

# School Accountability Report Card

Reported for School Year 2008-09

Published During 2009-10

## Gerber Elementary

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## II. About This School

### Contact Information (School Year 2009-10)

This section provides the school's contact information.

School		District	
<b>School Name</b>	Gerber Elementary	<b>District Name</b>	Gerber Union Elementary
<b>Street</b>	23014 Chard Ave.	<b>Phone Number</b>	530-385-1041
<b>City, State, Zip</b>	Gerber, CA 96035-9708	<b>Web Site</b>	
<b>Phone Number</b>	530-385-1041	<b>Superintendent</b>	Rod Stone
<b>Principal</b>	Rod Stone	<b>E-mail Address</b>	rstone@tehamaed.org
<b>E-mail Address</b>	rstone@tehamaed.org	<b>CDS Code</b>	52-71548-6053532

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## School Description and Mission Statement (School Year 2008-09)

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

The motto of Gerber Elementary School is "Achieving Excellence". Our mission is to provide a stable environment that will foster our childrens' feelings of self-worth and that will allow our students to:

- \* develop sound educational skills;
- \* acquire an understanding of the privileges and responsibilities necessary to be productive citizens;
- \* learn the information and concepts needed to make wise personal choices.

School programs help all students meet content and performance standards. Categorical budget items are aligned closely with the site plan and the Local Educational Agency Plan (LEA Plan).

The school uses a variety of methods to evaluate the effectiveness of its overall program each year. All segments of the school community participate in the evaluation process. Results of this process are communicated to all segments of the school community in a variety of ways, beyond the School Accountability Report Card and student report cards.

Gerber Union Elementary School serves approximately 410 students in grades K-8. A state funded pre-school is located on campus which feeds into the Gerber School population.

The Gerber Community Day School is also located on campus and serves students in grades 4-8. The Gerber School District is characterized as a rural unincorporated area of approximately 70 square miles in the center of Tehama County. Of the 3000 residents within the district, the community of Gerber has a population of 900 and El Camino, which is more spread out, contains over 1300 people. It is one of 18 small school districts within the county and is a feeder school for Red Bluff High School District.

The school enrollment had been relatively stable; however, currently we are facing a slightly declining enrollment. This is due to the number of families who are relocating to other areas. The number of limited or non-English speaking students in the school has grown at a faster pace than the general population. About 88% of the student body qualifies for either free or reduced priced lunches, and over one-third are on Cal-Works. Measures used by the California State Department of Education indicate that the education level and the socioeconomic status of the parents of students in our school are generally lower than the statewide averages.

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## Opportunities for Parental Involvement (School Year 2008-09)

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

**Contact Person Name:** Nancy Compton, SSC/SAC

**Contact Person Phone Number:** 530-385-1041

Gerber Elementary School actively seeks parent involvement in our students' education. Parents are invited to participate at all levels, from helping in their children's classrooms, to serving on advisory committees. In addition to helping in the classroom, parents are invited to join the Parents Club. Parents are also encouraged to serve as elected members of the School Site Council/School Advisory Committee and to sit on the English Learner Advisory Committee (ELAC). All of these groups meet monthly. School activities such as Halloween carnivals, music performances, Cinco de Mayo celebrations, and monthly awards assemblies would not be possible without the support and participation of these groups.

We also make every effort to keep parents informed about what is happening at school. We send out a newsletter, The Ramblings, every other week; and teachers send out regular newsletters about what is taking place in their classrooms. Each parent receives three handbooks at the beginning of the year: the California State Standards Handbook that explains grade level learning standards in the core subject areas, Rights of Parents and/or Legal Guardians, & Students Handbook that describes district policies and school procedures. Parents also receive a Parent/Student Handbook that explain important information about our school programs, along with student rules and responsibilities.

The Gerber School has a comprehensive and systematic plan to involve the families of its students, and effectively uses the resources of families and community members to help students achieve school-wide standards. They are viewed as critical members of the school leadership team and participate in determining a common vision for the school.

Families are actively offered a variety of options for contributing to the school and student success. Many family and community members volunteer at the school and participate as decision-makers. They receive information and/or training to help them be active participants.

