

Armona Union Elementary School District

Armona Elementary School

2008-2009 School Accountability Report Card

**Shawn Beck,
Principal**

**School Address:
14045 Pimo St.
Armona, CA
93202-0368

(559) 583-5010**

**Steve Bogan,
Superintendent**

**District Address:
11115 C St.
Armona, CA
93202-0368

(559) 583-5000**

www.uesd.com

Mission Statement

Our mission is to provide world-class, educational opportunities for all students to become life-long learners in a safe, healthy, and effective learning environment through a collaborative commitment of students, family, school district staff, and community.

School Profile

Our school is a K-4 elementary school with nearly 600 students. All K-3 classes operate from 8:15-2:00, and fourth grade is in session from 8:15-2:55. Kindergarten has 6 classrooms, 4 First Grade classrooms, 5 Second Grade classrooms, one First/Second Grade classroom, 5 Third Grade classrooms and 3 Fourth Grade classrooms. We have two special education teachers who work with students who have learning disabilities.

A well-rounded education is our goal, and we believe subjects like art, music, and physical education are important parts of a child's education, as well as all of the traditional academic disciplines.

Student Enrollment by Ethnic Group

2008-09	
	Percentage
African American	5.2%
American Indian	1.0%
Asian	0.5%
Caucasian	15.8%
Filipino	1.2%
Hispanic or Latino	75.9%
Pacific Islander	0.0%
Multiple or No Response	0.3%

Discipline & Climate for Learning

The District has a Board-approved K-8 Discipline Policy that sets standards for behavior and classroom learning. This policy not only provides consequences for unacceptable behavior and lack of effort in the classroom, but it also provides awards and special activities for good behavior and academic achievement in school.

The assistant principal addresses discipline issues and oversees yard supervision. He is also working to assess and monitor the learning of our ELL students.

Suspensions & Expulsions

	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	193	81	33	333	242	219
Suspension Rate	34.0%	13.9%	5.7%	22.3%	14.4%	12.3%
Expulsions	7	1	0	17	22	7
Expulsion Rate	1.2%	0.2%	0.0%	1.1%	1.3%	0.4%

Class Size

Average class sizes vary by grade level and subject area taught. The table indicates the average class size by grade level, 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	22	20	19	-	5	6	5	1	-	-	-	-
1	22	20	20	-	6	4	5	-	2	-	-	-
2	19	19	20	6	6	6	-	-	-	-	-	-
3	21	18	19	5	6	6	1	-	-	-	-	-
4	28	27	26	-	-	-	4	4	4	-	-	-

Staff Development

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues. The district dedicates five days to staff development annually.

Counseling & Support Staff

It is the goal of Armona Elementary 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. The table lists the support service personnel available at Armona Elementary.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Library Media Assistant	1	1.0
Nurse	1	0.2
Psychologist	1	0.2
Resource Specialist	1	1.0
Speech/Language/Hearing Specialist	1	0.8

Teacher Assignment

Armona Union Elementary recruits and employs the most qualified credentialed teachers. For the 2007-08 school year, Armona Elementary had 24 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	29	29	29	164
Without Full Credentials	0	1	1	5
Working Outside Subject	0	0	0	0

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.

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

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.

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." 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	99.2%	0.8%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	0.0%	0.0%

School Leadership

Staff Meetings are held each month to discuss issues of instruction and school programs. After-school tutoring and summer school programs have been implemented to help serve at risk students. Grade level meetings are also held monthly to allow for a free exchange of ideas between teachers at the same grade level. A school leadership team made up of a representative from each grade level meets with the Principal on a regular basis to discuss academic needs, concerns, professional development, and changes necessary for school improvement.

Parent Involvement

School Site Council is an opportunity for parents to be involved in the decisions about programs operating at school and funding of those programs. School Site Council members have a chance to voice their opinions about what is working or not working at school, so that school improvements can be made.

Parent Literacy Nights are held periodically during the school year to help parents work with their children in the areas of reading, writing, and math. Take home activities have been shared and authors have been invited to talk with students and parents, and to encourage the reading-writing connection. An active PTO is working throughout the school year to help with student activities, family nights, and other projects that it will consider.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Armona Elementary at (559) 583-5010.

Instructional Materials

Armona Union Elementary School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program. Armona Union Elementary School District held a Public Hearing on September 24, 2009, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, visual and performing arts textbooks, 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 used at the school.

District-Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-4	English/ Language Arts	Houghton Mifflin	2000	Yes	0.0%
K-4	History/Social Studies	Harcourt	2007	Yes	0.0%
K-4	Mathematics	Harcourt	2008	Yes	0.0%
K-4	Science	Harcourt	2008	Yes	0.0%

Additional Internet Access/Public Libraries

AUESD shares a satellite library with the County of Kings. The library is used by Parkview Middle School during the day and is kept open until 4 o'clock three days per week and until 6 o'clock two days per week. The library is accessible to both school children and the public. It has 13 computers of which all are connected to the Internet.

