



# Stuart Mesa 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.

# Stuart Mesa Elementary School

School Accountability Report Card, 2008–2009  
Oceanside Unified School District

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](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

100 Yamanaka Way  
Oceanside, CA 92054  
Principal: Lois Grazioli  
Phone: (760) 430-3331

## How to Contact Our District

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



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# Stuart Mesa Elementary School

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Oceanside Unified School District

## » Principal's Message

Stuart Mesa Elementary School continues to maintain its status as a California Distinguished School. It has also received the Title I Academic Achievement Award for two consecutive years. Our school's successes reflect our excellent instruction, academic rigor, high expectations, state-of-the-art technology, and the efforts of active community support groups. Stuart Mesa's academic performance is the direct result of teachers and the principal collaborating to track student progress through monthly grade-level goals that ensure no child is left behind.

Our Stuart Mesa Assessment and Reinforcement Team (SMART) program, an intensive reading-intervention program, provides students with explicit direct instruction that focuses on their instructional needs within a small-group or one-to-one setting. It has been cited as a signature Title I program by the state because of consistent student growth in reading fluency and comprehension. The program has expanded this year and served students in kindergarten through grade five.

In collaboration with the district and San Diego County Office of Education, we provide a rigorous program that targets academic vocabulary and enhanced reading comprehension for students across all content areas. Explicit vocabulary lessons were consistently taught schoolwide, and parents as well as teachers have commented on the rich vocabulary students are using in both orally and in writing.

One of our greatest challenges is the frequent deployments of our military family members. Camp Pendleton collaborates with our school district to provide excellent programs to support our education community, which helps us remain resilient in spite of the student mobility.

Lois Grazioli, PRINCIPAL

### Grade range and calendar

**K–5**

TRADITIONAL

### Academic Performance Index

**808**

County Average: 815  
State Average: 792

### Student enrollment

**691**

County Average: 531  
State Average: 518

### Teachers

**36**

County Average: 27  
State Average: 26

### Students per teacher

**19**

County Average: 20  
State Average: 20

## Major Achievements

- In addition to the California Distinguished School and Title I Academic Achievement titles, Stuart Mesa prides itself on being part of the rich culture of the U.S. Marine Corps and U.S. Navy. Marines from the air station volunteer to help our students in the classroom, and one of our exciting events this year was a visit from Santa (one of our Marines) who landed on our field in a Huey helicopter.
- Our Disability Awareness Day in March celebrated the uniqueness of our special needs students. The day featured adults with disabilities, who showed our disabled student population that anything is possible. All grade levels participate in PTO-sponsored field trips to the San Diego Zoo and Wild Animal Park, Scripps Institute of Oceanography, Legoland, Bates Nut Farm, and the USS Midway. Our annual Science Discovery Day rotates students through various science activities. The annual Talent Show showcased students in a variety of performances. Students in grades four and five participated in the district's annual spelling bee, and our annual schoolwide California Reads program raised the literacy level of all students.
- The Oceanside Chamber of Commerce nominated two of our dedicated staff members as Employees of the Year. One of our special education teachers received an Excellence in Special Education nomination as well as a Teacher of the Year nomination. Students who excelled in citizenship and academic performance earned the prestigious Congressional and Presidential Awards at our end-of-the-year awards ceremony as well as perfect attendance certificates.

## Focus for Improvement

- We will continue to ensure success for all students through early identification of their needs and appropriate intervention strategies. Our School Site Council and staff have analyzed student achievement data and created annual goals for reading comprehension and academic vocabulary as well as mathematics, with a focus on mathematical reasoning and problem solving. Teachers also develop monthly goals in these content areas to track students' progress regularly throughout the year.
- The SMART early intervention program will be used to identify students who are struggling readers in kindergarten through grade four and to provide immediate assistance. A computerized student-tracking system maintains assessment results, allowing us to monitor students' progress.
- A new reading program, Read 180, will begin next year. Through a combination of computer-based instruction, small-group instruction, and independent reading, students in grades four and five who are at risk in reading will benefit from 90 minutes per day of Read 180.
- Plans for next year also include regular, focused classroom visitations by a team of site teacher leaders, the principal, and district and county personnel. They will closely examine the quality of our instructional program, and staff will identify the most effective teaching methods and apply them throughout the year.

**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<br><b>API</b><br>ACADEMIC PERFORMANCE INDEX |            |
|--|------------|
| <b>Met schoolwide growth target</b>                    | <b>Yes</b> |
| <b>Met growth target for prior school year</b>         | <b>Yes</b> |
| <b>API score</b>                                       | <b>808</b> |
| <b>Growth attained from prior year</b>                 | <b>-9</b>  |
| <b>Met subgroup* growth targets</b>                    | <b>No</b>  |

Mesa’s API was 808 (out of 1000). This is a decline of 9 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.

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

**API RANKINGS:** Based on our 2007–2008 test results, we started the 2008–2009 school year with a base API of 817. 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 7 out of 10.

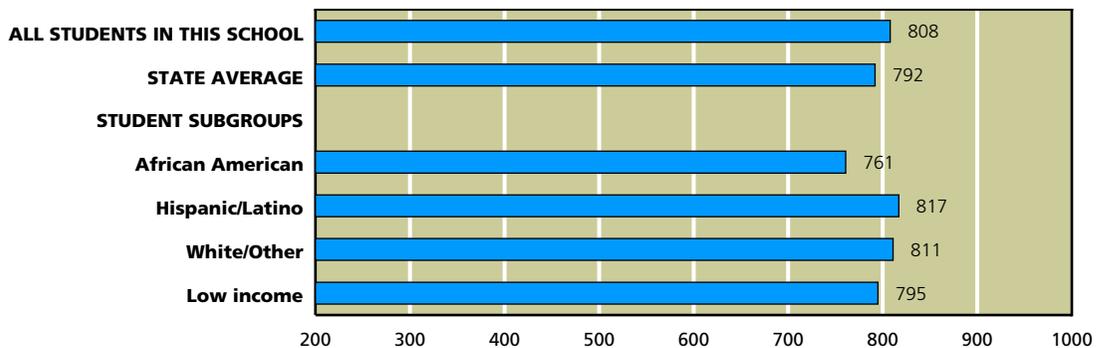
\*Ethnic groups, English Learners, special ed students, or socioeconomic groups of students that make up 15 percent or more of a school’s student body. These groups must meet AYP and API goals.  
R/P - Results pending due to challenge by school.  
N/A - Results not available.

