



Robla School

Robla Elementary School District

Mario Penman, Principal
Jennifer Pohl, Vice Principal

[mpenman@robla.k12.ca.us](mailto:mppenman@robla.k12.ca.us) & jpohl@robla.k12.ca.us

2010-2011 School Accountability Report Card

5200 Marysville Blvd.
Sacramento, CA 95838
(916) 991-1006
(916) 991-8643 Fax

District Administration

Ruben Reyes
Superintendent

Sonia Lasyone
Chief Business Official

Laura Lystrup
Director, Special Education

Board of Trustees

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www.robla.k12.ca.us

Principal's Message

Welcome to Robla School, home of the Mustangs! In accordance with Proposition 98, every school in California is required to issue an annual "Accountability Report Card." We are proud of Robla School and welcome this opportunity to provide information about the school's instructional programs, academic achievement, resources, students, and staff.

We believe that belonging to a safe, caring learning community is central to fulfilling our mission to help children become knowledgeable, responsible and caring citizens. All students are important, accepted and respected. We organize our teaching efforts around achieving deep and broad academic knowledge and developing positive character traits. Students learn to consider positive choices, set goals for achievement and help or contribute to others in the school community.

We are fortunate to have dedicated and knowledgeable teachers, assistants, and support staff, eager to make a difference for our students. They have high expectations and an unshakable belief that all children deserve a rich elementary education. We are committed and take a professional approach to teaching a balanced core curriculum, providing lessons, assessments and report cards based on State Standards and educational research. When students have difficulty, we go to work to provide a plan for intervention and additional support.

Parents are our partners in discovering the special skills and talents of our students and guiding their learning to high standards. A special emphasis is placed on making all school contacts friendly and welcoming to the diverse families being served. Parent volunteers assist with field trips and planning special events, attend assemblies and school plays, and monitor school attendance and homework. Teachers integrate specific cultural knowledge into the curriculum by inviting parents to undertake projects with students.

Our students thrive in the friendly, small school environment. Younger students have older class buddies and join in a variety of field trips, sports, drama and creative activities. Also, students explore environmental studies on our nearby bike trail. Opportunities to participate in leadership and community service throughout the year are coordinated by our Student Council.

Contact Information

Parents who wish to participate in Robla School's leadership teams, school activities, or to become a volunteer may contact the Robla School main office at (916) 991-1006, or visit the district's website at www.robla.k12.ca.us.

District Mission Statement

The mission of the Robla School District, in cooperation with its families and community, is to provide a safe and caring environment where every student succeeds in learning a balanced core curriculum. Strong and effective teaching, meaningful learning activities and partnerships with parents develop confident, thoughtful and responsible citizens. Students read, solve problems, access information and work together to communicate ideas as valued members of a diverse community.

Parent & Community Involvement

Robla School District has a tremendous amount of parent and community support. Parents may participate at Robla School by volunteering in the classroom, chaperoning field trips, assisting with school activities, or sitting on committees such as the School Site Council.

The Robla Education Foundation, in partnership with the school community and local businesses, provides resources to support and enrich safe and effective education and social opportunities for children and families in the diverse Robla community.

Robla is also fortunate and privileged to have a Parent Teacher Club (PTC). Their main function is helping in school activities as well as fund-raising for needed resources here at Robla School. This partnership and type of community involvement will enhance the learning environment for all of our children.



Community & School Profile

Robla School District is located within the City of Sacramento, northeast of the central city. The district was established as the Oak Grove School District, organized in the early 1890s. The District's name was changed to Robla School District in 1916. Robla is a derivative of the Spanish word "roble" which means "cluster of British Oak trees."

Robla School provides an ideal environment for students to reach their highest academic potential. The school's instructional focus is on a strong, academic curriculum and good citizenship at all grade levels. The faculty strives to provide students with an enriched, diverse curriculum, where many cultural celebrations are observed.

Robla School District consists of five elementary schools and one preschool program, serving more than 2,000 students. During the 2009-10 school year, Robla School served 453 students in grades kindergarten through six on a traditional schedule. Student body demographics are illustrated in the chart.

| Student Enrollment by Ethnic Group | |
|------------------------------------|------------|
| 2010-11 | |
| | Percentage |
| African American | 12.0% |
| American Indian | - |
| Asian | 21.1% |
| Filipino | 1.2% |
| Hispanic or Latino | 41.4% |
| Pacific Islander | 3.2% |
| White | 16.7% |
| Two or More | 4.4% |
| None Reported | - |

Discipline & Climate for Learning

Robla's school discipline motto and philosophy is "Robla Is Respectful."

