



# Armona Elementary School

## 2011-2012 School Accountability Report Card

### Armona Union Elementary School District

**Shawn Beck,  
Principal**

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### 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

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 community prides itself on being small, but proud. Our school motto is, "Where Kids Come First".

### Student Enrollment by Ethnic Group

2011-12	
	Percentage
African American	3.5%
American Indian	1.8%
Asian	1.5%
Filipino	0.2%
Hispanic or Latino	78.7%
Pacific Islander	-
White	13.3%
Two or More	0.8%
None Reported	0.2%

### 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.

	Suspensions & Expulsions					
	School			District		
	09-10	10-11	11-12	09-10	10-11	11-12
Suspensions	54	59	55	198	149	115
Suspension Rate	9.4%	9.8%	9.4%	10.4%	6.9%	5.0%
Expulsions	0	0	1	6	8	7
Expulsion Rate	0.0%	0.0%	0.2%	0.3%	0.4%	0.3%

### 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:								
	10	11	12	1-20 Students			21-32 Students			33+ Students		
				10	11	12	10	11	12	10	11	12
	By Grade Level											
K	23	21	21	-	5	5	6	-	-	-	-	-
1	22	24	24	1	1	-	4	5	5	-	-	-
2	25	24	24	1	1	-	5	4	6	-	-	-
3	21	24	19	-	-	5	5	5	-	-	-	-
4	29	28	29	-	-	-	3	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 has implemented Late Start Wednesdays for Staff Development.

## Counseling & Support Staff (School Year 2011-12)

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
Nurse/Health Aide	1	0.8
Psychologist	1	0.4
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.

	Teacher Credential Status			
	School			District
	09-10	10-11	11-12	11-12
Fully Credentialed	0	0	27	80
Without Full Credentials	0	0	0	0
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.

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.

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

	Misassignments/Vacancies		
	09-10	10-11	11-12
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	0	0



## Highly Qualified Teachers (School Year 2011-12)

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. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 25 percent or less.

	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	98.6%	1.4%
High-Poverty Schools in District	98.6%	1.4%
Low-Poverty Schools in District	N/A	N/A

## 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.

## Data Sources

Data within the SARC was provided by Armona Union Elementary School District, retrieved from the 2011-12 SARC template, located on Dataquest (<http://data1.cde.ca.gov/dataquest>), and/or Ed-Data website.

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.

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

## Instructional Materials (School Year 2012-13)

Armona Union Elementary held a public hearing on September 13, 2012, and determined that each school within the district had 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 California 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 collected in August 2011 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials 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, 2013.

### 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 2012-13 school year, the District budgeted \$96,004 for the deferred maintenance program. This represents 1.0% of the District's general fund budget.

School Facility Conditions				
Date of Last Inspection: 08/01/2012				
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			

## Deferred Maintenance Projects

For the 2012-13 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.

## 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 2012. A copy of the plan is available to the public at the school and district offices.

## 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 first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/ language arts, mathematics, social science, and science, for the most recent three-year period.

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

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>.

California Standards Test (CST)									
Subject	School			District			State		
	2010	2011	2012	2010	2011	2012	2010	2011	2012
English/Language Arts	36	39	43	42	41	47	52	54	56
Mathematics	54	52	51	33	37	37	48	50	51
Science	*	*	*	36	37	38	54	57	60
History/Social Science	*	*	*	33	31	33	44	48	49

\*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
District	47	37	38	33
School	43	51	*	*
African American/ Black	33	40	*	*
American Indian	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	41	52	*	*
Pacific Islander	*	*	*	*
White	55	54	*	*
Males	37	49	*	*
Females	49	53	*	*
Socioeconomically Disadvantaged	42	51	*	*
English Learners	27	42	*	*
Students with Disabilities	18	18	*	*
Migrant Education	44	50	*	*
Two or More Races	*	*	*	*

\*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 a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. 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.

The first table displays the school's API ranks and actual API point changes by student group for the past three years. The second table displays, by student group, the Growth API at the school, district, and state level.

API School Results			
	2009	2010	2011
Statewide	3	3	2
Similar Schools	4	6	4
Group	09-10	10-11	11-12
All Students at the School			
Actual API Change	-1	-	6
Hispanic or Latino			
Actual API Change	4	7	2
Socioeconomically Disadvantaged			
Actual API Change	7	-2	13
English Learners			
Actual API Change	-35	9	-5

2012 Growth API Comparison						
	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	344	755	811	739	4,664,264	788
Black or African American	13	764	25	756	313,201	710
Hispanic or Latino	270	753	630	742	2,425,230	740
White	48	759	128	707	1,221,860	853
Socioeconomically Disadvantaged	316	754	717	738	2,779,680	737
English Learners	142	733	307	737	1,530,297	716
Students with Disabilities	38	576	98	554	530,935	607

## Federal Intervention Program (School Year 2012-13)

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	In PI	In PI
First Year in PI	2011-2012	2008-2009
Year in PI (2012-13)	Year 2	Year 3
# of Schools Currently in PI	-	3
% of Schools Identified for PI	-	50.00%

## Adequate Yearly Progress (School Year 2011-12)

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.

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

### Teacher & Administrative Salaries (Fiscal Year 2010-11)

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.

<b>Average Salary Information</b>		
<b>Teachers - Principal - Superintendent</b>		
<b>2010-11</b>		
	<b>District</b>	<b>State</b>
Beginning Teachers	\$41,934	\$38,625
Mid-Range Teachers	\$59,975	\$55,530
Highest Teachers	\$72,763	\$70,729
Elementary School Principals	\$89,688	\$92,955
Middle School Principals	\$88,686	\$96,092
High School Principals	-	\$94,993
Superintendent	\$112,314	\$106,757
<b>Salaries as a Percentage of Total Budget</b>		
Teacher Salaries	36.4%	37.0%
Administrative Salaries	5.3%	6.9%

### School Site Teacher Salaries (Fiscal Year 2010-11)

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.

<b>Average Teacher Salaries</b>	
<b>School &amp; District</b>	
School	\$60,527
District	\$60,527
Percentage of Variation	-
<b>School &amp; State</b>	
All Elementary School Districts	\$57,019
Percentage of Variation	6.15%

## District Expenditures (Fiscal Year 2010-11)

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2009-2010 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	\$5,099
From Supplemental/Restricted Sources	\$898
From Basic/Unrestricted Sources	\$4,201
District	
From Basic/Unrestricted Sources	\$1,107
Percentage of Variation between School & District	
State	
From Basic/Unrestricted Sources	\$5,455
Percentage of Variation between School & State	
	-22.99%

## District Revenue Sources (Fiscal Year 2011-12)

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
- Family Resource Center
- Arts and Musi Block Grant
- CAHSEE Intensive Instruction
- High Priority School Grant
- Discretionary Block Grant