**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 10 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 did not meet some or all of 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 21 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<br><b>AYP</b><br>ADEQUATE YEARLY PROGRESS |            |
|---|------------|
| <b>Met AYP</b>                                    | <b>Yes</b> |
| <b>Met schoolwide participation rate</b>          | <b>Yes</b> |
| <b>Met schoolwide test score goals</b>            | <b>Yes</b> |
| <b>Met subgroup* participation rate</b>           | <b>Yes</b> |
| <b>Met subgroup* test score goals</b>             | <b>Yes</b> |
| <b>Met schoolwide API for AYP</b>                 | <b>Yes</b> |
| <b>Program Improvement school in 2009</b>         | <b>No</b>  |

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? |
| <b>SCHOOLWIDE RESULTS</b>    | ●                                 | ●  | ●                                 | ●  |
| <b>SUBGROUPS OF STUDENTS</b> |                                   |  |                                   |  |
| <b>Low income</b>            | ●                                 | ●  | ●                                 | ●  |
| <b>STUDENTS BY ETHNICITY</b> |                                   |  |                                   |  |
| <b>African American</b>      | ●                                 | ●  | ●                                 | ●  |
| <b>Hispanic/Latino</b>       | ●                                 | ●  | ●                                 | ●  |
| <b>White/Other</b>           | ●                                 | ●  | ●                                 | ●  |

SOURCE: AYP release of September 2009, CDE.

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.

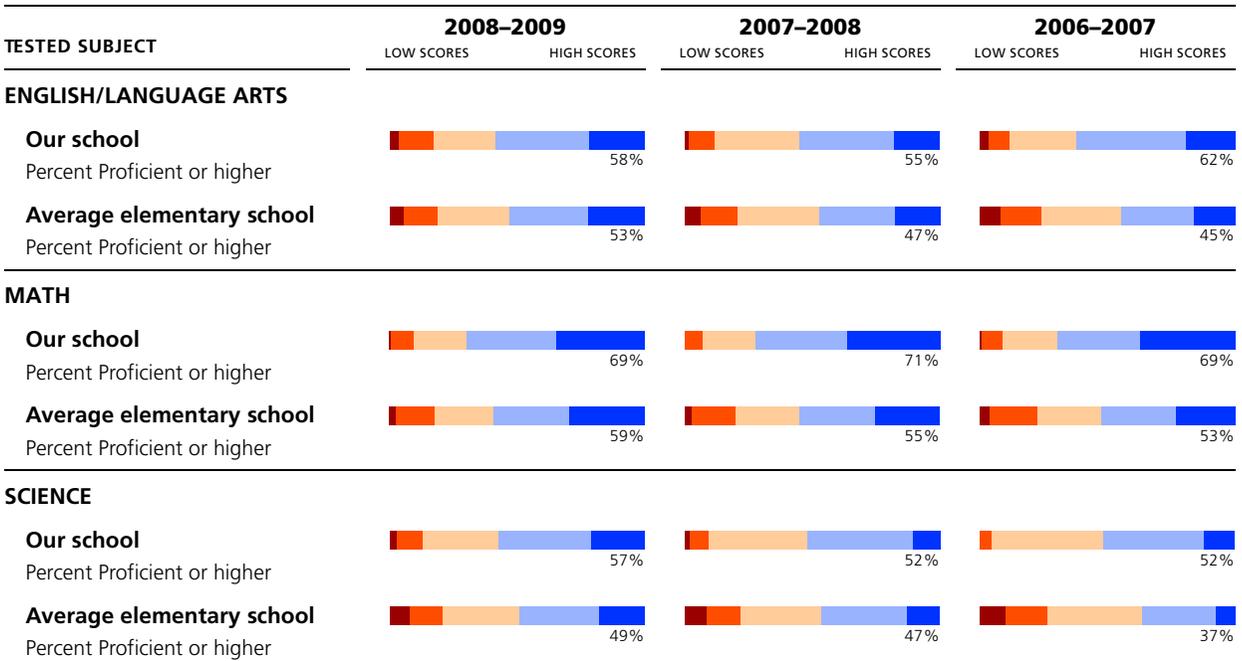
## STUDENT ACHIEVEMENT

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   |
|--|------------|-------------|------------------------|-----------------|--|
| <b>SCHOOLWIDE AVERAGE</b>                      |            |             | 58%                    | 91%             | <b>SCHOOLWIDE AVERAGE:</b> About five percent more students at our school scored Proficient or Advanced than at the average elementary school in California. |
| <b>AVERAGE ELEMENTARY SCHOOL IN THE COUNTY</b> |            |             | 60%                    | 95%             |  |
| <b>AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA</b> |            |             | 53%                    | 96%             |  |