Families support their students learning through programs to inform them about curriculum and assessment, use of library/media resources, extended-day programs for students, etc. Families are offered parenting and adult education classes to support their children's development. In cooperation with the First Five Program, the school provides facilities for family literacy services. To ensure these goals, Gerber School, in cooperation with Tehama County Dept. of Ed., offers Families and Schools Together (FAST) Program.

Basic health services include .2 nurse, .2 psychologist, .2 counselor, and daily attendance monitoring. Students who are having trouble in school are referred to available services. Students receive monthly attendance awards.

The school regularly communicates with families about programs, policies, events, procedures, and deadlines through newsletters and bulletins. Attempts are also made to encourage two-way communication between the home and school about a child's needs or school wide student needs. Teachers in grades K-5 conference with students and parents or guardians at least annually. 6th, 7th & 8th grade teachers focus on students who are at risk, however offer conferences to all parents. Factors regarding promotion or retention are discussed during these meetings.

The school encourages a home reading program. The parents sign reading logs to verify nightly reading. Parents are also encouraged to read to or with their children nightly.

Parent involvement opportunities are offered at monthly Parent Club meetings, ELAC meetings, School Board meetings, and School Site Council meetings.

Parents will be asked to complete a questionnaire at the end of each school year to assess their satisfaction with parent communications, student achievement, and school climate.

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## Student Enrollment by Grade Level (School Year 2008-09)

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

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	53	Grade 8	41
Grade 1	57	Ungraded Elementary	0
Grade 2	52	Grade 9	0
Grade 3	35	Grade 10	0
Grade 4	47	Grade 11	0
Grade 5	42	Grade 12	0
Grade 6	41	Ungraded Secondary	0
Grade 7	39	Total Enrollment	407

## Student Enrollment by Group (School Year 2008-09)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	0.25%	White (not Hispanic)	36.61%
American Indian or Alaska Native	4.67%	Multiple or No Response	0.25%
Asian	0.49%	Socioeconomically Disadvantaged	79.00%
Filipino	0.25%	English Learners	48.00%
Hispanic or Latino	57.00%	Students with Disabilities	7.00%
Pacific Islander	0.49%	n/a	--

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## Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2006-07				2007-08				2008-09			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
Kindergarten	17.5	2	0	0	20.0	2	0	0	20.0	2	0	0
1	19.5	2	0	0	19.0	2	0	0	20.0	2	0	0
2	19.0	2	0	0	18.0	2	0	0	20.0	2	0	0
3	20.0	2	0	0	19.5	2	0	0	18.0	2	0	0
4	32.0	0	1	0	23.5	0	2	0	23.5	0	2	0
5	28.0	0	1	0	29.0	0	1	0	26.0	0	1	0
6	23.0	0	2	0	28.0	0	1	0	28.0	0	1	0
k-3	19.5	2	0	0	20.0	2	0	0	20.0	2	0	0
3-4	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
4-8	30.0	0	1	0	27.0	0	1	0	27.0	0	1	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

## Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2006-07				2007-08				2008-09			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	16.1	11	6	0	14.9	12	4	0	18.1	7	1	0
Mathematics	20.3	3	3	0	16.6	5	2	0	19.3	4	0	0
Science	25.8	1	3	0	22.3	2	2	0	20.0	4	0	0
Social Science	25.8	1	3	0	24.5	1	3	0	19.8	4	0	0

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## III. School Climate

### School Safety Plan (School Year 2008-09)

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

Gerber Elementary School has in place a comprehensive School Safety Plan to serve as a school guide for handling critical incidents such as fire, earthquakes, hazardous materials, or other disasters as well as emergencies such as alerts for child abuse, hostage situations, a lost child incident, a shooting situation, bomb threats, and suicide. Parents may view the School Safety Plan, which is available in the school office. The School Safety Plan, updated in September, 2009, examines the issue of safety in our school and recommends strategies and actions for adoption by the Safe School Team. This includes information on specific safe school aspects, such as the school's physical environment and climate. The plan identifies designated members of the Crisis Response Team (CRT) and their specific jobs and responsibilities in case of an emergency situation. Students take part in regularly scheduled code red, fire, and earthquake drills. All staff members have been issued identification badges, and visitors must sign in at the office and wear visitor badges for proper identification.