School Facilities

Armona Elementary School was built in 1952 and modernized in 1988. The school is situated on 9.9 acres and facilities span 34,000 square feet. They include 16 permanent classrooms, 18 portable classrooms, administrative offices, a library, a cafeteria, and playgrounds. The facility strongly supports teaching and learning through its ample classroom and playground space. The playground area is spacious for students to use during recess and P.E. times. Facility information was current as of January 12, 2009.

Maintenance and Repair

Armona Elementary is well maintained and safety is stressed continually. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. 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 maintenance staff has indicated that 100% of all toilets on school grounds are in working order.

Cleaning Process and Schedule

The district has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or at the district office. Currently all schools are on a daily cleaning schedule. The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. Two custodians do an excellent job keeping the site clean and responding quickly to maintenance work requests.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state 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, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2008-09 school year, the District budgeted \$96,004 for the deferred maintenance program. This represents 1.0% of the District's general fund budget.

Deferred Maintenance Projects

For the 2008-09 school year, the district's governing board approved deferred maintenance projects for this school that will result in new floor covering, new HVAC systems, and electrical upgrades. The district's complete deferred maintenance plan is available at the district office.

School Facility Conditions				
Date of Last Inspection: 08/18/2008				
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			

Safe School Plan

Safety of students and staff is a primary concern of Armona Elementary School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. A committee of staff and community members worked together to put together a District Safety Manual which covers general safety and emergency procedures. It also includes injury and illness prevention and pest management, and has some standard forms to complete for various safety and training documentation purposes.

In 1998, the Comprehensive Safety Plan was developed by the District in consultation with local law enforcement in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive Safety Plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policies, and dress code guidelines. The plan was last updated and reviewed with school staff in August 2008. A copy of the plan is available to the public at the school and district offices.

California Standards Test

The California Standards Tests (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 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at <http://star.cde.ca.gov>.

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

California Standards Test (CST)									
Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	32	28	42	32	33	40	43	46	50
Mathematics	46	46	52	28	27	32	40	43	46
Science	*	*	*	19	27	41	38	46	50
History/Social Science	*	*	*	16	19	35	33	36	41

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

The table below 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.

California Standards Test (CST)				
Subject	Subgroups			
	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	29	43	*	*
American Indian	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	40	52	*	*
Pacific Islander	*	*	*	*
Caucasian	56	57	*	*
Males	42	54	*	*
Females	42	50	*	*
Socioeconomically Disadvantaged	40	50	*	*
English Learners	39	53	*	*
Students with Disabilities	29	35	*	*
Migrant Education	57	67	*	*

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

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.

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. 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 School Results				
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	4	3	2	
Similar Schools Rank	5	5	2	
All Students				
Actual Growth	9	-18	42	750
Socioeconomically Disadvantaged				
Actual Growth	2	-15	34	736
Hispanic or Latino				
Actual Growth	9	-16	42	741
Caucasian				
Actual Growth	1	-21	-	-
English Learners				
Actual Growth	25	-16	28	764

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.

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

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.

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	

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.

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	In PI
First Year in PI	-	2008-2009
Year in PI (2009-10)	-	Year 2
# of Schools Currently in PI	-	2
% of Schools Identified for PI	-	40.00%

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, 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)				
Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Met AYP Criteria	Yes	Yes	Yes	Yes
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	

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 website.

Average Salary Information Teachers - Principal - Superintendent 2007-08		
	District	State
Beginning Teachers	\$41,934	\$38,481
Mid-Range Teachers	\$59,975	\$55,789
Highest Teachers	\$72,763	\$70,849
Elementary School Principals	\$92,234	\$88,862
Middle School Principals	\$81,994	\$94,015
High School Principals	-	\$97,594
Superintendent	\$112,314	\$110,994
Salaries as a Percentage of Total Budget		
Teacher Salaries	29.6%	37.2%
Administrative Salaries	5.9%	6.6%

School Site Teacher Salaries

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	\$59,682
District	\$61,500
Percentage of Variation	2.96%
School & State	
All Elementary School Districts	\$56,284
Percentage of Variation	6.03%

District Expenditures

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2006-07 school year. The Expenditures Per Pupil 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	\$7,254
From Restricted Sources	\$2,326
From Unrestricted Sources	\$4,928
District	
From Unrestricted Sources	\$8,381
Percentage of Variation between School & District	41.20%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	10.60%

District Revenue Sources

For the 2006-07 school year, the district received approximately \$4,927 per student in federal and state aid for the following categorical, special education, and support programs:

- Lottery/Prop 20
- Migrant Education
- Title I
- Title II, A
- Title II, D
- Title III, LEP
- California Beginning English Tutoring
- School Safety and Violence
- Special Education
- EIA/LEP
- School Improvement
- BTSA/PAR
- Arts and Music Block Grant
- CAHSEE Intensive Instruction
- Discretionary Block Grant

Data Sources

Data within the SARC was provided by Armona Union Elementary 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.