Students at Robla School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The goal of Robla School's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. The school's discipline philosophy promotes a safe school, a warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school.

Parents and students are informed of discipline policies at the beginning of each school year through a Parent Handbook, Back-to-School Night, and newsletters.

The suspensions and expulsions table below illustrates total cases for the school and district for all grade levels, as well as the percentage of total enrollment (number of suspensions divided by total enrollment). Suspensions and expulsions are expressed in terms of total infractions, not total number of students, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives have been exhausted.

| | Suspensions & Expulsions | | | | | |
|-----------------|--------------------------|-------|-------|----------|-------|-------|
| | School | | | District | | |
| | 08-09 | 09-10 | 10-11 | 08-09 | 09-10 | 10-11 |
| Suspensions | 4 | 5 | 9 | 250 | 107 | 106 |
| Suspension Rate | 1.0% | 1.1% | 2.0% | 12.8% | 5.3% | 5.3% |
| Expulsions | 0 | 0 | 0 | 1 | 0 | 0 |
| Expulsion Rate | 0.0% | 0.0% | 0.0% | 0.1% | 0.0% | 0.0% |

Student Recognition

Positive recognition creates a learning environment that fosters respect for the individual and promotes self-esteem. Awards ceremonies are held once each trimester. Students are recognized for academic achievement with incentives and rewards such as Principal's List, Honor Roll certificates, and special prizes. In addition, teachers provide classroom awards for good behavior, attendance and homework completion.

Extracurricular Activities

Robla School recognizes that extracurricular activities enrich the educational and social development and experiences of students. Sacramento Parks and Recreation Department manages recreational activities for interested students after school. Ongoing extracurricular activities include the following:

- Homework Club
- Science Fair
- Choir
- Battle of the Books
- START After-School Program
- Student Council
- Computer Lab
- Bike Trail Walks
- Enrichment Field Trips
- Recycling

Homework

At Robla School homework is a fundamental part of the learning process which helps to develop basic academic and study skills, as well as promote student responsibility and self-discipline. Homework is assigned on a regular basis for all grade levels and major subject areas, and each teacher determines the appropriate measure of homework for his or her students. Students are expected to complete their homework assignments in a timely manner and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities and review homework assignments with their child.

Students have access to the START after-school program, held Monday through Friday until 6 p.m. START offers enrichment and tutoring in all core subject areas.

Class Size

Robla School students receive additional help in the classroom from instructional assistants and parent volunteers. The table indicates the average class size per 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 | | | | | |
| | 09 | 10 | 11 | 09 | 10 | 11 | 09 | 10 | 11 | | | |
| By Grade Level | | | | | | | | | | | | |
| K | 21 | 24 | 24 | - | - | - | 3 | 3 | 3 | - | - | - |
| 1 | 21 | 23 | 23 | 1 | - | - | 2 | 3 | 3 | - | - | - |
| 2 | 20 | 22 | 23 | 3 | - | - | - | 2 | 3 | - | - | - |
| 3 | 19 | 22 | 23 | 4 | - | - | - | 3 | 3 | - | - | - |
| 4 | 30 | 29 | 30 | - | 1 | - | 1 | 2 | 2 | - | - | - |
| 5 | 29 | 30 | 30 | - | 1 | - | 2 | 1 | 2 | - | - | - |
| 6 | 32 | 27 | 29 | - | - | - | 1 | 2 | 2 | - | - | - |
| 1-4 | - | - | 10 | - | - | 1 | - | - | - | - | - | - |
| 4-6 | - | - | 14 | - | - | 1 | - | - | - | - | - | - |

School Attendance & Enrollment

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and regular daily attendance is a priority at Bell Avenue School. Student attendance is carefully monitored to identify those students exhibiting excessive absences. The chart illustrates the trend in enrollment over the last three years.

| | Enrollment Trend by Grade Level | | |
|-----|---------------------------------|---------|---------|
| | 2008-09 | 2009-10 | 2010-11 |
| K | 64 | 67 | 69 |
| 1st | 64 | 71 | 69 |
| 2nd | 64 | 65 | 76 |
| 3rd | 82 | 73 | 50 |
| 4th | 35 | 85 | 64 |
| 5th | 64 | 43 | 78 |
| 6th | 34 | 64 | 48 |

Parents are advised of their responsibilities, including proper notification of when and why students are absent. The school makes daily phone calls to parents when children are absent. When a student has repeated tardies or unexcused absences a letter is mailed home, and a parent conference may be scheduled. The School Attendance Review Team (SART) assists families in developing good attendance habits. In the event of habitual truancy, students may be referred to the North Area School Attendance Review Board (SARB). The SARB is utilized if a student has persistent attendance and behavior problems in school, and when the normal avenues of school and district counseling are not effective.