District Nurse: The Gerber Union Elementary School District nurse is on site on a weekly basis. However, a nurse is available to assist if the need arises. The nurse gives State-mandated dental, vision, and hearing tests, and the nurse notifies parents if a concern about a student's health arises.

First Aid & Emergency Forms: First aid, defined as the immediate, temporary care given in case of accident or sudden illness, will be given when necessary. First aid will be rendered by anyone qualified to do so. In case of an accident requiring the services of a doctor, every attempt is made to contact the parent or guardian before the child is taken to the hospital. Emergency treatment cannot be administered unless a signed form is on file. For this reason, parents should inform the school immediately of any changes in address or telephone numbers. Emergency information is communicated to emergency personnel.

Administration of Medication Policy: To conform with the California Education Code #49423, the Gerber Union Elementary School District has adopted the following policy: any pupil who is required to take, during the regular school day, medication prescribed for him/her by a physician, may be assisted by the school nurse or other designated school personnel if the school district has received (1) a written statement from such physician detailing the method, amount, and time schedule by which medication is to be taken and (2) a written statement from the parent or guardian of the pupil indicating the desire that the school district assist the pupil in the matter set forth in the physician's statement. Only medications prescribed by a physician, accompanied by parent or guardian's signed Request for Medication form will be administered. The medication must be brought to the Office Clerk in the original container. If the child needs over-the-counter medication, inhalants, etc., the child must follow the same procedure as for prescribed medication. Students are not allowed to carry prescription or non-prescription medications on their person or on the school grounds during school hours.

### Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	14.8	9.7	8.1	20.1	11.0	9.5
Expulsions	0.7	0.5	0.0	0.7	0.7	0.0

Date School Safety Plan last reviewed:

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## IV. School Facilities

### School Facility Conditions

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

### Planned Improvements (School Year 2009-2010)

Gerber Elementary School was originally constructed in 1954. Since that time, additional classrooms have been added. The majority of the school was modernized in the early 1990s. As the school ages, occasionally there are maintenance needs, such as leaky roofs and replacing plumbing fixtures. The entire school was repainted in the summer of 2003. The playground was repaved in 2004. Recently, a new well was drilled, and in the fall of 2001, the entire school's electrical system was retrofitted with energy-saving light fixtures. In 2006 the school was awarded a 2.5 million dollar modernization grant to address fire/safety and ADA needs. In addition to extensive ADA modernization work, the school's exterior was completely painted, new cafeteria floor, new ansel system in kitchen, front landscaping, interior classroom painting, new HVAC units on regular construction classrooms, office and cafeteria, and safety door handles on all doors.

The capacity of the existing school is 537 students. This includes using many portable classrooms. The school staff works hard to ensure that the buildings, grounds, and restrooms are safe and clean. Students are responsible for helping to ensure a clean, safe school facility.

All classrooms are Internet accessible, with updated computers available for student use. Students regularly work in a fully equipped computer lab. The library exceeds the standards for the number of books set by the American Library Association.

Tehama County Office of Education houses five special education classes on campus. A state preschool was added to the campus in 2002. A School Readiness Family Center was established in the spring of 2004.

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## School Facility Good Repair Status (School Year 2009-10)

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

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

## Overall Summary of School Facility Good Repair Status (School Year 2009-10)

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

Item Inspected	Facility Condition			
	Excellent	Good	Fair	Poor
Overall Summary		x		

Date of inspection: 12/7/2009

Completion date of inspection form: January 2010

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## V. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
<b>With Full Credential</b>	21	21	21	22
<b>Without Full Credential</b>	0	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	--	--	--	n/a

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2007-08	2008-09	2009-10
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
<b>This School</b>	100.0%	0.0%
<b>All Schools in District</b>	100.0%	0.0%
<b>High-Poverty Schools in District</b>	100.0%	0.0%
<b>Low-Poverty Schools in District</b>		

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## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2008-09)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	--	--
Library Media Teacher (Librarian)	--	--
Library Media Services Staff (paraprofessional)	--	--
Psychologist	--	--
Social Worker	--	--
Nurse	--	--
Speech/Language/Hearing Specialist	--	--
Resource Specialist (non-teaching)	--	--
Other	--	--