### Subgroup Test Scores

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

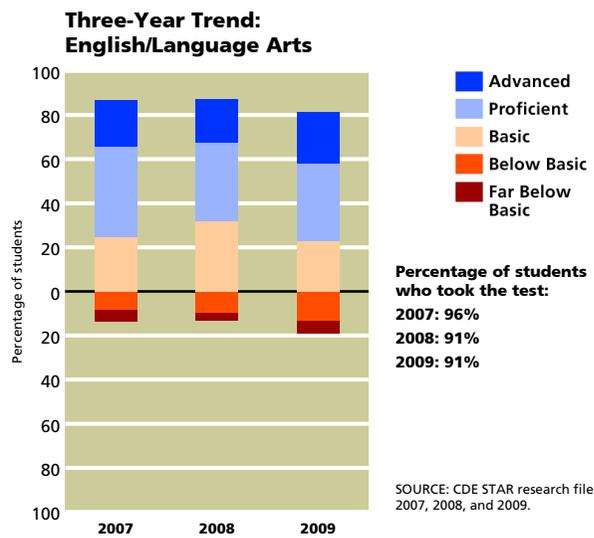
**FAR BELOW BASIC, BELOW BASIC, AND BASIC** **PROFICIENT AND ADVANCED**

| GROUP                        | LOW SCORES        | HIGH SCORES | PROFICIENT OR ADVANCED | STUDENTS TESTED | COMMENTS  |
|------------------------------|-------------------|-------------|------------------------|-----------------|---|
| <b>Boys</b>                  |                   |             | 54%                    | 164             | <b>GENDER:</b> About eight percent more girls than boys at our school scored Proficient or Advanced.  |
| <b>Girls</b>                 |                   |             | 62%                    | 162             |   |
| <b>English proficient</b>    |                   |             | 59%                    | 319             | <b>ENGLISH PROFICIENCY:</b> 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.                                    |
| <b>English Learners</b>      | NO DATA AVAILABLE |             | N/A                    | 7               |   |
| <b>Low income</b>            |                   |             | 53%                    | 174             | <b>INCOME:</b> About 11 percent fewer students from lower-income families scored Proficient or Advanced than our other students.  |
| <b>Not low income</b>        |                   |             | 64%                    | 149             |   |
| <b>Learning disabled</b>     | NO DATA AVAILABLE |             | N/A                    | 21              | <b>LEARNING DISABILITIES:</b> 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.               |
| <b>Not learning disabled</b> |                   |             | 60%                    | 305             |   |
| <b>African American</b>      |                   |             | 55%                    | 69              | <b>ETHNICITY:</b> 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. |
| <b>Hispanic/Latino</b>       |                   |             | 55%                    | 99              |   |
| <b>White/Other</b>           |                   |             | 64%                    | 109             |   |

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  |
|--|------------|-------------|------------------------|-----------------|---|
| <b>SCHOOLWIDE AVERAGE</b>                      |            |             | 69%                    | 93%             | <b>SCHOOLWIDE AVERAGE:</b> About ten percent more students at our school scored Proficient or Advanced than at the average elementary school in California. |
| <b>AVERAGE ELEMENTARY SCHOOL IN THE COUNTY</b> |            |             | 65%                    | 91%             |   |
| <b>AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA</b> |            |             | 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**

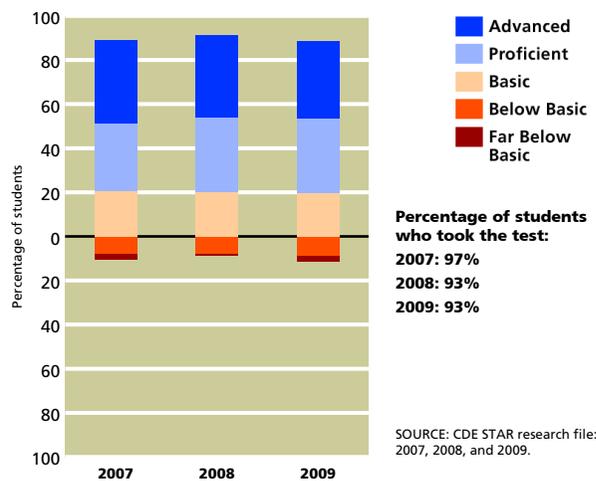
| GROUP                        | LOW SCORES                    | HIGH SCORES | PROFICIENT OR ADVANCED | STUDENTS TESTED | COMMENTS  |
|------------------------------|-------------------------------|-------------|------------------------|-----------------|---|
| <b>Boys</b>                  |                               |             | 69%                    | 170             | <b>GENDER:</b> The same percentage of boys and girls at our school scored Proficient or Advanced.   |
| <b>Girls</b>                 |                               |             | 69%                    | 163             |   |
| <b>English proficient</b>    |                               |             | 70%                    | 326             | <b>ENGLISH PROFICIENCY:</b> 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.                                    |
| <b>English Learners</b>      | NO DATA AVAILABLE             |             | N/A                    | 7               |   |
| <b>Low income</b>            |                               |             | 67%                    | 180             | <b>INCOME:</b> About four percent fewer students from lower-income families scored Proficient or Advanced than our other students.  |
| <b>Not low income</b>        |                               |             | 71%                    | 150             |   |
| <b>Learning disabled</b>     | DATA STATISTICALLY UNRELIABLE |             | N/S                    | 27              | <b>LEARNING DISABILITIES:</b> We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was too small to be statistically significant.                              |
| <b>Not learning disabled</b> |                               |             | 72%                    | 306             |   |
| <b>African American</b>      |                               |             | 56%                    | 70              | <b>ETHNICITY:</b> 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. |
| <b>Hispanic/Latino</b>       |                               |             | 70%                    | 100             |   |
| <b>White/Other</b>           |                               |             | 71%                    | 114             |   |

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.  
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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 [math standards](#) on the CDE's Web site.

**Three-Year Trend: Math**



**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  |
|--|------------|-------------|------------------------|-----------------|---|
| <b>SCHOOLWIDE AVERAGE</b>                      |            |             | 57%                    | 91%             | <b>SCHOOLWIDE AVERAGE:</b> About eight percent more students at our school scored Proficient or Advanced than at the average elementary school in California. |
| <b>AVERAGE ELEMENTARY SCHOOL IN THE COUNTY</b> |            |             | 56%                    | 94%             |   |
| <b>AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA</b> |            |             | 49%                    | 95%             |   |

