School Description and Mission Statement

School Description:

O.W. Erlewine Elementary School is a small neighborhood school located near the American River Parkway. It is located in a quiet residential neighborhood. O. W. Erlewine School provides a safe, orderly and nurturing environment for students, faculty and parents. It features designed to ensure a secure environment include a completely fenced campus, as well as close and caring supervision of students at all times. School behavior and safety procedures are frequently monitored to ensure effectiveness. O.W. Erlewine’s campus has an outdoor learning center on its campus that includes a Nature Area, which expands the width of the school site (a half of an acre) and 4,000 square foot garden with a fully automated drip irrigation system.

O. W. Erlewine is a 2002 California Distinguished School and a 2006 Exemplary School. We also recognized as a National Excellence in Urban School Winner in 2007.

Erlewine is Thematic Instruction School. It offers a well-balanced, thematic standards-based instructional program, which is closely focused on meeting the individual learning, emotional, social, and physical needs of each student. Students learn through different modes, styles and multiple intelligences. Themes are used as a way of understanding and organizing new concepts.

In addition Erlewine promotes the use of technology in the classroom. We have one computer for every three students on our site. We also have Smart Boards in every classroom.

Mission Statement: The students, staff, parents and the larger community of O. W. Erlewine School are committed to working harmoniously, in a spirit of mutual trust, close cooperation, and shared decision-making to pro-actively pursue excellence in education. Each of our students will succeed, as shown by continually rising test scores and other measures, through a positive learning environment. To support our learning environment we will:

- Provide a safe and secure environment;
- Provide continuous improvement of our building and equipment, particularly in technology;
- Involve all families in our school operation;
- Involve staff in an ongoing process of self-growth and training to sharpen and enhance teaching skills;
- Recognize the importance of our school library to learning; and
- Direct our primary focus and emphasis on resources for classroom learning.

Through our efforts we are committed to creating a school, which is widely recognized and sought after because of its pursuit and achievement of excellence.

Erlewine provides a wealth of extended day activities. We offer band, ECO Club, Running Club, Gardening Club, Reading and Math Tutoring, and Enrichment Classes for our 4th-6th graders.

Opportunities for Parental Involvement

Erlewine is exemplified by high levels of family and community partnerships. At Erlewine parents are actively involved as classroom volunteers, chaperones on field trips, or through direct involvement in school planning bodies, such as, PTA, ELAC, and School Site Council. Parents help to create the school plan by attending our annual Strategic Planning Meeting held every year in March. The Strategic Planning Meeting is crucial in helping to create our school’s School Development and Improvement Plan for the next year.

For more information, contact Michelle Dickson (P.T.A.); Vicki Duke (Site Council); Lorena Blanco (ELAC Rep.); or Terry Smith, Principal at (916) 228-5870.
About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

• For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at http://www.cde.ca.gov/ta/ac/sa/.
• For additional information about the school, parents and community members should contact the school principal or the district office.

Student Enrollment by Grade Level

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>42</td>
</tr>
<tr>
<td>1</td>
<td>64</td>
</tr>
<tr>
<td>2</td>
<td>63</td>
</tr>
<tr>
<td>3</td>
<td>58</td>
</tr>
<tr>
<td>4</td>
<td>43</td>
</tr>
<tr>
<td>5</td>
<td>54</td>
</tr>
<tr>
<td>6</td>
<td>42</td>
</tr>
<tr>
<td>Total Enrollment</td>
<td>366</td>
</tr>
</tbody>
</table>

Student Enrollment by Group

<table>
<thead>
<tr>
<th>Group</th>
<th>Percent of Total Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>1.4</td>
</tr>
<tr>
<td>Asian</td>
<td>3.8</td>
</tr>
<tr>
<td>Black or African American</td>
<td>12.3</td>
</tr>
<tr>
<td>English Learners</td>
<td>10.1</td>
</tr>
<tr>
<td>Filipino</td>
<td>1.9</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>18.3</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>0.3</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>60.9</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>19.1</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>4.4</td>
</tr>
<tr>
<td>White</td>
<td>57.7</td>
</tr>
</tbody>
</table>