Counseling & Other Support Services

In addition to academics, the staff at Robla School strives to assist students in their social and personal development. Staff members are trained to recognize at-risk behavior in all students. The school values the importance of on-site counseling and has procedures in place to ensure that students receive the services they need. The psychologist and staff are devoted to helping students deal with problems and assisting them to reach positive goals. The chart displays a list of support services that are offered to students.

English Learner (EL) students receive instruction in English Language Development (ELD) for an additional thirty minutes each day. Classroom instruction is supported by both Spanish and Hmong bilingual assistants.

Special needs students are identified early and appropriate interventions are utilized by classroom teachers and school staff. Students who still exhibit difficulties are referred to the Student Study Team for consideration, which could include special education, counseling, and other alternative educational approaches.

The school's Resource Specialist Program (RSP) and Special Day Classes provide educational options based on Individualized Educational Plan (IEP) that outline specific learning goals and objectives. Speech and Language therapy is provided by district specialists.

Library & Computer Resources

Robla School's library, staffed by a full-time Library Clerk, is stocked with supplemental and recreational texts that are available for students to check out. Library materials are selected to complement the *Open Court* Reading program and other curricular areas, including multicultural education and character building. Six computer workstations within the library are connected to the Internet so students are able to access resources and information online.

Computer skills and concepts integrated throughout standard curriculum prepare students for technological growth and opportunities. In addition to the school's computer lab with 26-workstations, each classroom has a minimum of one computer for student use. Students receive computer-assisted instruction on a regular schedule. Software programs that develop critical thinking, reading skills, and mathematical proficiency are commonly utilized. As part of the school's goal to improve literacy, students are also trained to use Accelerated Reader software.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit Sacramento's public libraries which contain numerous computer workstations.

Curriculum Improvement

All curriculum improvement at Taylor Street School revolves around the California State Content Standards and Frameworks. Curriculum planning is accomplished through a careful analysis of the state frameworks, district policies, the needs of students, assessment results, and research. The construction and implementation of the curriculum is an on-going process. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels.

Data Sources

Data within the SARC was provided by Robla Elementary School District, retrieved from the 2010-11 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.

| Counseling & Support Services Staff | | |
|--|-----------------|----------------------|
| | Number of Staff | Full Time Equivalent |
| Academic Intervention Specialist | 1 | 1.00 |
| Community Aide | 1 | 1.00 |
| English as a Second Language (ESL) Teacher | 1 | 1.00 |
| Instructional Assistants | 1 | 0.94 |
| Library Technician | 1 | 0.75 |
| Nurse | 1 | 0.20 |
| Psychologist | 1 | 0.40 |
| Resource Instructional Assistant | 1 | 0.75 |
| Resource Specialist Program (RSP) Teacher | 1 | 1.00 |
| Social Worker | 1 | 0.16 |
| Special Day Class (SDC) Teacher | 2 | 2.00 |
| Special Day Class Aides | 2 | 1.50 |
| Speech Language Pathologist | 1 | 1.00 |



Instructional Materials

Robla Elementary School District held a public hearing on September 15, 2011, 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 November 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-6 | English Language Development | Hampton Brown | 2005 | Yes | 0.0% |
| K-6 | English/ Language Arts | SRA (Open Court) | 2002 | Yes | 0.0% |
| K-6 | Mathematics | Scott Foresman/ Prentice Hall | 2010 | Yes | 0.0% |
| K-6 | Science | Harcourt | 2008 | Yes | 0.0% |
| 6th | Social Science/ History | Pearson/ Prentice Hall | 2005 | Yes | 0.0% |
| K-5 | Social Science/ History | Scott Foresman | 2006 | Yes | 0.0% |

School Facilities

Robla School was originally constructed in 1896 and has since undergone complete modernization. Major additions to the site were constructed in the 1920s and 1950s, with the first major gutting and renovation of the grounds occurring in 1945. In 1989, all of the school's older classrooms were updated with new cabinetry and white boards. Carpets are replaced in all classrooms on a rotating basis. During the 2004-05 school year, six new classrooms were constructed to aid in class size reduction. Most recently, during the summer of 2009, Robla School had the front loading/drop off zone reconstructed to relieve congestion which in turn made it safer for Robla families. The front zone also had an upgrade in the landscaping which made it a more beautiful and welcoming entrance. Also in the summer of 2009, Robla School had the two intermediate bathrooms completely modernized with new urinals, toilets and sinks.

