?	OFFICIALLY ADOPTED?	FOR USE IN CLASS?	PERCENTAGE OF STUDENTS HAVING BOOKS TO TAKE HOME?
English	Yes	Yes	Yes	100%
Math	Yes	Yes	Yes	100%
Science	Yes	Yes	Yes	100%
Social Studies	Yes	Yes	Yes	100%

NOTES: This report was completed on Friday, January 15, 2010. This information was collected on Friday, January 15, 2010.

FACILITIES

To determine the condition of our facilities, our district sent experts from our facilities team to inspect them. They used a survey, called the Facilities Inspection Tool, issued by the Office of Public School Construction. Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

AREA	RATING	DESCRIPTION
OVERALL RATING	Good	Our school is in good repair, according to the criteria established by the Office of Public School Construction. Our deficiencies are minor ones resulting from common wear and tear, and there are few of them. We scored between 90 and 99 percent on the 15 categories of our evaluation.
A. SYSTEMS	Good	
Gas Leaks	Good	No apparent problems.
Mechanical Problems (Heating, Ventilation, and Air Conditioning)	Good	No apparent problems.
Sewer System	Good	custodial - mop sink/can wash plugged up
B. INTERIOR		
Interior Surfaces (Walls, Floors, and Ceilings)	Good	[STATUS AS OF Jan 21 2009 12:0] Stained/broken/missing ceiling tiles; Carpet worn/soiled; Curtains in MPR torn. Work orders issued for ceiling tiles. Inspector recommends not replacing carpets & curtains because of pending modernization plans. Lab C - carpet torn
C. CLEANLINESS	Good	
Overall Cleanliness	Good	Boys RR - restroom is being used for PE storage. the room is very cluttered and unsafe
Pest or Vermin Infestation	Good	No apparent problems.
D. ELECTRICAL		
Electrical Systems and Lighting	Fair	[STATUS AS OF Jan 21 2009 12:0] Many bulbs out; diffusers missing/broken Work orders have been issued and items will be repaired/replaced. workroom - cover missing on light above back door Rm 6 lounge - diffuser falling Rm 7 - surge protectors chained MPR - diffuser cracked kitchen - 1 light out girls RR by 9 - 1 light out rm 9 - light out and lens falling rm 10 2 lights out rm 11 surge suppressors chained rm 12 light out storage by 18 bulbs out and diffuser hanging down
E. RESTROOMS/FOUNTAINS	Good	
Bathrooms	Good	boys RR by rm 8 - no water flowing in first urinal
Drinking Fountains (Inside and Out)	Good	[STATUS AS OF Jan 21 2009 12:0] Several faucets loose. Work orders have been issued and items will be repaired/replaced. girls RR by rm 9 - outside DF on right has low flow rm 10 - DF low flow K-4 right hand DF not working
F. SAFETY	Fair	

AREA	RATING	DESCRIPTION
Fire Safety (Sprinkler Systems, Alarms, Extinguishers)	Fair	rm 8 - too much backing paper on walls MPR - couch and bean bags back stage rm 10 - paper on door rm 11 multiple plug in air fresheners storage by 18 - back door blocked by storage rm 4 - cushions on floor by east wall rm 23 - too many computers, etc, plugged into only two surge protectors rm 27 - remove bean bag chairs and cushions
Hazardous Materials (Lead Paint, Asbestos, Mold, Flammables, etc.)	Good	rm 7 - chemicals under sink rm 9 - chemicals under sink rm 12 - chemicals under sink rm 17 - tv not secured to cart rm 18 - cleaning chemicals under sink
G. STRUCTURAL	Good	
Structural Damage (Cracks in Walls and Foundations, Sloping Ceilings, Posts or Beams Missing)	Good	No apparent problems.
Roofs	Good	No apparent problems.
H. EXTERNAL	Good	
Playground/School Grounds	Good	playground - cracks in asphalt rm 13 - crack / trip hazard at driveway gate
Windows, Doors, Gates, Fences (Interior and Exterior)	Good	rm 2 music - interior metal door jamb needs to be painted rm 14 - some windows need glazing on exterior (west) rm 16 - some windows need glazing on exterior (west)
OTHER DEFICIENCIES	N/A	No apparent problems.

INSPECTORS AND ADVISORS: This report was completed on Tuesday, January 19, 2010 by Terry Decker (Coordinator of Assessment and Evaluation). The facilities inspection occurred on Tuesday, December 01, 2009. We employed the following staff or businesses in completing this report: Gary Andrews, Lead Maintenance Worker / Bill Myers, Painter - energy The Facilities Inspection Tool was completed on Tuesday, December 01, 2009.