Suspensions and Expulsions

<table>
<thead>
<tr>
<th>Rate</th>
<th>School</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2008-09</td>
<td>2009-10</td>
</tr>
<tr>
<td>Suspensions</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Expulsions</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

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

Average Class Size and Class Size Distribution (Elementary)

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Avg. Class Size</th>
<th>Number of Classrooms</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2010-2011</td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>21</td>
<td>2</td>
</tr>
<tr>
<td>1</td>
<td>24.5</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>25</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>25</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>30</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>33.5</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>34</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>366</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Avg. Class Size</th>
<th>Number of Classrooms</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2009-2010</td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>22</td>
<td>1</td>
</tr>
<tr>
<td>1</td>
<td>24</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>24</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>25</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>27</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>29</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>33</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>18</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Avg. Class Size</th>
<th>Number of Classrooms</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2008-2009</td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>21</td>
<td>1</td>
</tr>
<tr>
<td>1</td>
<td>20</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>20</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>22</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>21.5</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>33</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>33</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

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

School Climate

School Safety Plan

This section provides information about the school’s comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

The Comprehensive Safe School Plan (CSSP) was updated on November 10, 2011 and shared with staff on December 1, 2011 at a Staff Meeting. The CSSP includes assessing the current status of school crime committed on the school campus and at school-related functions. It identifies appropriate strategies and programs that provide or maintain a high level of school safety and address the school’s procedures for complying with existing laws related to school safety, which include the development of the following:
Child abuse reporting procedures
Disaster procedures, routine and emergency
Fire drills
Earthquake emergency procedure system
Campus intruder “lock down”
Flood, evacuation of the site
Parent/student reunification
Policies on suspension, expulsion, or mandatory expulsion recommendations
Procedures to notify teachers of dangerous pupils
Discrimination and harassment policy
School-wide dress code
Procedures for safe ingress and egress of pupils, parents, and school employees to and from school
Safe and orderly environment conducive to learning
Rules and procedures on school discipline
Hate crime reporting procedures

Visitor’s on our campus must come through the school office and sign in. They must wear a visitor’s pass while on campus. Parents that would like to attend field trips must be finger printed by the S.C.U.S.D. in advance of the field trip.

The steps of the plan are shared with our students in our classrooms by the classroom teacher. Drills are practiced at least once a month. They are then recorded in our Rapid Responder Computer System. The results of the drill are also discussed at Staff Meetings.

Students feel safe on campus because they are monitored by our teaching staff, aides, administrator, breakfast and noon duty, and community liaisons. Drills are discussed at Staff Meetings, Safety Meetings, and Common Planning Time Meetings. We have even “switched the drill up” to keep staff and students on their “toes” and ready for any type of situation.

School Facilities

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

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

Month and year in which data were collected: June 2011

The main campus was built in 1965. This school has 12 permanent classrooms which include a multipurpose room, a library, and an administrative building. The school also has 6 portables. During the 2002 and 2003 modernization, renovations and upgrades were made in the following areas: site interior, HVAC, fire protection and alarms, roofing and miscellaneous upgrades. In 2009-2010 school year improvements were made in classrooms 14 and 16 which included new interior renovation and new electronic wiring to help facilitate our technology program. A drainage issue was also resolved by the placement of a new drain system in the court yard between room 8 and 14. The campus has a large garden and Nature Area.