The campus is currently comprised of 22 classrooms (including portables), a library, one computer lab, one staff room, a cafeteria/multipurpose room, a kitchen, two playgrounds, the main office, and three administrative offices.

All visitors to Robla School must sign in at the office and wear a visitor's pass at all times. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch and after school. Supervision is a responsibility shared between playground supervisors, parents, teachers, and the administration.

Robla School strives to maintain a safe, healthy, nurturing and orderly school campus that encourages positive attitudes in students and staff. The School Site Safety Plan is revised annually each October by the Safety Committee; results are reviewed immediately with all staff, both certificated and classified. Key elements of the plan focus on disaster and emergency preparedness, staff communication, and security on campus. Emergency drills are held on a regular basis; fire drills are held once a month, earthquake drills are held twice a year, and lockdown drills are scheduled annually.

Cleaning Process

Robla School provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The Principal works daily with the custodial staff of three to develop cleaning schedules that ensure a clean, safe, and functional learning environment.

| School Facility Conditions | | | | |
|--|----------------------------------|------|------|---|
| Date of Last Inspection: 09/28/2011 | | | | |
| Overall Summary of School Facility Conditions: Good | | | | |
| Items Inspected | Facility Component System Status | | | Deficiency & Remedial Actions Taken or Planned |
| | Good | Fair | Poor | |
| Systems (Gas Leaks, Mech/ HVAC, Sewer) | X | | | |
| Interior | | | X | STAFF LOUNGE - CEILING TILE STAINED. C2 - CEILING TILE STAINED. C3 - CEILING TILE STAINED. BOARD ROOM - CEILING NEED REPAIR. C8 - CEILING TILE STAINED. C10 - CEILING TILES STAINED. C11 - CEILING TILES STAINED. C12 - CARPET TORN. C17 - CARPET TORN. C22 - CEILING TILE STAINED. |
| Cleanliness (Overall Cleanliness, Pest/Vermin Infestation) | X | | | |
| Electrical | X | | | |
| Restrooms/Fountains | X | | | |
| Safety (Fire Safety, Hazardous Materials) | X | | | |
| Structural (Structural Damage, Roofs) | | X | | C2 - LEAKS. C3 - LEAKS. BOARD ROOM - LEAKS. C8 - LEAKS. C10 - LEAKS. C11 - LEAKS. C22 - LEAKS. C18 - SIDING DRY ROT. |
| External (Grounds, Windows, Doors, Gates, Fences) | X | | | |

Maintenance & Repair

A scheduled maintenance program is administered by Robla School's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Robla Elementary School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

Deferred Maintenance Budget

The State School Deferred Maintenance Budget Program 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 the following:

- Roofing
- Air Conditioning
- Interior/Exterior Painting
- Plumbing
- Electrical Systems
- Heating
- Floor Systems

For the 2011-12 school year, Robla Elementary School District has budget available of \$5,000.00 for the deferred maintenance program, which represents .003% of the district's general fund budget. At the time of publication, the district's governing board had not approved any deferred maintenance projects for Robla School to be completed during the current year (2011-12). A deferred maintenance plan is currently being developed. There are no planned deferred maintenance projects. Robla School had major modernization projects completed during 2010-11.

Student Achievement & Testing

Robla Elementary School District has developed a comprehensive assessment and accountability plan to ensure that information regarding student performance is used to continuously improve the instructional program and to communicate with parents about their child's achievement. The STAR (Standardized Testing and Reporting) program, district performance assessments, Open Court unit assessments, and classroom tests are used to determine whether each student is performing below, at, or above grade level standards.