**Subgroup Test Scores**

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

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

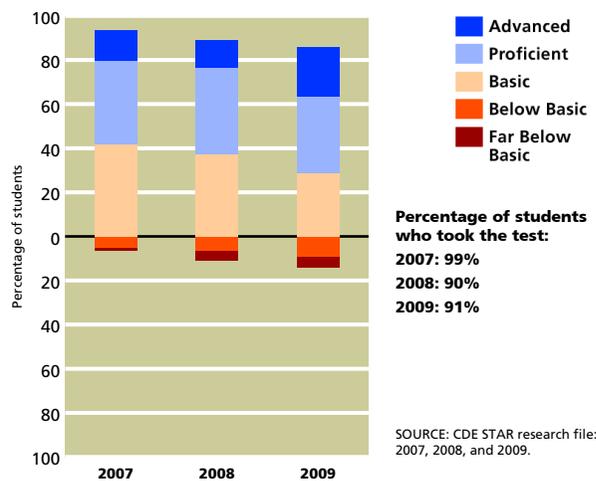
| GROUP                        | LOW SCORES                    | HIGH SCORES | PROFICIENT OR ADVANCED | STUDENTS TESTED | COMMENTS  |
|------------------------------|-------------------------------|-------------|------------------------|-----------------|---|
| <b>Boys</b>                  |                               |             | 67%                    | 33              | <b>GENDER:</b> About 20 percent more boys than girls at our school scored Proficient or Advanced.   |
| <b>Girls</b>                 |                               |             | 47%                    | 30              |   |
| <b>English proficient</b>    |                               |             | 58%                    | 62              | <b>ENGLISH PROFICIENCY:</b> 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.                                    |
| <b>English Learners</b>      | NO DATA AVAILABLE             |             | N/A                    | 1               |   |
| <b>Low income</b>            |                               |             | 59%                    | 37              | <b>INCOME:</b> We cannot compare scores for these two subgroups because the number of students tested who were not from low-income families was too small to be statistically significant.                                  |
| <b>Not low income</b>        | DATA STATISTICALLY UNRELIABLE |             | N/S                    | 26              |   |
| <b>Learning disabled</b>     | DATA STATISTICALLY UNRELIABLE |             | N/S                    | 11              | <b>LEARNING DISABILITIES:</b> We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was too small to be statistically significant.                              |
| <b>Not learning disabled</b> |                               |             | 62%                    | 52              |   |
| <b>African American</b>      | DATA STATISTICALLY UNRELIABLE |             | N/S                    | 17              | <b>ETHNICITY:</b> 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. |
| <b>Hispanic/Latino</b>       | DATA STATISTICALLY UNRELIABLE |             | N/S                    | 17              |   |
| <b>White/Other</b>           | DATA STATISTICALLY UNRELIABLE |             | N/S                    | 26              |   |

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).

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**

Students in grades two through five take the California Standards Tests. Fourth graders complete a standardized writing assessment. English Learners are assessed through the California English Language Development Test (CELDT). Special education students take the California Modified Assessment or California Alternative Performance Assessment. We review each student's Individualized Education Program (IEP) with parents at least yearly, and IEP goals are evaluated each trimester with progress reports sent home with the report card.

Student progress is monitored through daily instruction, and teachers send home three report cards a year to share results. Parents of students who are not meeting the benchmark standards will receive a midtrimester alert outlining areas of concern. In addition, monthly grade-level academic goals are developed and assessed to monitor student achievement and modify instruction when needed. We encourage regular parental communication through conferences, letters, calls, emails, and classroom visits.

Teachers develop SMART goals (Specific, Measurable, Achievable, Results-oriented and Time-bound) by grade level every six weeks to assess student progress, and they use this data to improve instruction. Faculty meets twice monthly in grade-level professional learning communities to track student growth, plan meaningful lessons, and ensure students are meeting grade-level standards.

**STUDENTS**

**Students’ English Language Skills**

At Mesa, 97 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 | 97%        | 67%            | 68%           |
| English Learners            | 3%         | 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 24 students classified as English Learners. At Mesa, 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          | 67%        | 83%            | 84%           |
| Vietnamese       | 0%         | 3%             | 3%            |
| Cantonese        | 0%         | 0%             | 1%            |
| Hmong            | 0%         | 0%             | 1%            |
| Filipino/Tagalog | 4%         | 3%             | 2%            |
| Korean           | 4%         | 1%             | 1%            |
| Khmer/Cambodian  | 0%         | 0%             | 0%            |
| All other        | 25%        | 10%            | 8%            |

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

**Ethnicity**

Most students at Mesa identify themselves as White/European American/Other. 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                | 19%        | 6%             | 7%            |
| Asian American/Pacific Islander | 8%         | 11%            | 11%           |
| Hispanic/Latino                 | 29%        | 44%            | 50%           |
| White/European American/Other   | 44%        | 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 Mesa, 54 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        | 54%        | 51%            | 56%           |
| Parents with some college   | 84%        | 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 84 percent of the students at Mesa 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 50 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 Mesa varies across grade levels from a low of 18 students to a high of 37. Our average class size schoolwide is 22 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 |
|-----------------------------|------------|----------------|---------------|
| <b>Kindergarten</b>         | 21         | 20             | 20            |
| <b>First grade</b>          | 21         | 19             | 19            |
| <b>Second grade</b>         | 21         | 19             | 19            |
| <b>Third grade</b>          | 18         | 20             | 20            |
| <b>Fourth grade</b>         | 27         | 29             | 28            |
| <b>Fifth grade</b>          | 37         | 29             | 29            |

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

**Safety**

Staff members supervise our clean, safe playgrounds before, during, and after school. Through the Second Step and Too Good for Drugs programs, we teach conflict resolution skills to help students communicate and settle disputes peacefully. We hold frequent discipline assemblies to review school and district behavior expectations. Our monthly citizenship program reinforces positive character traits, and students with PRIDE cards are rewarded at monthly assemblies for responsible behavior.

Ours is a closed campus during school hours, and all visitors are expected to check in at the main office. Proper identification is required. If parents would like to visit their child’s classroom, it is best to make arrangements through the office prior to doing so.

The school’s Safety Committee meets annually to update our board-approved Safe School Plan. We work with the Camp Pendleton Military Police and the Oceanside Police Department to develop and rehearse our Crisis Response Plan, using tabletop exercises and emergency response drills. An annual visit by our district safety officer ensures that our Disaster Shed is stocked properly and there are no physical safety hazards on our campus.

