

Alameda City Unified School District

Henry Haight Elementary School

2008-2009 School Accountability Report Card

**Margaret Harris,
Principal**

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Principal's Message

At Henry Haight Elementary School, we are privileged to have the opportunity to work with students, parents, and school community members. Our diverse student body and community work collaboratively to ensure we maintain high expectations for student success by providing many opportunities for students to become successful learners.

Through our diverse funding sources, we are able to provide students with a challenging and engaging curriculum, extended learning time, small group instruction, and targeted academic intervention programs that are designed to meet the diverse needs of all children.

Henry Haight provides many opportunities for parents and community stakeholders to work as educational partners. Our School Site Council works to ensure that we are implementing our School Site Plan and are allocating funds for our agreed upon strategies for student success. Our Parent Teams and our school committees provide numerous opportunities for parent input in creating and implementing our vision. In addition, our PTA provides numerous opportunities for parents and community members to participate in various educational, social, and fund-raising opportunities that assist our children in their educational success.

As students respond to the educational experience provided for them, they develop a strong feeling of self-worth and skills to become knowledgeable citizens and life-long learners.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Haight Elementary at (510) 748-4005. Our office hours are 8:00 am - 4:00 pm, Mondays - Fridays.

School Profile

Henry Haight Elementary is one of 10 elementary schools in the Alameda City Unified School District. We provide a positive learning environment which supports academic, social, and personal development. Our curriculum is focused on a standards-based concepts in which teachers use creative and innovative strategies and techniques which meets and challenges all students to meet high academic standards. In addition, we offer extensive academic interventions through our Academic Support Lab, a Primary Reading Program, LEAP's after-school intervention program, Science Club, GATE enrichment programs, and other intervention and enrichment programs within the school day and after school.

As recipients of the Title 1 Academic Achievement Award for five consecutive years, we are committed to the continued growth and academic excellence of all students in our diverse population. Henry Haight promotes cultural awareness within our diverse student population on a daily basis through a positive school climate in which we acknowledge and support diverse learning styles as we foster cultural inclusiveness. Through team effort, we also foster all levels of parental involvement.

Student Enrollment by Ethnic Group

2008-09

	Percentage
African American	14.7%
American Indian	0.5%
Asian	33.8%
Caucasian	15.6%
Filipino	11.3%
Hispanic or Latino	18.6%
Pacific Islander	3.0%
Multiple or No Response	2.5%

Mission Statement

Henry Haight attracts a wide and diverse student body of young learners. We recognize that intellectual, emotional, creative, and physical developments are all key to a student's success. We also recognize that your child is the single most precious investment you have as a parent.

Our mission and focus as educators is: "Excellence and Equity for All Students." Our educational philosophy, as with the district's is:

- Every child has the right to reach his/her full potential
- Education is a shared responsibility of the child, teacher, parent and community
- Embracing diversity contributes to the strength of our community
- High expectations result in high achievement

Parent Involvement

Henry Haight Elementary School benefits greatly from its supportive parents and community members. The school has a strong base of parent volunteers who support all students in learning by organizing classroom volunteers, scheduling school assemblies, and organizing school events such as our Science Fair and our Art Docent Program. Parents are encouraged to join the PTA, our School Site Council, Parent Leadership Team, and Grade-level Parent Support Team. The school also benefits from several community partnerships, including the Alameda Education Foundation, Alameda Multicultural Center, and Argosy University. Along with our partners, the school sponsors parent workshops, educational family nights, and other opportunities for parents and teachers to communicate effectively.

Enrollment by Grade

This chart illustrates the enrollment trend by grade level for the past 3 school years.

Enrollment Trend by Grade Level			
	2006-07	2007-08	2008-09
K	60	59	78
1st	80	60	60
2nd	75	81	60
3rd	79	78	80
4th	75	79	85
5th	75	71	72

Class Size

Average class sizes vary by grade level and subject area taught. In addition to credentialed teachers, students receive assistance in the classroom from parent volunteers. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution												
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	07	08	09	07	08	09	07	08	09	07	08	09
K	19	20	20	3	3	4	-	-	-	-	-	-
1	19	20	20	4	3	3	-	-	-	-	-	-
2	18	20	20	4	4	3	-	-	-	-	-	-
3	20	20	20	4	3	4	-	-	-	-	-	-
4	31	31	32	-	-	-	2	2	2	-	-	-
5	32	30	32	-	-	-	2	2	2	-	-	-
K-3	-	20	-	-	1	-	-	-	-	-	-	-
4-8	26	28	29	-	-	-	1	1	1	-	-	-

Discipline & Climate for Learning

Students at Henry Haight Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of Haight Elementary discipline program is to create and maintain a positive and nurturing learning environment for all students at all times. Parents and students are informed of school rules and discipline policies through the Parent/Student handbook and weekly school bulletins. In addition, teachers communicate weekly with parents and students regarding expectations.