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 | | |
| | 2009 | 2010 | 2011 | 2009 | 2010 | 2011 | 2009 | 2010 | 2011 |
| English/Language Arts | 36 | 48 | 48 | 36 | 41 | 43 | 50 | 52 | 54 |
| Mathematics | 50 | 64 | 65 | 45 | 50 | 51 | 46 | 48 | 50 |
| Science | 59 | 89 | 55 | 35 | 46 | 39 | 50 | 53 | 56 |
| History/Social Science | * | * | * | * | * | * | 41 | 44 | 48 |

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

| California Standards Test (CST) | | | | |
|------------------------------------|------------------------------|-------------|---------|-------------------------------|
| Subject | Subgroups | | | |
| | English/ Language Arts | Mathematics | Science | History/ Social Science |
| District | 43 | 51 | 39 | * |
| School | 48 | 65 | 55 | * |
| African American/ Black | 20 | 35 | * | * |
| American Indian | * | * | * | * |
| Asian | 59 | 71 | 55 | * |
| Filipino | * | * | * | * |
| Hispanic or Latino | 44 | 64 | 52 | * |
| Pacific Islander | * | * | * | * |
| White | 55 | 69 | 58 | * |
| Males | 43 | 64 | 65 | * |
| Females | 55 | 66 | 42 | * |
| Socioeconomically Disadvantaged | 44 | 65 | 54 | * |
| English Learners | 44 | 67 | 43 | * |
| Students with Disabilities | 28 | 51 | * | * |
| Migrant Education | * | * | * | * |
| Two or More Races | * | * | * | * |

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

Physical Fitness

In the spring of each year, Bell Avenue School is required by the state to administer a physical fitness test to all fifth grade students. The physical fitness test measures each student's ability to perform fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the 'healthy fitness zone' (HFZ).

Percentage of Students in Healthy Fitness Zone

2010-11

| Grade Level | Four of Six Standards | Five of Six Standards | Six of Six Standards |
|-------------|-----------------------|-----------------------|----------------------|
| 5 | 9.2% | 26.3% | 19.7% |

*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 table to the right displays the school's API ranks and actual API point changes by student group for the past three years. The table below displays, by student group, the most recent Growth API at the school, district, and state level.

| | Growth API | | | | | |
|---------------------------------|--------------------|--------------|--------------------|--------------|--------------------|--------------|
| | School | | District | | State | |
| | Number of Students | Growth Score | Number of Students | Growth Score | Number of Students | Growth Score |
| All Students at the School | 303 | 796 | 1,286 | 757 | 4,683,676 | 778 |
| Black or African American | 20 | 608 | 155 | 695 | 317,856 | 696 |
| Asian | 61 | 820 | 286 | 782 | 398,869 | 898 |
| Hispanic or Latino | 118 | 784 | 548 | 741 | 2,406,749 | 729 |
| White | 87 | 833 | 222 | 797 | 1,258,831 | 845 |
| Socioeconomically Disadvantaged | 233 | 783 | 1,018 | 743 | 2,731,843 | 726 |
| English Learners | 155 | 804 | 689 | 757 | 1,521,844 | 707 |
| Students with Disabilities | 47 | 675 | 174 | 614 | 521,815 | 595 |

API School Results

| | 2008 | 2009 | 2010 |
|---------------------------------|-------|-------|-------|
| Statewide | 3 | 3 | 5 |
| Similar Schools | 3 | 4 | 9 |
| Group | 08-09 | 09-10 | 10-11 |
| All Students at the School | | | |
| Actual API Change | 28 | 52 | 2 |
| Asian | | | |
| Actual API Change | - | - | 7 |
| Hispanic or Latino | | | |
| Actual API Change | 47 | 31 | - |
| White | | | |
| Actual API Change | 29 | 52 | 4 |
| Socioeconomically Disadvantaged | | | |
| Actual API Change | 37 | 65 | -5 |
| English Learners | | | |
| Actual API Change | 27 | 60 | -4 |
| Students with Disabilities | | | |
| Actual API Change | 88 | 89 | - |

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 (ELA) 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 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 table.

Adequate Yearly Progress (AYP)

| | School | | District | |
|--------------------|-------------------------|-------------|-------------------------|-------------|
| | English - Language Arts | Mathematics | English - Language Arts | Mathematics |
| Made AYP Overall | No | | No | |
| Participation Rate | Yes | Yes | Yes | Yes |
| Percent Proficient | No | No | No | No |
| API School Results | Yes | | Yes | |
| Graduation Rate | N/A | | N/A | |



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.