**Discipline**

The administration and teaching staff use a proactive approach to student discipline. Rules and procedures are clearly outlined in two annual assemblies and taught daily in the classroom and on the playground. During recess, duty supervisors help students make good choices and effectively mediate any conflicts that arise. PRIDE cards are randomly distributed for students engaging in appropriate behavior. We work on monthly character traits schoolwide and hold Student of the Month and PRIDE assemblies to honor those who excel as good citizens. Stuart Mesa has high expectations for student behavior. Mutual respect between staff and students is a hallmark. We communicate with parents regularly to help support positive behaviors and good choices.

| KEY FACTOR                          | OUR SCHOOL | DISTRICT AVERAGE | STATE AVERAGE |
|-------------------------------------|------------|------------------|---------------|
| <b>Suspensions per 100 students</b> |            |                  |               |
| <b>2008–2009</b>                    | 4          | 7                | 5             |
| <b>2007–2008</b>                    | 11         | 7                | 6             |
| <b>2006–2007</b>                    | 11         | 13               | 5             |
| <b>Expulsions per 100 students</b>  |            |                  |               |
| <b>2008–2009</b>                    | 0          | 0                | 0             |
| <b>2007–2008</b>                    | 0          | 0                | 0             |
| <b>2006–2007</b>                    | 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 28 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**

Homework is an opportunity to review or extend classroom material and is aligned with the district homework policy. Primary students may anticipate 10 to 20 minutes of homework daily, while third through fifth grade students may have 30 to 60 minutes of homework each day. Many teachers give out weekly homework packets, use student planners, or daily assignment sheets, depending on the grade level. We fully implement the Path program in grades four and five through which our students develop time-management and study skills that promote our college-going culture. Students are expected to use their daily planner to record homework assignments as well as long-range projects. Parents are strongly encouraged to check their children's planner, sign it, and write any comments to the teacher. It can be an excellent tool for home-school communication.

### **Schedule**

The school year includes 180 days of student instruction on a traditional yearly cycle. Classes begin at 8:15 a.m. and end at 2:55 p.m. We offer extended-day programs, including a breakfast program, before-school and afterschool care, enrichment opportunities, and community service groups. Office hours are 7:30 a.m. to 4:30 p.m., Monday through Friday.

### **Parent Involvement**

Our PTO is the largest monetary supporter of our students' learning experiences. It raises more than \$20,000 annually, sponsoring field trips and providing computer equipment and materials for every class. PTO members include more than 200 staff and family members. Parent and military volunteers commit more than 300 hours a month to support the classroom teachers in many ways. Our School Site Council consists of dedicated parents who oversee and approve the implementation of our school plan and its expenditures.

We hold Title I and English Learner parent informational nights annually, and we host GATE parent nights twice a year. Family Fun Nights are sponsored quarterly by the PTO; monthly Family Dine Outs are supported by partnerships with local eating establishments. All parents are invited to attend Back-to-School Night in the fall, Open House in the spring, and parent-teacher conferences in December. We always need new volunteers to chaperone field trips, help with student projects, and supervise activities. Please contact the school office at (760) 430-3331 for information.

**LEADERSHIP, TEACHERS, AND STAFF**

**Leadership**

Dr. Lois E. Grazioli has been our principal for two years. She has six years of experience as an elementary principal and 11 years in administration. In addition to several years of teaching at all grade levels, which includes gifted and special education, she also has elementary and secondary counseling experience. Dr. Grazioli is a kid-friendly principal and takes great pride maintaining an open-door policy to ensure positive home-school communication. She believes parents and staff working together have a powerful impact on children’s learning. She sustains a high level of involvement in all instructional practices within our school to ensure that all students at Stuart Mesa meet grade-level standards within a caring and supportive environment.

Our entire staff participates in making decisions through several committees that include both staff and community members. Our Relationships by Objectives committee promotes communication, strategic planning, and problem solving. The site leadership team works collaboratively by grade levels to monitor student progress. Our School Site Council is the site’s governing body, and the PTO provides valuable input on how best to use our site funds and PTO monies.

**Teacher Experience and Education**

| KEY FACTOR                                     | DESCRIPTION   | OUR SCHOOL | COUNTY AVERAGE | STATE AVERAGE |
|--|---|------------|----------------|---------------|
| <b>Teaching experience</b>                     | Average years of teaching experience  | 17         | 14             | 13            |
| <b>Newer teachers</b>                          | Percentage of teachers with one or two years of teaching experience                 | 3%         | 8%             | 9%            |
| <b>Teachers holding an MA degree or higher</b> | Percentage of teachers with an MA or higher from a graduate school                  | 31%        | 50%            | 36%           |
| <b>Teachers holding a BA degree alone</b>      | Percentage of teachers whose highest degree is a BA degree from a four-year college | 69%        | 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, 17 years of experience. About 69 percent of our teachers hold only a bachelor’s degree from a four-year college or university. About 31 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 Mesa hold a full credential. This number is close to the average for all elementary schools in the state. None of the faculty at Mesa 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 Mesa 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 |
|--|---|--|
| <b>Districtwide</b>                                | Percentage of core courses not taught by “highly qualified” teachers (HQT)                  | 3%   |
| <b>Schools with the most low-income students</b>   | First quartile of schools whose core courses are not taught by “highly qualified” teachers  | 0%   |
| <b>Schools with the fewest low-income students</b> | 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**

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Here you’ll see the amount of time each year we set aside for their continuing education and professional development.

| 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 create professional growth goals in order to increase student achievement through improved teaching and learning.

The principal observes teachers formally and informally to support their professional growth. Feedback is provided to the teacher, and the principal meets with the teaching staff at least three times annually to discuss their instruction and student progress. We offer our teachers additional support through training opportunities and through conferencing and collaboration with administrators and colleagues. New teachers are assigned a qualified teacher mentor and receive support at the district level through the Beginning Teacher Support and Assistance program, which includes additional training with district mentors.

**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. If no substitute is available, a school administrator or another teacher may step in to teach.

**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                       | 0.0         |
| 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

Students in fourth and fifth grade may participate in our intermediate instrumental program. All students in grades one through five have 30 minutes of PE with a PE specialist. Our library/media center provides a schoolwide program called California Reads as well as author visits, Readers' Theatre, and a Poetry Café in the spring. After school, students can participate in Stardust, an afterschool art program, Mad Science, Operation Hero, and Operation Big, through which Big Brothers or Big Sisters mentor students. The Marine base offers before-school and afterschool care on campus.