The district takes great efforts to ensure that all schools are clean, safe, and functional. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The district governing board has adopted cleaning standards for all the schools in the district. A summary of these standards is available at the school office, or at the district operations office. The principal works directly with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

The State Legislature established the Deferred Maintenance Fund (DMF) in 1980 to assist districts in maintaining facilities and sites. The District has participated in the Deferred Maintenance Program since its inception. The program requires both the local district and the State of California to share equally in the cost of major deferred maintenance projects, with the maximum contribution from the State limited to approximately one-half of one percent of the District’s General Fund and Adult Education Fund operating budgets. For fiscal years 2008-09 through 2012-13, the Deferred Maintenance Program has been included in the State’s Tier III Flexibility Program. Therefore, DMF funds received by the District are deposited in the General Fund, and are unrestricted. Due to state budget cuts for 2010-11 these unrestricted funds have not been designated to deferred maintenance purposes. The funds were used as part of the Tier III recommendations approved by the Board on the May 6, 2010 Board Meeting.

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

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

<table>
<thead>
<tr>
<th>System Inspected</th>
<th>Repair Status</th>
<th>Repair Needed and Action Taken or Planned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Exemplary</td>
<td>Good</td>
</tr>
<tr>
<td>Systems:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gas Leaks,</td>
<td>[ ]</td>
<td>[X]</td>
</tr>
<tr>
<td>Mechanical/HVAC,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sewer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interior:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interior Surfaces</td>
<td>[ ]</td>
<td>[X]</td>
</tr>
</tbody>
</table>
### System Inspected

<table>
<thead>
<tr>
<th>System Inspected</th>
<th>Repair Status</th>
<th>Repair Needed and Action Taken or Planned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Exemplary</td>
<td>Good</td>
<td>Fair</td>
</tr>
<tr>
<td>Electrical: Electrical</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Restrooms/Fountains: Restrooms, Sinks/ Fountains</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Safety: Fire Safety, Hazardous Materials</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Structural: Structural Damage, Roofs</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>External: Playground/School Grounds, Windows/Doors/Gates/Fences</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Overall Rating</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

### Teachers

#### Teacher Credentials

<table>
<thead>
<tr>
<th>School</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>With Full Credential</td>
<td>19</td>
<td>19</td>
<td>15</td>
</tr>
<tr>
<td>Without Full Credential</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Outside Subject Area of Competence</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>District</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>With Full Credential</td>
<td>---</td>
<td>---</td>
<td>1,969</td>
</tr>
<tr>
<td>Without Full Credential</td>
<td>---</td>
<td>---</td>
<td>0</td>
</tr>
</tbody>
</table>

#### Teacher Misassignments

<table>
<thead>
<tr>
<th>Indicator</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers of English Learners</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Teacher Misassignments</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Vacant Teacher Positions</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

** "Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

### Instructional Planning and Scheduling

#### Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, was student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

To realize the vision of Sacramento City Unified School District, which is to fully prepare all students for college and career, it is imperative that the district provides numerous opportunities to expand the professional repertoire of its administrators and teachers.

To that end, the district has crafted a high quality professional program that is focused on Literacy (including ELA Common Core Standards), English Language Learners, Differentiation of Instruction, Data Inquiry, Culturally and Linguistically Teaching and Learning, and Conceptual Understanding of Mathematics. These areas of focus were derived from needs assessments coupled with the analysis of student learning of specific content and that is ongoing with follow-up opportunities, models effective practices, and uses assessments to guide and monitor progress. The learning opportunities afforded through this program deeply align with the needs of our individual schools, as well as our strategic plan, and connect to every aspect of school practice: thinking curriculum, intentional instructional practices, assessment for learning, and lesson design.
These learning experiences, which are offered during the school day, after-school, as well as on Saturdays, and are supported with on-site coaching, are in addition to the required 18-hours of professional development designated for teachers to engage in collaborative professional learning at their respective school sites. Such communities of practices, under the leadership and guidance of site administrators, afford our teachers the opportunity to deepen their content knowledge, strengthen their instructional repertoire, improve their assessment strategies, and foster a shared sense of responsibility. As a result, every teacher will help to promote and nurture a community of learners in which the individual school staff is not only enriched, but the district as a whole is enhanced.

