

Romoland School District

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Data Sources

Data within the DARC was provided by Romoland Elementary School District, retrieved from the 2007-08 DARC 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.

Romoland School District

2007-08 District Accountability Report Card

Superintendent's Message

The purpose of the School Accountability Report Card is to provide parents information about Romoland School District's instructional programs, academic achievement, materials, facilities, and staff. This information is presented within individual reports prepared by each school.

Parents and the community play a vital role in our schools. Understanding our schools' educational program, student achievement, and curricular development can assist both the schools and community in ongoing program development.

The Romoland School District has made a commitment to provide the best educational program possible for our students. The excellent quality of our program is a reflection of our highly committed staff coupled with quality resources. We are dedicated to ensuring that Romoland schools offer a stimulating environment where students are actively involved in learning academics as well as positive values. Through our hard work together, our students will be challenged to reach their maximum potential. In turn, they will become reflective and insightful citizens in a democracy that benefits directly from their education.

Community & School Profile

Romoland School District is located in Homeland, California, a city of Riverside County. The district currently consists of three elementary schools and one middle school, serving 2,700 students in grades K-8. Student body demographics are illustrated in the chart.

Student Enrollment by Ethnic Group

2007-08

	Percentage
African American	4.2%
American Indian	0.2%
Asian	1.3%
Caucasian	22.1%
Filipino	1.5%
Hispanic	69.4%
Pacific Islander	0.9%
Multiple or No Response	0.5%

Highly Qualified Teachers

The Federal No Child Left Behind (NCLB) Act requires that all teachers in core subject areas meet specific Federal credential requirements by the 2006-07 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.

Under NCLB, parents have the right to know the professional qualifications of their child's classroom teacher which include:

- Whether the State of California has licensed or qualified the teacher for the grades and subjects he or she teaches.
- Whether the teacher is teaching under an emergency permit or other provisional status by which state licensing criteria have been waived.
- The teacher's college major; whether the teacher has any advanced degrees and, if so, the subject of the degrees.
- Whether any instructional assistants provide services to the student and, if they do, their qualifications.

NCLB Compliant Teachers

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

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 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 district performance are displayed in the chart.

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

Title I Funding & NCLB

Title I funding plays a critical role in No Child Left Behind (NCLB). Title I resources are used to support additional teaching staff and programs to meet the needs of low-income, low-achieving students and other designated students with special needs. Information regarding a school's Title I designation assists parents and the school community in understanding the impact NCLB will have on their child's school.

Any school receiving Title I funding is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. There are two types of Title I status: Schoolwide and Targeted Assistance. Schoolwide Title I schools use federal funds for schoolwide improvement of student achievement; Targeted Assistance schools use federal funds to help only those students not meeting program criteria. The chart below illustrates Program Improvement status for all schools in the district.

NCLB requires an annual evaluation of student performance, both schoolwide and by specific subgroups within the student population. A profile of the district's enrollment, as defined by these subgroups, is provided to create an appropriate context for evaluating the overall success of the school's educational program. Enrollment information by school site can be found in each school's annual School Accountability Report Card.

	Federal Intervention Programs				
	Romoland ES	Boulder Ridge	Harvest Valley	Mesa View	District
Program Improvement (PI) Status	In PI	Not in PI	In PI	Not in PI	In PI
First Year in PI	2003-04	-	2003-2004	-	2004-2005
Year in PI (2007-08)	Year 5	-	Year 5	-	Year 3
# of Schools Currently in PI	-	-	-	-	2
% of Schools Identified for PI	-	-	-	-	50.00%

Romoland School District 2007-08

Romoland School
Grades K-5
 25890 Antelope Rd
 Romoland, CA 92585
 (951) 928-2910

Harvest Valley School
Grades K-5
 29955 Watson Rd
 Romoland, CA 92585
 (951) 928-2915

Mesa View School
Grades K-5
 27227 Heritage Lake Dr
 Romoland, CA 92585
 (951) 723-1284

Boulder Ridge Middle School
Grades 6-8
 27327 Junipero Rd
 Romoland, CA 92585
 (951) 723-8931

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, Science (Grades 5 & 8), and Social Science for the most recent three-year period, is shown below.