Our full-time psychologist works closely with staff to ensure students are appropriately assessed and receive counseling services as needed. Stuart Mesa students have access to onsite counseling services through Mental Health Services. A full-time health clerk and part-time nurse address the medical needs of our students. A speech therapist, itinerant occupational therapists, technology specialists, and adaptive PE specialists provide support for students in need of their services.

**GIFTED AND TALENTED EDUCATION (GATE):** The district tests all second and fifth grade students for GATE eligibility. The results become part of a comprehensive student portfolio that we use to identify GATE students. GATE students are clustered (grouped) in small classroom groups with teachers who have been trained in differentiated (individualized) instruction. They promote scholarly behaviors as they provide lessons of academic depth and complexity. Students engage in discovery-based learning, learning contracts, and creative-thinking activities. Our GATE students participate in science workshops, and our Arts Attack program supports these children in fine arts. Some of our GATE students are involved in the performing arts through our instrumental music programs.

The school's GATE committee monitors student progress and provides teachers and parents with workshops throughout the year. The school psychologist offers information about the social emotional needs of the gifted students.

**SPECIAL EDUCATION PROGRAM:** Our school warmly accepts and accommodates students with specialized educational and physical needs. Our full-time special education team includes one resource specialist, a special day teacher, a speech and language therapist, two teachers for severely handicapped students, and seven instructional aides. We commonly include special needs students in regular classrooms for at least part of their day. Our general education teachers adapt lessons and activities as needed, and they collaborate with the special education staff to determine appropriate instructional strategies.

The North County Consortium for Special Education staff often comment on the quality of our special education programs, particularly in serving students with severe autism and multiple handicaps. Our reverse mainstreaming, disability awareness programs, and community-based excursions continue to embrace our special needs children in the total education community.

**ENGLISH LEARNER PROGRAM:** We provide English language development for all English Learners. One or more classroom teachers at each grade level works with English Learners, using resources that have been included in the language arts curriculum to increase language development. Our Language Appraisal Team meets regularly to review and monitor student progress and to reclassify eligible students as fluent in English. The district English Learner Master Plan provides teachers with identification procedures, program definitions, and resources. Our teachers are credentialed to use Specifically Designed Academic Instruction in English strategies to improve language acquisition and core academic vocabulary.

We hold a meeting for the parents of English Learners every year to describe all of the program components. Our second-language learners are monitored closely using the English Learner district benchmarks for English language acquisition in listening, speaking, reading, and writing.

## RESOURCES

### Buildings

Our students and staff enjoy the conveniences of a modern school. Built in 1998, Stuart Mesa offers well-designed Internet-connected classrooms, a fully stocked library, and a beautiful campus. District maintenance and operations personnel keep all areas of campus in good repair. Two full-time custodians sanitize the school daily. Three separate playgrounds and grade-level villages give students a sense of community. The school is located in the Stuart Mesa housing area, providing easy walking access for both students and parents. Using funds from a recently awarded garden grant, students planted their own classroom gardens, gracing the campus with a fenced area of blooming flowers and vegetables already harvested.

We have developed a new Web site called School Loop that allows teachers to post relevant information for parents. The parent community can also readily communicate with the staff about student progress and view updated information on upcoming events. A link to the Camp Pendleton Web site will further enhance communication.

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

All students and teachers visit the library/media center every week. The library is also open before and after school for students and parents to check out books. Our full-time media technician manages an extensive collection of books, magazines, videos, and cassette tapes. We recently purchased more than 200 new books and now have more than 11,000 titles in circulation. Additional funds will be used in the 2008–2009 school year to expand our library collection. In addition, a computer-based research station will be installed in the library media center to help students with research projects using Internet resources.

## Computers

We have 30 computers in our computer lab. Students access the Internet for research, to learn keyboarding skills, and to use instructional software. Orchard, a comprehensive software program, provides individualized assessments and a chance to practice skills and concepts aligned with state standards in reading and math. Staff members have access to email and the Internet. All of our classrooms have at least one networked computer and printer for students to use.

Through the district's matching technology program and the block grant funding, an additional 32 new Dell computers have been purchased, and the military base YMCA program will be donating approximately 20 more used computers for classroom support. These were installed and operational for the 2008–2009 school year. Ten additional computers to support the Read 180 program will be up and running by fall of the 2009–2010 school year.

## 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 funds and state monies pay for our reading intervention/school-based resource teacher. She works with small groups of children who are not yet reading at grade level through our SMART program and Read 180 lab. In addition, she monitors student support services to ensure that the needs of all at-risk students are addressed. The Title I funds are also used for students struggling academically who are enrolled in our extended-day tutoring program.

The Pacific Kiwanis community group provides special attendance awards and dictionaries for all third-grade students. The Horace Mann Insurance Company rewards students for perfect attendance with their annual bike raffle at the end of the year. Our PTO-sponsored book fair supports both the California Reads program and our library. The PTO also raises funds for technology, field trips, classroom supplies, incentive programs, and special assemblies. Two block grants from the state are used to expand our library book collection, purchase additional software and hardware for our technology program, and provide additional staff training for teachers to address the academic needs of our students.

**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 611 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) | \$5,416        | \$6,344          | -15%            | \$5,495        | -1%             |
| Restricted funds (\$/student)   | \$304          | \$3,030          | -90%            | \$3,099        | -90%            |
| <b>TOTAL (\$/student)</b>       | <b>\$5,720</b> | <b>\$9,374</b>   | <b>-39%</b>     | <b>\$8,594</b> | <b>-33%</b>     |

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            | \$2,506,991        | \$91,284         | \$2,598,275        | 74%                  |
| Other staff salaries        | \$179,591          | \$11,162         | \$190,752          | 5%                   |
| Benefits                    | \$589,258          | \$19,726         | \$608,984          | 17%                  |
| Books and supplies          | \$25,063           | \$42,663         | \$67,726           | 2%                   |
| Equipment replacement       | N/A                | N/A              | N/A                | N/A                  |
| Services and direct support | \$9,976            | \$20,975         | \$30,951           | 1%                   |
| <b>TOTAL</b>                | <b>\$3,310,878</b> | <b>\$185,810</b> | <b>\$3,496,688</b> |                      |