» Data Almanac

This Data Almanac provides more-detailed information than the School Accountability Report Card as well as data that covers a period of more than one year. It presents the facts and statistics in tables without narrative text.



STUDENTS AND TEACHERS

Student Enrollment by Ethnicity and Other Characteristics

The ethnicity of our students, estimates of their family income and education level, their English fluency, and their learning-related disabilities.

GROUP	ENROLLMENT
Number of students	627
African American	15%
American Indian or Alaska Native	1%
Asian	1%
Filipino	1%
Hispanic or Latino	25%
Pacific Islander	2%
White (not Hispanic)	50%
Multiple or no response	4%
Socioeconomically disadvantaged	51%
English Learners	2%
Students with disabilities	10%

SOURCE: All but the last three lines are from the annual census, CBEDS, October 2008. Data about students who are socioeconomically disadvantaged, English Learners, or learning disabled come from the School Accountability Report Card unit of the California Department of Education.

Student Enrollment by Grade Level

Number of students enrolled in each grade level at our school.

GRADE LEVEL	STUDENTS
Kindergarten	156
Grade 1	131
Grade 2	97
Grade 3	96
Grade 4	92
Grade 5	55
Grade 6	0
Grade 7	0
Grade 8	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0

SOURCE: CBEDS, October 2008.

Average Class Size by Grade Level

GRADE LEVEL	2006–2007	2007–2008	2008–2009
Kindergarten	19	20	19
Grade 1	19	18	19
Grade 2	19	18	18
Grade 3	19	21	21
Grade 4	27	30	31
Grade 5	30	33	28
Grade 6	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A
Combined K–3	19	20	20
Combined 3–4	N/A	N/A	N/A
Combined 4–8	19	N/A	N/A
Other	N/A	N/A	N/A

SOURCE: CBEDS, October 2008.

Average Class Size by Grade Level, Detail

The number of classrooms that fall into each range of class sizes.

GRADE LEVEL	2006–2007			2007–2008			2008–2009		
	1–20	21–32	33+	1–20	21–32	33+	1–20	21–32	33+
Kindergarten	6	0	0	4	2	0	8	0	0
Grade 1	5	0	0	5	0	0	7	0	0
Grade 2	4	0	0	4	0	0	5	0	0
Grade 3	3	0	0	0	3	0	2	2	0
Grade 4	0	2	0	0	2	0	0	3	0
Grade 5	0	2	0	0	1	1	0	2	0
Grade 6	0	0	0	0	0	0	0	0	0
Combined K–3	2	1	0	2	1	0	1	0	0
Combined 3–4	0	0	0	0	0	0	0	0	0
Combined 4–8	1	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0

SOURCE: CBEDS, October 2008.

Teacher Credentials

The number of teachers assigned to the school with a full credential and without a full credential, for both our school and the district.

TEACHERS	SCHOOL			DISTRICT
	2006–2007	2007–2008	2008–2009	2008–2009
With Full Credential	29	28	33	1,028
Without Full Credential	0	0	0	2

SOURCE: CBEDS, October 2008, Professional Assignment Information Form (PAIF) section.

Physical Fitness

Students in grades five, seven, and nine take the California Fitness Test each year. This test measures students’ aerobic capacity, body composition, muscular strength, endurance, and flexibility using six different tests. The table below shows the percentage of students at our school who scored within the “healthy fitness zone” on four, five, and all six tests. More information about [physical fitness testing and standards](#) is available on the CDE Web site.

GRADE LEVEL	PERCENTAGE OF STUDENTS MEETING HEALTHY FITNESS ZONES		
	FOUR OF SIX STANDARDS	FIVE OF SIX STANDARDS	SIX OF SIX STANDARDS
Grade 5	17%	33%	19%
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

SOURCE: Physical fitness test data is produced annually as schools test their students on the six Fitnessgram Standards. Data is reported by Educational Data Systems.

STUDENT PERFORMANCE

California Standardized Testing and Reporting Program

The California Standards Tests (CST) show how well students are learning what the state content standards require. The CST include English/language arts and mathematics in grades two through five and science in grade five. We also include results from the California Modified Assessment and California Alternative Performance Assessment (CAPA).

STAR Test Results for All Students: Three-Year Comparison

The percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most current three-year period.