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## VII. Curriculum and Instructional Materials

### Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2009-10)

#### Textbook Information

This section provides information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

##### Language Arts:

The school district has implemented the Houghton Mifflin (HM) Reading Program (K-6) and Holt Rinehart Winston Reading Program (7-8). Kindergarten through grade 6 maintain leveled homogenous reading groups using the HM Universal Access Handbooks. Literature books are used as supplemental reading materials in grades 3-8 for those students who are reading above grade level. The Accelerated Reader Program is implemented in grades 1-8 to provide additional incentive to read. The Success Maker & Ellis computer programs are available in the computer lab and classrooms for assessment and remediation in reading.

##### English Language Developemnt (ELD):

Teaching and resource staff currently use state adopted curriculum materials from several textbook companies: Hampton Brown, Avenues, High Point, and Houghton-Mifflin. ELD instruction is provided in the classroom by certificated teachers, paraeducators, and bilingual resource staff.

##### Math:

The math curriculum is standards based and includes all strands of the California State Frameworks. Mac Millan McGraw Hill (grades k-5), Prentice Hall (grades 6-8), supplemented by Standards Plus focus lessons, Accelerated Math and Success Maker in the classrooms and computer lab.

##### History/Social Science:

Implementation of the SBE approved materials in history/social science has begun. Scott Foresman is used in grades K-3, Harcourt Brace in grades 4-5, and Holt, Rinehart, Winston in grades 6-8.

##### Science:

The District currently has adopted McMillan/McGraw-Hill for grades K-6 and CPO for grades 7 & 8.

##### Visual and Performing Arts:

Currently, the district supports graphic and other media arts as integrated elements of our language arts and social science curriculum. In 2006/7 Gerber purchased the "Arts Attack" arts program. Examples of student artwork are displayed throughout the school year in their respective classrooms, hallways, library, and cafeteria. The artwork can also be viewed during Back to School night and Open House. Gerber School owns a kiln and students have the opportunity to acquire ceramic skills.

The District employs a three day per week music teacher to teach band, chorus and music instruction for students in grades 2-8. Classroom teachers provide song, rhythm and beat for students in grades K-1.

##### Physical Education:

The P.E. program emphasizes age-appropriate motor skill improvement and physical activities as major goals for all students. Various curricular materials are used by individual teachers, including S'cool Moves, a motor-skill developmental program for grades K-6. In 2007 the school built a new track to enhance physical education programs.

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This section provides information if any insufficiency exists, and the reason that each pupil does not have sufficient textbooks or instructional materials.

## Textbook Availability

Textbooks and instructional materials used in the district in the core subject areas of English-Language Arts, Mathematics, Science, and History-Social Science

Subject Area	Textbook Title and/or Publisher	Year of Adoption
English-Language Arts	Houghton Mifflin k-6	2005/2006
English-Language Arts	Avenues / High Point	2006/2007
English-Language Arts	Holt Rinehart Winston 7-8	2005/2006
English-Language Arts	Accelerated Reader Program	2005/2006
English-Language Arts	SuccessMaker & Ellis	2008/2009
History-Social Science	Holt, Rinehart, Winston 7-8	2006/2007
History-Social Science	Scott Forsman k-3	2006/2007
History-Social Science	Harcourt Brace 4-5	2006/2007
Mathematics	Accelerated Math Program	2008/2009
Mathematics	Prentise Hall 6-8	2008/2009
Mathematics	McMillan/McGraw-Hill k-5	2008/2009
Science	McMillan/McGraw-Hill k-6	2007/2008
Science	CPO 7-8	2007/2008

## Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials

This table displays information about the percent of pupils who lack their own assigned textbooks and instructional materials

Core Curriculum Area	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

Textbook Information Collection Date: September 2009

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## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Subject Area	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School	\$8,226.00	\$0.00	\$0.00	\$57,472.00
District	n/a	n/a	--	\$57,472.00
Percent Difference – School Site and District	--	--	--	0.0%
State	n/a	n/a	\$5,512.00	\$56,284.00
Percent Difference – School Site and State	--	--	0.0%	2.1%