Core Academic Classes Taught by Highly Qualified Teachers
The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor’s degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality webpage at: http://www.cde.ca.gov/nclb/sr/tq/

<table>
<thead>
<tr>
<th>Location of Classes</th>
<th>Percent of Classes In Core Academic Subjects Taught by</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NCLB Compliant Teachers</td>
</tr>
<tr>
<td>This School</td>
<td>100</td>
</tr>
<tr>
<td>District</td>
<td></td>
</tr>
<tr>
<td>All Schools</td>
<td>91.54</td>
</tr>
<tr>
<td>High-Poverty Schools</td>
<td>91.33</td>
</tr>
<tr>
<td>Low-Poverty Schools</td>
<td>100</td>
</tr>
</tbody>
</table>

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

Data and Access

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

Support Staff

<table>
<thead>
<tr>
<th>Title</th>
<th>Number of FTE Assigned to School</th>
<th>Average Number of Students per Academic Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Counselor</td>
<td>0</td>
<td>---</td>
</tr>
<tr>
<td>Counselor (Social/Behavioral or)</td>
<td></td>
<td>---</td>
</tr>
<tr>
<td>Library Media Teacher (Librarian)</td>
<td>1</td>
<td>---</td>
</tr>
<tr>
<td>Library Media Services Staff</td>
<td></td>
<td>---</td>
</tr>
<tr>
<td>Psychologist</td>
<td>0</td>
<td>---</td>
</tr>
<tr>
<td>Social Worker</td>
<td>0</td>
<td>---</td>
</tr>
<tr>
<td>Nurse</td>
<td>0</td>
<td>---</td>
</tr>
<tr>
<td>Speech/Language/Hearing</td>
<td>0</td>
<td>---</td>
</tr>
<tr>
<td>Resource Specialist (non-</td>
<td>0</td>
<td>---</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>---</td>
</tr>
</tbody>
</table>

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

EdData Partnership Web Site
EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California’s public kindergarten through grade twelve school districts and schools.

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

Quality, Currency, Availability of Textbooks and Instructional Materials
This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school’s use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Month and year in which data were collected: November 2011

Textbooks and instructional materials are reviewed and then piloted across the district. Subsequent adoption by the Board of Education is consistent with the cycle of textbook approval by the State, California School Board. Textbooks are chosen for their alignment with California Content Standards, California Frameworks, and appropriateness for Sacramento City Unified School District students. Textbook sufficiency data is collected annually.

<table>
<thead>
<tr>
<th>Elementary School</th>
<th>Title</th>
<th>Subject</th>
<th>Date of Publication</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Open Court Reading, SRA</td>
<td>Reading/Language Arts</td>
<td>2002</td>
</tr>
<tr>
<td></td>
<td>Moving Into English, Harcourt</td>
<td>English Language Development</td>
<td>2004</td>
</tr>
<tr>
<td></td>
<td>High Point, Hampton Brown</td>
<td>English Language Arts Intervention</td>
<td>2002</td>
</tr>
<tr>
<td></td>
<td>Avenues, Hampton Brown</td>
<td>English Language Development</td>
<td>2002</td>
</tr>
<tr>
<td></td>
<td>English at Your Command, National Geography</td>
<td>English Language Development</td>
<td>1996</td>
</tr>
<tr>
<td></td>
<td>California Vistas, McMillian McGraw-Hill</td>
<td>History/Social Science</td>
<td>2007</td>
</tr>
</tbody>
</table>

School Finances

| Expenditures Per Pupil and School Site Teacher Salaries (FY 2009-10) |
|-----------------|-----------------|-----------------|-----------------|
| Level           | Total           | Restricted      | Unrestricted    | Average Teacher Salary |
| School Site     | $6,218          | $1,756          | $4,462          | $71,008               |
| District        | ---             | ---             | $4,467          | $62,499               |
| State           | ---             | ---             | $5,455          | $69,207               |
| Percent Difference: School Site and District | -0.1% | 11.1% |
| Percent Difference: School Site and State | -18.2% | 4.9% |

* Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

** Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

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

Our school receives categorical funding to provide supplemental services to assist students reach grade level proficiency and above, master grade level content standards and successfully graduate from high school.