SUBJECT	SCHOOL PERCENT PROFICIENT OR ADVANCED			DISTRICT PERCENT PROFICIENT OR ADVANCED			STATE PERCENT PROFICIENT OR ADVANCED		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/ language arts	54%	54%	57%	44%	45%	49%	43%	46%	50%
Mathematics	66%	71%	70%	45%	46%	48%	40%	43%	46%
Science	33%	70%	60%	38%	45%	48%	38%	46%	50%

SOURCE: California Standards Tests (CST) results, spring 2009 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

STAR Test Results by Subgroup: Most Recent Year

The percentage of students, by subgroup, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

STUDENT GROUP	PERCENTAGE OF STUDENTS SCORING PROFICIENT OR ADVANCED		
	ENGLISH/ LANGUAGE ARTS 2008–2009	MATHEMATICS 2008–2009	SCIENCE 2008–2009
African American	31%	63%	46%
American Indian or Alaska Native	N/A	N/A	N/A
Asian	N/A	N/A	N/A
Filipino	N/A	N/A	N/A
Hispanic or Latino	50%	64%	64%
Pacific Islander	64%	73%	N/A
White (not Hispanic)	68%	74%	64%
Boys	51%	70%	48%
Girls	65%	71%	76%
Economically disadvantaged	48%	67%	64%
English Learners	N/A	N/A	N/A
Students with disabilities	30%	64%	N/A
Students receiving migrant education services	N/A	N/A	N/A

SOURCE: California Standards Tests (CST) results, spring 2009 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

NAEP: California’s 4th and 8th Graders Compared to Students Nationally

Federal education officials want parents to understand how their state’s students compare to students nationally. For this purpose, they created the test called the National Assessment of Educational Progress (NAEP). It is sometimes called the Nation’s Report Card. Students in grades four, eight, and twelve take this test in nine subject areas. The NAEP test results are not valid for schools or districts. For that reason, you only see results below for students statewide.

Reading and Math Results

This table shows the average NAEP score (scores range from zero to 500) for the state and the nation, and the percentage of California students grouped into each of three achievement levels (Basic, Proficient, and Advanced). We compare our state’s fourth and eighth graders with their peers in the U.S. in reading and math.

SUBJECT AND GRADE LEVEL	AVERAGE SCALE SCORE		PERCENTAGE OF CA STUDENTS AT EACH ACHIEVEMENT LEVEL		
	STATE	NATIONAL	BASIC	PROFICIENT	ADVANCED
Reading 2007, Grade 4	209	220	30%	18%	5%
Reading 2007, Grade 8	251	261	41%	20%	2%
Mathematics 2007, Grade 4	232	239	41%	25%	5%
Mathematics 2007, Grade 8	270	282	36%	18%	5%

SOURCE: School Accountability Report Card unit of the California Department of Education.

Participation Rates for Students with Disabilities and English Learners

This table shows the percentage of the nation’s and California’s students with disabilities and English Learners who took the test called the National Assessment of Educational Progress (NAEP).

SUBJECT AND GRADE LEVEL	STATE PARTICIPATION RATE		NATIONAL PARTICIPATION RATE	
	STUDENTS WITH DISABILITIES	ENGLISH LEARNERS	STUDENTS WITH DISABILITIES	ENGLISH LEARNERS
Reading 2007, Grade 4	74%	93%	65%	80%
Reading 2007, Grade 8	78%	92%	66%	77%
Mathematics 2007, Grade 4	79%	96%	84%	94%
Mathematics 2007, Grade 8	85%	96%	78%	92%

SOURCE: School Accountability Report Card unit of the California Department of Education.

For further information, you can read what the California Department of Education says about the [differences between the California Standards Tests and the National Assessment of Educational Progress](#). The NAEP Web site includes background information for parents about the [Nation’s Report Card](#). Educators can learn more by going to the [NAEP Web site](#).

ACCOUNTABILITY

California Academic Performance Index (API)

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. APIs range from 200 to 1000, with a statewide target of 800. Detailed information about the API can be found on the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks: Three-Year Comparison

The state assigns statewide and similar-schools API ranks for all schools. The API ranks range from 1 to 10. A statewide rank of 1 means that the school has an API in the lowest 10 percent of all elementary schools in the state, while a statewide rank of 10 means that the school has an API in the highest 10 percent of all elementary schools in the state. The similar-schools API rank reflects how a school compares with 100 statistically matched schools that have similar teachers and students.

API RANK	2006–2007	2007–2008	2008–2009
Statewide rank	7	7	8
Similar-schools rank	10	8	9

SOURCE: The API Base Report from August 2009.