Our school has implemented a progressive discipline plan which includes conferences with and between students, and with staff and student in which students are encouraged to reflect on the problem and arrive at positive solutions to the problem. We routinely make contact with parents via telephone or notices sent home. We are in the process of developing a system where a climate meeting will be held for persistent problems. Our aim is to re-direct student behaviors which interfere with learning.

The Suspensions and Expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted. Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems.

	Suspensions & Expulsions					
	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	13	16	20	1348	1126	1016
Suspension Rate	2.9%	3.7%	4.6%	13.2%	10.9%	9.9%
Expulsions	0	0	0	13	6	11
Expulsion Rate	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%

Extracurricular activities and programs include Conflict Managers, Buddy programs, awards assemblies and programs, GATE enrichment programs, and LEAPS. Our school recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are recognized for their achievements during awards assemblies and by their classroom teacher.

Safe School Plan

Safety of students and staff is a primary concern of the Henry Haight Elementary School community. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. We have, in place, a School Site Safety Committee whose members consist of certificated and classified staff members, as well as parents.

The School Site Safety plan was last reviewed and updated in June 2008 by the School Safety Committee and we are continuing to update our site emergency disaster plan. All revisions have been communicated to both the classified and certificated staff, as well as our School Site Council.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a monthly basis throughout the school year. Lockdown drills are held at least once each school year. Students are supervised before and after school by certificated staff members, classified staff members and the principal. Classified staff and the principal supervise students during lunch. Certificated staff members supervise students during morning and afternoon recess. There are designated areas for student drop off and pick up. We work closely with the police department to ensure the safety of our students during the drop-off and pick-up times.

All parents, visitors, and volunteers to our campus must check-in at the main office and secure a visitor's badge before proceeding to their destination.

School Facilities

Haight Elementary was originally constructed in 1976 and is comprised of 25 classrooms, 1 multipurpose room/cafe/teria, 1 library, 1 staff lounge, 1 computer lab, and 2 playgrounds. Recent remodeling included seismic upgrade, restroom renovation, new flooring, HVAC replacement and new fire alarm. Cleaning Process: The principal works daily with the custodial staff of 3 (2 full-time and 1 part-time) to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review. Maintenance and Repair District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation. Deferred Maintenance Budget: The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. For the 2008/09 school year the district allocated \$445,172 for deferred maintenance program. This represents .5% of the district's general fund budget.

School Facility Conditions				
Date of Last Inspection: 01/23/2010				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

Counseling & Support Staff

It is the goal of Henry Haight Elementary School to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. Our counselor works with individual students and small groups of students. In addition, Henry Haight provides teachers and students with our Academic Support teachers which includes a Reading Specialist and an English Language Development Teacher. We also have paraprofessionals who assist the classroom teachers for small group learning opportunities. The table lists the support service personnel available at Haight Elementary.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Counselor	1	0.40
Psychologist	1	.20

Teacher Assignment

Alameda City Unified recruits and employs the most qualified credentialed teachers. For the 2008-09 school year, Haight Elementary had 26 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	06-07	07-08	08-09	08-09
Fully Credentialed	28	20	20	522
Without Full Credentials	0	0	0	25
Working Outside Subject	0	0	0	5

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2008-09 school year, the most current data are reported.

Misassignments/Vacancies			
	06-07	07-08	08-09
Misassignments of Teachers of English Learners	1	1	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	1	1	0
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	94.5%	5.5%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	96.7%	3.3%

Data Sources

Data within the SARC was provided by Alameda City Unified School District, retrieved from the 2007-08 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Staff Development

The major instructional strategy in our school site plan - differentiating instruction- determines our professional development focus. We provide staff members opportunities to build teaching skills and concepts by participating in many conferences and workshops throughout the year, then sharing their experiences and knowledge with colleagues. The district dedicates 3 days for staff development annually to provide additional opportunities for staff members to have opportunities for district-wide training and collaboration. We also provide teachers with opportunities for teacher grade-level meetings in which teachers review student data, assess their practices in relation to student achievement, and align their strategies to more effectively assist students to reach the levels of proficient and advanced.

Topics for staff development have included:

- Step up to Writing
- HMRLanguage Arts and Math
- Social Science
- Math Collaboration
- Caring School Communities grades K-5
- Grade level/Cross grade level Collaboration
- Academic Vocabulary
- Strategic Instruction Model

Curriculum Development

All curriculum development in the is based on the California State Content Standards and Frameworks. Curriculum guides are updated regularly by the Director of Curriculum and Instruction and Assessment Coordinators to align with the state standards, district goals, and the statewide assessment program.