### Types of Services Funded (Fiscal Year 2008-09)

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

1st grade: Making Words, leveled readers, Accelerated Reader/Math and Success Maker  
2nd grade: SIPPS Extensions Level, Accelerated Reader/Math and Success Maker  
3rd grade: SIPPS, Read Naturally, Accelerated Reader/Math and Success Maker  
4th grade: Read Naturally, Accelerated Reader/Math and leveled readers  
5th grade: Read Naturally, Accelerated Reader/Math, Success Maker leveled readers  
6th - 8th: Accelerated Reader/Math, After-school tutoring

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## Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Range	District	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$39,717.00	\$38,481.00
<b>Mid-Range Teacher Salary</b>	\$53,528.00	\$55,789.00
<b>Highest Teacher Salary</b>	\$72,143.00	\$70,849.00
<b>Average Principal Salary (Elementary)</b>	\$0.00	\$88,862.00
<b>Average Principal Salary (Middle)</b>	\$0.00	\$94,015.00
<b>Average Principal Salary (High)</b>	\$0.00	\$97,594.00
<b>Superintendent Salary</b>	\$104,543.00	\$110,994.00
<b>Percent of Budget for Teacher Salaries</b>	37.6%	37.2%
<b>Percent of Budget for Administrative Salaries</b>	10.2%	6.6%

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## IX. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf>. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

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

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	35%	37%	41%	35%	37%	40%	43%	46%	50%
Mathematics	41%	41%	46%	40%	41%	45%	40%	43%	46%
Science	19%	43%	42%	19%	43%	42%	38%	46%	50%
History-Social Science	40%	36%	42%	38%	36%	39%	33%	36%	41%

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## Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percentage of Students Scoring At Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American				
American Indian or Alaska Native	*	*	*	
Asian	*	*		
Filipino	*	*		
Hispanic or Latino	33%	43%	35%	37%
Pacific Islander	*	*	*	*
White (not Hispanic)	52%	53%	55%	47%
Male	33%	41%	46%	47%
Female	49%	51%	39%	38%
Economically Disadvantaged	37%	42%	39%	39%
English Learners	33%	43%	30%	25%
Students with Disabilities	5%	5%	*	
Students Receiving Migrant Education Services	*	*	*	*

## California Physical Fitness Test Results (School Year 2007-08)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5			
7			
9			

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## National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE National Assessment of Educational Progress (NAEP) Web page at <http://www.cde.ca.gov/ta/tg/nr/>.

## National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – All Students

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight.

Subject and Grade Level	Average Scale Score		Percent at 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 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

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## National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – All Students

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

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 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

### API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	3	3	3
Similar Schools	3	6	5

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## API Performance Index Growth by Student Group – Three-Year Comparison

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

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	17	12	31	753
African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	33	22	31	735
Pacific Islander	--	--	--	--
White (not Hispanic)	5	-2	44	783
Socioeconomically Disadvantaged	18	16	31	744
English Learners	43	-5	59	742
Students with Disabilities	--	--	--	--

## Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the AYP Web page <http://www.cde.ca.gov/ta/ac/ay/>.

## AYP Overall and by Criteria (School Year 2008-09)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	n/a	n/a

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## Federal Intervention Program (School Year 2009-10)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		
Percent of Schools Currently in Program Improvement		

## XI. Instructional Planning and Scheduling

### Professional Development

This section provides information on how teachers and staff are trained for instructional improvement.

The staff development committee for teachers meet with administrators to identify staff development needs and plan ways to meet those needs. The school offers staff development seminars on-site when feasible, and offers other opportunities for staff to improve and maintain professional skills. Ten staff development minimum days will be provided for teaching staff each year. On-site seminars have included SuccessMaker & Ellis programs, Accelerated Math, technology, building resiliency in children, and English Language Development strategies.

Monthly grade-level cluster meetings allow for additional staff development, planning and collaboration for improving curriculaum and teaching strategies. Title I money is used to help insure that all of our teachers and paraeducators meet the requirements of "highly qualified" standards of the No Child Left Behind (NCLB) Act.

### Professional Development Days

This table displays information on the annual number of school days dedicated to staff development for the most recent three-year period.

	Instructional Days With At Least 180 Instructional Minutes		
	2006-07	2007-08	2008-09
Annual number of school days dedicated to staff development	3	3	3