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 32 FTE teachers working in our school.

| CATEGORY                    | OUR SCHOOL      | DISTRICT AVERAGE | SCHOOL VARIANCE | STATE AVERAGE   | SCHOOL VARIANCE |
|-----------------------------|-----------------|------------------|-----------------|-----------------|-----------------|
| Salaries                    | \$73,935        | \$72,177         | 2%              | \$69,840        | 6%              |
| Retirement benefits         | \$6,680         | \$7,184          | -7%             | \$6,876         | -3%             |
| Health and medical benefits | \$7,613         | \$8,308          | -8%             | \$10,978        | -31%            |
| Other benefits              | \$2,605         | \$2,803          | -7%             | \$453           | 475%            |
| <b>TOTAL</b>                | <b>\$90,834</b> | <b>\$90,472</b>  | <b>0%</b>       | <b>\$88,147</b> | <b>3%</b>       |

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                    | \$2,388,115        | 81%                  |
| Retirement benefits         | \$215,774          | 7%                   |
| Health and medical benefits | \$245,902          | 8%                   |
| Other benefits              | \$84,134           | 3%                   |
| <b>TOTAL</b>                | <b>\$2,933,925</b> |                      |

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 |
|--|-----------|-----------|-----------|
| <b>TEACHER VACANCIES OCCURRING AT THE BEGINNING OF THE SCHOOL YEAR</b>                           |           |           |           |
| Total number of classes at the start of the year   | 33        | 31        | 28        |
| Number of classes which lacked a permanently assigned teacher within the first 20 days of school | 0         | 0         | 0         |
| <b>TEACHER VACANCIES OCCURRING DURING THE SCHOOL YEAR</b>  |           |           |           |
| 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 |
|--|---|-----------|-----------|-----------|
| <b>Teacher Misassignments</b>  | Total number of classes taught by teachers without a legally recognized certificate or credential   | 0         | 0         | 0         |
| <b>Teacher Misassignments in Classes that Include English Learners</b> | 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         |
| <b>Other Employee Misassignments</b>                                   | 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   |
|---|-------------|---|
| <b>OVERALL RATING</b>   | <b>Good</b> | 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.              |
| <b>A. SYSTEMS</b>   | <b>Good</b> |   |
| <b>Gas Leaks</b>  | <b>Good</b> | No apparent problems.   |
| <b>Mechanical Problems (Heating, Ventilation, and Air Conditioning)</b> | <b>Good</b> | No apparent problems.   |
| <b>Sewer System</b>   | <b>Good</b> | No apparent problems.   |
| <b>B. INTERIOR</b>  |             |   |
| <b>Interior Surfaces (Walls, Floors, and Ceilings)</b>                  | <b>Good</b> | [STATUS AS OF Jan 21 2009 12:0] Stained/missing/loose ceiling tiles; Work orders have been issued and items will be repaired/replaced. G-17 stained ceiling tile Girls RR G - cover (base) missing on partition Girls RR - paper towel dispensers rusty Boys - paper towel dispensers rusty               |
| <b>C. CLEANLINESS</b>   | <b>Good</b> |   |
| <b>Overall Cleanliness</b>  | <b>Good</b> | panel room - spiders and webs all over ceiling  |
| <b>Pest or Vermin Infestation</b>                                       | <b>Good</b> | E-11 evidence of rodent problem on shelves  |
| <b>D. ELECTRICAL</b>  |             |   |
| <b>Electrical Systems and Lighting</b>                                  | <b>Fair</b> | office - recessed lights not working throughout office area nurse - bulbs out m-30 extension cord to projector is trip hazard, unplug when not in use J-22 dont cover electrical panels G-16 coffee maker, fridge, and micto plugged into surge L-27 bulbs out L-28 bulbs out                             |
| <b>E. RESTROOMS/FOUNTAINS</b>   | <b>Fair</b> |   |
| <b>Bathrooms</b>  | <b>Fair</b> | mens RR - flush valve leaking on middle stall girls RR - check leaky toilets  |
| <b>Drinking Fountains (Inside and Out)</b>                              | <b>Good</b> | kinder playground - DF low presure B-3 gooseneck faucet dripping  |
| <b>F. SAFETY</b>  | <b>Fair</b> |   |
| <b>Fire Safety (Sprinkler Systems, Alarms, Extinguishers)</b>           | <b>Fair</b> | Library - remove old couch E-10 reduce backing paper on wall to 10% m-29 reduce backing paper on walls to 10% F-13 reduce paper on walls to 10% J-24 remove couch J-23 remove pillows H-20 too much paper backing on back wall H-19 file cabinet blocking door - paper on window on door G-16 remove bean |

| AREA   | RATING      | DESCRIPTION   |
|--|-------------|---|
|  |             | bags panel room - too much storage; elec panels must remain clear L-27 2 plug in air fresheners, one by hanging paper L-28 remove couch and bean bags   |
| <b>Hazardous Materials (Lead Paint, Asbestos, Mold, Flammables, etc.)</b>                            | <b>Fair</b> | Library - secure tv to cart J-24 - 409 under sink H-21 lysol under sink (spray) G-18 cleaners under sink G-17 chemicals on and under sink L-25 chemicals under sink L-28 tv not secured to cart |
| <b>G. STRUCTURAL</b>   | <b>Good</b> |   |
| <b>Structural Damage (Cracks in Walls and Foundations, Sloping Ceilings, Posts or Beams Missing)</b> | <b>Good</b> | No apparent problems.   |
| <b>Roofs</b>   | <b>Good</b> | No apparent problems.   |
| <b>H. EXTERNAL</b>   | <b>Good</b> |   |
| <b>Playground/School Grounds</b>   | <b>Good</b> | [STATUS AS OF Jan 21 2009 12:0] Rubber surface deteriorating on K-1 and K-2 playgrounds. Work order has been issued for inspection/repair.  |
| <b>Windows, Doors, Gates, Fences (Interior and Exterior)</b>   | <b>Fair</b> | workroom - back door dragging on threshold E-11 install door sweep m-30 paint handrails m-32 paint rusting handrails m-31 paint rusting handrails m-29 paint rusting handrails                  |
| <b>OTHER DEFICIENCIES</b>  | <b>N/A</b>  | 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 / Mike Valles, Director m/o 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               | 691        |
| African American                 | 19%        |
| American Indian or Alaska Native | 2%         |
| Asian                            | 3%         |
| Filipino                         | 4%         |
| Hispanic or Latino               | 29%        |
| Pacific Islander                 | 2%         |
| White (not Hispanic)             | 40%        |
| Multiple or no response          | 2%         |
| Socioeconomically disadvantaged  | 54%        |
| English Learners                 | 2%         |
| Students with disabilities       | 15%        |