During the 2008/09, changes to the curriculum included:

- Adoption of new Houghton Mifflin California Math program for elementary schools, grades K- 5
- Adoption of new Houghton Mifflin California Math programs for 6-8th grade

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. Summative scores are not available for Math (grades 8-11), Science (available for grades 5 and 8 only), and grade 9 Social Science. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	51	50	58	58	60	63	43	46	50
Mathematics	64	58	59	52	52	55	40	43	46
Science	39	51	54	49	56	60	38	46	50
History/Social Science	*	*	*	45	46	50	33	36	41

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	38	46	46	*
American Indian	*	*	*	*
Asian	67	73	65	*
Filipino	46	59	45	*
Hispanic or Latino	54	38	62	*
Pacific Islander	*	*	*	*
Caucasian	83	71	*	*
Males	58	60	63	*
Females	58	59	44	*
Socioeconomically Disadvantaged	49	54	46	*
English Learners	55	59	48	*
Students with Disabilities	46	50	*	*
Migrant Education	*	*	*	*

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- 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).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
Met AYP Criteria	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	No
API School Results	Yes		Yes	
Graduation Rate	N/A		Yes	

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 (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.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2009-10)	-	-
# of Schools Currently in PI	-	1
% of Schools Identified for PI	-	5.26%

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/>.

The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level.

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

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.

National Assessment of Educational Progress Reading and Mathematics Results for Grades 4 & 8 By Performance Level - All Students					
	Average Scale Score		% 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
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities (SD) and/or English Language Learners (ELL) By Grades 4 & 8 and Participation Rate - All Students				
	Participation Rate			
	State		National	
	SD	ELL	SD	ELL
Reading 2007 Grade 4	74	93	65	80
Reading 2007 Grade 8	78	92	66	77
Math 2009 Grade 4	79	96	84	94
Math 2009 Grade 8	85	96	78	92



Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet. Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school). Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

API School Results				
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	8	8	7	
Similar Schools Rank	9	9	7	
All Students				
Actual Growth	5	-18	18	821
Socioeconomically Disadvantaged				
Actual Growth	15	-10	-3	792
Asian				
Actual Growth	20	-16	14	866
Hispanic or Latino				
Actual Growth	45	-37	24	798
Caucasian				
Actual Growth	-	-	-	-
English Learners				
Actual Growth	29	-28	22	836

Physical Fitness

In the spring of each year, Henry Haight Elementary is required by the state to administer a physical fitness test to all students in grade five. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

Percentage of Students in Healthy Fitness Zone			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	19.2%	21.9%	37.0%
*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.			

Instructional Materials

AUSD held a Public Hearing on September 22, 2009, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. In addition, ASTI students use college texts provided in their classes at College of Alameda.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-5	Mathematics	Houghton Mifflin-California Math	2008	Yes	0.0%
K-5	Reading/ Language Arts	Houghton Mifflin	2002	Yes	0.0%
K-5	Science	FOSS	2007	Yes	0.0%
K-5	Social Science/ History	MacMillan/ McGraw Hill	2003	Yes	0.0%

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the Alameda Free Library, 1550 Oak Street, which contains numerous computer workstations.

District Revenue Sources

In addition to general state funding, Haight Elementary receives state and federal funding for the following categorical funds and other support programs:

State Lottery
Class Size Reduction K-3
IASA-I Basic Grants Low Income
IASA-VI Formula Entitlements
Medi-Cal Billing Option
California Public Schools Act of 1998
Lottery: Instructional Materials
School Improvement Program Grades K-6
Other Local

District Expenditures

Alameda City Unified spent an average of \$7856.07 to educate each student, based on 2006-07 FY audited financial statements). The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$4,689
From Restricted Sources	\$638
From Unrestricted Sources	\$4,051
District	
From Unrestricted Sources	\$506
Percentage of Variation between School & District	700.59%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	26.51%

Teacher & Administrative Salaries as a Percentage of Total Budget

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 the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

Average Salary Information		
Teachers - Principal - Superintendent		
2007-08		
	District	State
Beginning Teachers	\$40,673	\$40,917
Mid-Range Teachers	\$58,529	\$64,688
Highest Teachers	\$77,556	\$82,849
Elementary School Principals	\$101,085	\$102,130
Middle School Principals	\$106,320	\$108,050
High School Principals	\$112,983	\$117,805
Superintendent	\$172,396	\$176,845
Salaries as a Percentage of Total Budget		
Teacher Salaries	42.4%	40.3%
Administrative Salaries	5.7%	5.9%

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on FY 2007-08 financial statements).

Average Teacher Salaries	
School & District	
School	\$61,975
District	\$62,223
Percentage of Variation	0.40%
School & State	
All Unified School Districts	\$64,246
Percentage of Variation	3.54%