API Changes by Subgroup: Three-Year Comparison

API changes for all students and student subgroups: the actual API changes in points added or lost for the past three years, and the most recent API. Note: "N/A" means that the student group is not numerically significant.

SUBGROUP	ACTUAL API CHANGE			API
	2006–2007	2007–2008	2008–2009	2008–2009
All students at the school	+6	+32	-11	830
African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	-29	+45	+2	817
Pacific Islander	N/A	N/A	N/A	N/A
White (non Hispanic)	+13	+27	-2	855
Economically disadvantaged	+12	+49	-33	809
English Learners	N/A	N/A	N/A	N/A
Students with disabilities	N/A	N/A	N/A	N/A

SOURCE: The API Growth Report as released in the Accountability Progress Report in October 2009.

Federal Adequate Yearly Progress (AYP) and Intervention Programs

The federal law known as No Child Left Behind requires that all schools and districts meet all three of the following criteria in order to attain Adequate Yearly Progress (AYP):

- (a) a 95-percent participation rate on the state’s tests
- (b) a CDE-mandated percentage of students scoring Proficient or higher on the state’s English/language arts and mathematics tests
- (c) an API of at least 590 or growth of at least one point

AYP for the District

Whether the district met the federal requirement for AYP overall, and whether the school and the district met each of the AYP criteria.

AYP CRITERIA	DISTRICT
Overall	No
Graduation rate	No
Participation rate in English/language arts	Yes
Participation rate in mathematics	Yes
Percent Proficient in English/language arts	No
Percent Proficient in mathematics	No
Met Academic Performance Index (API)	Yes

SOURCE: The AYP Report as released in the Accountability Progress Report in September 2009.

Intervention Program: District Program Improvement (PI)

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) and for each grade span or on the same indicator (API or graduation rate). After entering PI, districts advance to the next level of intervention with each additional year that they do not make AYP.

INDICATOR	DISTRICT
PI stage	3 of 3
The year the district entered PI	2006
Number of schools currently in PI	10
Percentage of schools currently in PI	37%

SOURCE: The Program Improvement Report as released in the Accountability Progress Report in September 2009.

DISTRICT EXPENDITURES

According to the CDE’s SARC Data Definitions, “State certification/release dates for fiscal data occur in middle to late spring, precluding the inclusion of 2008–09 data in most cases. Therefore, 2007–08 data are used for report cards prepared during 2009–10.”

Total expenses include only the costs related to direct educational services to students. This figure does not include food services, land acquisition, new construction, and other expenditures unrelated to core educational purposes. The expenses-per-student figure is calculated by dividing total expenses by the district’s average daily attendance (ADA). More information is available on the [CDE’s Web site](#).

CATEGORY OF EXPENSE	OUR DISTRICT	SIMILAR DISTRICTS	ALL DISTRICTS
FISCAL YEAR 2007–2008			
Total expenses	\$170,180,172	N/A	N/A
Expenses per student	\$8,764	\$8,680	\$8,594
FISCAL YEAR 2006–2007			
Total expenses	\$161,499,655	N/A	N/A
Expenses per student	\$8,310	\$8,193	\$8,117

SOURCE: Fiscal Services Division, California Department of Education.

District Salaries, 2007–2008

This table reports the salaries of teachers and administrators in our district for the 2007–2008 school year. This table compares our average salaries with those in districts like ours, based on both enrollment and the grade level of our students. In addition, we report the percentage of our district’s total budget dedicated to teachers’ and administrators’ salaries. The costs of health insurance, pensions, and other indirect compensation are not included.

SALARY INFORMATION	DISTRICT AVERAGE	STATE AVERAGE
Beginning teacher’s salary	\$40,216	\$40,786
Midrange teacher’s salary	\$68,084	\$65,726
Highest-paid teacher’s salary	\$89,745	\$85,230
Average principal’s salary (elementary school)	\$115,108	\$106,548
Superintendent’s salary	\$223,000	\$191,155
Percentage of budget for teachers’ salaries	44%	41%
Percentage of budget for administrators’ salaries	4%	5%

SOURCE: School Accountability Report Card unit of the California Department of Education.

TEXTBOOKS**Textbook Adoption List**

TITLE	SUBJECT	DATE OF PUBLICATION	ADOPTION DATE
Harcourt Brace Reflections	History/Social Science	2007	2007
Houghton Mifflin Reading	Language Arts	2003	2003
McGraw-Hill Everyday math	Math	2008	2008
Delta Education FOSS	Science	2007	2008