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 | 149      |
| Grade 1      | 153      |
| Grade 2      | 126      |
| Grade 3      | 96       |
| Grade 4      | 86       |
| Grade 5      | 81       |
| 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        | 19        | 21        |
| Grade 1      | 19        | 20        | 21        |
| Grade 2      | 20        | 20        | 21        |
| Grade 3      | 18        | 19        | 18        |
| Grade 4      | 26        | 28        | 27        |
| Grade 5      | 27        | 25        | 37        |
| 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 | 20        | 16        | N/A       |
| Combined 3–4 | N/A       | N/A       | N/A       |
| Combined 4–8 | N/A       | 9         | N/A       |
| Other        | N/A       | 9         | 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   | 7         | 0     | 0   | 0         | 7     | 0   |
| Grade 1      | 6         | 1     | 0   | 6         | 0     | 0   | 1         | 6     | 0   |
| Grade 2      | 3         | 0     | 0   | 6         | 0     | 0   | 3         | 3     | 0   |
| Grade 3      | 6         | 0     | 0   | 5         | 0     | 0   | 5         | 0     | 0   |
| Grade 4      | 0         | 3     | 0   | 0         | 3     | 0   | 0         | 3     | 0   |
| Grade 5      | 0         | 3     | 0   | 0         | 3     | 0   | 0         | 0     | 2   |
| Grade 6      | 0         | 0     | 0   | 0         | 0     | 0   | 0         | 0     | 0   |
| Combined K–3 | 1         | 2     | 0   | 3         | 0     | 0   | 0         | 0     | 0   |
| Combined 3–4 | 0         | 0     | 0   | 0         | 0     | 0   | 0         | 0     | 0   |
| Combined 4–8 | 0         | 0     | 0   | 1         | 0     | 0   | 0         | 0     | 0   |
| Other        | 0         | 0     | 0   | 1         | 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 |
| <b>With Full Credential</b>    | 36        | 38        | 36        | 1,028     |
| <b>Without Full Credential</b> | 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 |
| <b>Grade 5</b> | 3%   | 44%                   | 41%                  |
| <b>Grade 7</b> | N/A  | N/A                   | N/A                  |
| <b>Grade 9</b> | 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<br>PERCENT PROFICIENT OR<br>ADVANCED |      |      | DISTRICT<br>PERCENT PROFICIENT OR<br>ADVANCED |      |      | STATE<br>PERCENT PROFICIENT OR<br>ADVANCED |      |      |
|---------------------------|---|------|------|---|------|------|--|------|------|
|                           | 2007  | 2008 | 2009 | 2007  | 2008 | 2009 | 2007                                       | 2008 | 2009 |
| English/<br>language arts | 62%   | 54%  | 58%  | 44%   | 45%  | 49%  | 43%  | 46%  | 50%  |
| Mathematics               | 69%   | 70%  | 67%  | 45%   | 46%  | 48%  | 40%  | 43%  | 46%  |
| Science                   | 52%   | 52%  | 55%  | 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<br>ADVANCED |                          |                      |
|--|--|--------------------------|----------------------|
|  | ENGLISH/<br>LANGUAGE<br>ARTS<br>2008–2009                | MATHEMATICS<br>2008–2009 | SCIENCE<br>2008–2009 |
| African American                                 | 55%  | 55%                      | 53%                  |
| American Indian or Alaska Native                 | N/A  | N/A                      | N/A                  |
| Asian  | N/A  | N/A                      | N/A                  |
| Filipino   | 81%  | 88%                      | N/A                  |
| Hispanic or Latino                               | 54%  | 68%                      | 44%                  |
| Pacific Islander                                 | N/A  | N/A                      | N/A                  |
| White (not Hispanic)                             | 63%  | 68%                      | 61%                  |
| Boys   | 54%  | 66%                      | 62%                  |
| Girls  | 62%  | 68%                      | 47%                  |
| Economically disadvantaged                       | 53%  | 64%                      | 57%                  |
| English Learners                                 | N/A  | N/A                      | N/A                  |
| Students with disabilities                       | 43%  | 40%                      | 33%                  |
| Students receiving migrant education<br>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       | 8         | 9         | 7         |
| Similar-schools rank | 10        | 10        | 10        |

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 |
| <b>All students at the school</b>       | +9                | -25       | -9        | 808       |
| <b>African American</b>                 | +25               | -36       | -46       | 761       |
| <b>American Indian or Alaska Native</b> | N/A               | N/A       | N/A       | N/A       |
| <b>Asian</b>                            | N/A               | N/A       | N/A       | N/A       |
| <b>Filipino</b>                         | N/A               | N/A       | N/A       | N/A       |
| <b>Hispanic or Latino</b>               | -14               | -19       | +0        | 817       |
| <b>Pacific Islander</b>                 | N/A               | N/A       | N/A       | N/A       |
| <b>White (non Hispanic)</b>             | +12               | -29       | +1        | 811       |
| <b>Economically disadvantaged</b>       | -6                | -55       | +4        | 795       |
| <b>English Learners</b>                 | N/A               | N/A       | N/A       | N/A       |
| <b>Students with disabilities</b>       | 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 |
|------------------------------|---------------|-------------------|---------------|
| <b>FISCAL YEAR 2007–2008</b> |               |                   |               |
| Total expenses               | \$170,180,172 | N/A               | N/A           |
| Expenses per student         | \$8,764       | \$8,680           | \$8,594       |
| <b>FISCAL YEAR 2006–2007</b> |               |                   |               |
| 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          |