Services at our school include:
Class Size Reduction in our primary classrooms: Readers Club and Math Club (Tutoring)
Supplemental instructional materials and books in mathematics, reading/language arts and ELD
Enrichment programs
Access to technology
Library Nights
Parent Education/Family Nights
Student/Family Primary Language Support
Translation for Home-School Communication
Professional Development for teachers and aides
## Average Teacher and Administrative Salaries (FY 2009-10)

<table>
<thead>
<tr>
<th>Category</th>
<th>District Amount</th>
<th>State Average for Districts In Same Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Teacher</td>
<td>$39,885</td>
<td>$42,017</td>
</tr>
<tr>
<td>Mid-Range Teacher</td>
<td>$52,419</td>
<td>$67,294</td>
</tr>
<tr>
<td>Highest Teacher</td>
<td>$86,028</td>
<td>$86,776</td>
</tr>
<tr>
<td>Average Principal (ES)</td>
<td>$100,430</td>
<td>$108,534</td>
</tr>
<tr>
<td>Average Principal (MS)</td>
<td>$102,617</td>
<td>$112,893</td>
</tr>
<tr>
<td>Average Principal (HS)</td>
<td>$118,237</td>
<td>$123,331</td>
</tr>
<tr>
<td>Superintendent</td>
<td>$245,000</td>
<td>$226,417</td>
</tr>
</tbody>
</table>

### Percent of District Budget (FY 2009-10)

<table>
<thead>
<tr>
<th>Category</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Salaries</td>
<td>34</td>
</tr>
<tr>
<td>Administrative Salaries</td>
<td>5</td>
</tr>
</tbody>
</table>

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at http://www.cde.ca.gov/ds/fd/cs/.

### Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.

- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.

- California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at http://star.cde.ca.gov.

### STAR Results for All Students - Three-Year Comparison

<table>
<thead>
<tr>
<th>Subject</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>English-Language Arts</td>
<td>60</td>
<td>65</td>
<td>68</td>
</tr>
<tr>
<td>Mathematics</td>
<td>68</td>
<td>62</td>
<td>78</td>
</tr>
<tr>
<td>Science</td>
<td>58</td>
<td>52</td>
<td>63</td>
</tr>
<tr>
<td>History-Social Science</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### STAR Results for All Students --School

<table>
<thead>
<tr>
<th>Subject</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>English-Language Arts</td>
<td>46</td>
<td>48</td>
<td>48</td>
</tr>
<tr>
<td>Mathematics</td>
<td>44</td>
<td>46</td>
<td>48</td>
</tr>
<tr>
<td>Science</td>
<td>42</td>
<td>46</td>
<td>49</td>
</tr>
<tr>
<td>History-Social Science</td>
<td>39</td>
<td>41</td>
<td>44</td>
</tr>
</tbody>
</table>

### STAR Results for All Students --State

<table>
<thead>
<tr>
<th>Subject</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>English-Language Arts</td>
<td>49</td>
<td>52</td>
<td>54</td>
</tr>
<tr>
<td>Mathematics</td>
<td>46</td>
<td>48</td>
<td>50</td>
</tr>
<tr>
<td>Science</td>
<td>50</td>
<td>54</td>
<td>57</td>
</tr>
<tr>
<td>History-Social Science</td>
<td>41</td>
<td>44</td>
<td>48</td>
</tr>
</tbody>
</table>

* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
## STAR Results by Student Group - Most Recent Year