California Standards Test (CST)																					
Combined % of Students Scoring at Proficient and Advanced Levels																					
Language Arts									Math						Science			Social Science			
6			7			8			6			7			8			8			
06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	
District	All Students																				
	26	26	32	20	35	35	26	23	33	24	24	33	15	29	30	14	19	28	10	13	14
	41	42	47	43	46	49	41	41	45	41	42	44	41	39	41	38	42	52	34	35	36
State	Males																				
	23	26	23	17	30	25	21	22	31	24	25	30	15	25	30	15	21	29	12	16	19
	38	40	44	38	42	44	37	37	41	42	42	44	41	39	42	41	45	54	36	36	39
District	Females																				
	30	26	40	24	41	42	31	23	37	25	23	34	15	32	30	12	17	27	7	9	5
	44	45	50	48	51	54	45	46	50	41	41	43	41	38	41	34	41	50	31	33	35
State	Socioeconomically Disadvantaged																				
	21	22	26	13	34	29	18	22	30	23	20	27	11	26	25	9	18	23	8	11	10
	26	27	32	28	31	34	25	26	30	28	28	30	27	27	30	23	29	39	19	20	22
District	African American																				
	45	0	25	0	0	36	0	0	25	27	0	18	0	0	18	0	0	18	0	0	9
	29	29	33	29	32	35	27	27	31	23	24	26	22	22	24	21	25	35	19	20	22
State	Hispanic or Latino																				
	23	22	27	14	32	29	21	19	30	22	18	27	11	25	25	10	18	23	9	9	12
	26	28	33	28	32	34	25	26	31	29	29	31	28	27	30	23	28	38	20	21	23
District	Caucasian																				
	27	31	45	34	40	43	36	33	44	28	33	47	27	37	38	19	21	43	11	22	19
	61	61	66	63	66	68	62	62	63	58	58	60	58	54	57	55	60	70	51	52	53
State	Students with Disabilities																				
	0	0	6	0	4	3	0	6	8	0	0	0	0	4	6	5	6	4	0	6	4
	12	12	13	11	12	12	9	10	11	12	12	13	10	9	12	11	13	17	10	10	11
District	English Learners																				
	13	14	19	8	19	17	15	9	22	15	9	20	11	19	15	4	9	15	8	5	10
	8	9	13	9	10	10	6	6	8	14	14	16	13	13	14	9	12	18	6	6	6

California Standards Test (CST)																											
Combined % of Students Scoring at Proficient and Advanced Levels																											
Language Arts												Math												Science			
2			3			4			5			2			3			4			5			5			
06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	
All Students																											
District	40	38	44	18	30	34	23	41	41	23	31	40	58	54	54	42	57	54	38	47	54	33	36	37	16	18	29
State	47	48	48	36	37	38	49	51	55	43	44	48	59	59	59	58	58	61	54	56	61	48	49	51	32	37	46
Males																											
District	33	35	40	21	23	28	16	42	37	19	21	37	53	54	58	45	55	52	36	46	48	28	33	41	16	16	31
State	43	44	44	33	33	35	46	48	52	40	41	46	59	59	61	58	58	62	54	56	61	48	48	51	34	38	48
Females																											
District	47	43	48	14	36	41	32	40	45	25	40	42	63	53	50	39	58	55	40	48	58	36	40	32	15	20	28
State	50	53	51	39	41	40	54	55	59	47	48	52	57	58	58	56	57	60	55	58	62	48	49	52	30	35	45
Socioeconomically Disadvantaged																											
District	33	33	40	16	25	29	14	37	33	19	20	36	49	53	50	41	54	51	33	46	49	30	28	35	15	10	25
State	33	35	35	22	23	24	35	36	41	28	29	34	48	48	49	46	47	51	42	45	51	35	36	40	18	22	32
Hispanic or Latino																											
District	30	33	41	18	23	29	17	36	34	18	25	33	47	54	50	40	50	49	35	47	49	31	31	34	14	16	20
State	33	35	35	22	23	24	35	37	42	29	30	34	47	48	49	46	48	52	43	46	51	36	37	40	18	23	32
Caucasian																											
District	69	55	50	18	47	54	38	58	57	28	46	57	82	60	66	45	71	72	45	49	65	36	54	43	21	25	47
State	65	66	64	55	56	57	69	71	74	63	64	67	74	74	74	73	72	74	68	70	74	64	63	65	52	58	68
Students with Disabilities																											
District	16	24	24	0	8	42	6	11	27	9	0	0	34	34	41	10	20	50	9	17	59	18	3	0	9	0	0
State	23	23	22	16	16	20	20	21	30	14	15	22	34	34	34	31	31	39	25	27	36	18	19	25	14	16	26
English Learners																											
District	21	25	34	17	17	19	10	35	18	8	17	24	39	45	40	42	45	43	32	47	39	17	23	26	9	9	13
State	27	30	32	15	15	17	24	24	26	13	14	17	45	46	47	41	42	46	36	39	43	24	25	28	7	11	17