<table>
<thead>
<tr>
<th>Group</th>
<th>Percent of Students Scoring at Proficient or Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>English-Language Arts</td>
</tr>
<tr>
<td>All Students in the LEA</td>
<td>48</td>
</tr>
<tr>
<td>All Student at the School</td>
<td>68</td>
</tr>
<tr>
<td>Male</td>
<td>72</td>
</tr>
<tr>
<td>Female</td>
<td>64</td>
</tr>
<tr>
<td>Black or African American</td>
<td>57</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>0</td>
</tr>
<tr>
<td>Asian</td>
<td>67</td>
</tr>
<tr>
<td>Filipino</td>
<td>0</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>73</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>0</td>
</tr>
<tr>
<td>White</td>
<td>68</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>76</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>61</td>
</tr>
<tr>
<td>English Learners</td>
<td>58</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>66</td>
</tr>
<tr>
<td>Students Receiving Migrant Education Services</td>
<td></td>
</tr>
</tbody>
</table>

* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at http://www.cde.ca.gov/ta/tg/pf/.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent of Students Meeting Fitness Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Four of Six</td>
</tr>
<tr>
<td>5</td>
<td>21.2</td>
</tr>
</tbody>
</table>

* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at http://www.cde.ca.gov/ta/ac/ap/.

<table>
<thead>
<tr>
<th>API Rank</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statewide</td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Similar Schools</td>
<td>9</td>
<td>8</td>
<td>8</td>
</tr>
</tbody>
</table>
API Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

<table>
<thead>
<tr>
<th>Group</th>
<th>School # of Students</th>
<th>School Growth API</th>
<th>LEA # of Students</th>
<th>LEA Growth API</th>
<th>State # of Students</th>
<th>State Growth API</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students at the School</td>
<td>247</td>
<td>864</td>
<td>31,839</td>
<td>759</td>
<td>4,683,676</td>
<td>778</td>
</tr>
<tr>
<td>Black or African American</td>
<td>31</td>
<td>802</td>
<td>4,980</td>
<td>683</td>
<td>317,856</td>
<td>696</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>4</td>
<td>281</td>
<td>700</td>
<td>33,774</td>
<td>733</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>10</td>
<td>6,178</td>
<td>805</td>
<td>398,869</td>
<td>898</td>
<td></td>
</tr>
<tr>
<td>Filipino</td>
<td>6</td>
<td>345</td>
<td>840</td>
<td>123,245</td>
<td>859</td>
<td></td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>46</td>
<td>849</td>
<td>11,561</td>
<td>723</td>
<td>2,406,749</td>
<td>729</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>1</td>
<td>522</td>
<td>714</td>
<td>26,953</td>
<td>764</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>133</td>
<td>878</td>
<td>1,258,831</td>
<td>845</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two or More Races</td>
<td>14</td>
<td>895</td>
<td>76,766</td>
<td>836</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>141</td>
<td>838</td>
<td>2,731,843</td>
<td>726</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Learners</td>
<td>27</td>
<td>840</td>
<td>1,521,844</td>
<td>707</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>58</td>
<td>810</td>
<td>521,815</td>
<td>595</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Group</th>
<th>Actual API Change 2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students at the School</td>
<td>15</td>
<td>-1</td>
<td>32</td>
</tr>
<tr>
<td>Black or African American</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Filipino</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>15</td>
<td>4</td>
<td>23</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>N/D</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>14</td>
<td>-4</td>
<td>49</td>
</tr>
<tr>
<td>English Learners</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

**Adequate Yearly Progress**

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

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

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) webpage at http://www.cde.ca.gov/ta/ac/ay/.

**Adequate Yearly Progress Overall and by Criteria**

<table>
<thead>
<tr>
<th>AYP Criteria</th>
<th>School</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Made AYP Overall</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Met Participation Rate: English-Language Arts</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Met Participation Rate: Mathematics</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Met Percent Proficient: English-Language Arts</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Met Percent Proficient: Mathematics</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Met API Criteria</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Met Graduation Rate (if applicable)</td>
<td>N/A</td>
<td>No</td>
</tr>
</tbody>
</table>

**Federal Intervention Program**

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.