School Leadership

Leadership at Robla School is a responsibility shared among district administration, the Principal, instructional staff, students, and parents. At the start of the 2009-10 school year, Mario Penman assumed the role of Robla School's Principal. Prior to this position, Mr. Penman served as an elementary school principal in San Francisco. He has 16 years of experience as an educator. Staff members are encouraged to participate on various committees that make decisions regarding the priorities and direction of the educational plan. These committees ensure that instructional programs are consistent with students' needs and comply with district goals. Avenues of opportunity include:

- School Site Council
- Leadership Team
- Grade Level Teams
- School Site Safety Committee
- Student Study Teams

Teacher Evaluation & Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated twice a year and tenured teachers are evaluated every other year. Teachers are evaluated on their performance of district adopted criteria.

Evaluations are conducted by the principal, who has been trained and certified for competency to perform teacher evaluations. Evaluation criteria includes:

- Engaging and Supporting All Students in Learning
- Understanding and Organizing Subject Matter for Student Learning
- Assessing Student Learning
- Creating and Maintaining Effective Environments for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Developing as a Professional Educator

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. For the past three years, the district has offered two staff development days. During this time, teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

For additional support in their profession, teachers may enlist the services of the district's Beginning Teacher Support and Assessment (BTSA) facilitator and/or the Peer Assistance and Review (PAR) program.

Teacher Assignment

Robla Elementary School District recruits and employs only the most qualified credentialed teachers.

| | Teacher Credential Status | | | |
|--------------------------|---------------------------|-------|-------|----------|
| | School | | | District |
| | 08-09 | 09-10 | 10-11 | 10-11 |
| Fully Credentialed | 23 | 22 | 24 | 104 |
| 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.

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

| | Federal Intervention Programs | |
|---------------------------------|-------------------------------|-----------|
| | School | District |
| Program Improvement (PI) Status | In PI | In PI |
| First Year in PI | 2008-2009 | 2008-2009 |
| Year in PI (2011-12) | Year 3 | Year 3 |
| # of Schools Currently in PI | - | 5 |
| % of Schools Identified for PI | - | 100.00% |

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 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.

Teacher & Administrative Salaries as a Percentage of Total Budget

The 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.

| 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 | 100.0% | 0.0% |
| High-Poverty Schools in District | 100.0% | 0.0% |
| Low-Poverty Schools in District | 100.0% | 0.0% |

| Average Salary Information Teachers - Principal - Superintendent 2009-10 | | |
|--|-----------|-----------|
| | District | State |
| Beginning Teachers | \$39,655 | \$41,183 |
| Mid-Range Teachers | \$63,486 | \$63,647 |
| Highest Teachers | \$76,855 | \$80,955 |
| Elementary School Principals | \$95,436 | \$102,400 |
| Middle School Principals | - | \$106,158 |
| High School Principals | - | \$124,133 |
| Superintendent | \$120,467 | \$151,742 |
| Salaries as a Percentage of Total Budget | | |
| Teacher Salaries | 48.7% | 41.5% |
| Administrative Salaries | 5.2% | 6.2% |

School Site Teacher Salaries

State law requires comparative salary and budget information to be reported to the general public. At the time this report was published, the most recent salary comparison data from the State of California was for the 2009-10 school year.

For comparison purposes, the California Department of Education has provided average salary data from elementary school districts statewide. The chart illustrates the average teacher salary at Bell Avenue School and compares it to the average teacher salaries at the district and state levels.

| Average Teacher Salaries | |
|---------------------------------|----------|
| School & District | |
| School | \$68,618 |
| District | \$67,732 |
| Percentage of Variation | 1.30% |
| School & State | |
| All Elementary School Districts | \$65,524 |
| Percentage of Variation | 4.72% |

District Expenditures

Based on 2009-10 audited financial statements, Robla Elementary School District spent an average of \$8,163 to educate each student. The chart provides a comparison of Robla Elementary School's per pupil funding (from both restricted and unrestricted sources) with district and state (unrestricted) sources.

In addition to general state funding, Robla Elementary School District received state and federal categorical funding for the following support programs:

- Title I (Basic Grant)
- Title II, Parts A & B (Teacher Quality, Technology)
- Title III (Limited English Proficiency)
- Title IV, Part A (Safe & Drug Free Schools & Communities)
- Title VI, Part A (Innovative Programs)
- Peer Assistance & Review (PAR)
- Economic Impact Aid (EIA)
- Tobacco Use Prevention Education (TUPE)

| Expenditures per Pupil | |
|---|---------|
| School | |
| Total Expenditures Per Pupil | \$8,156 |
| From Restricted Sources | \$3,171 |
| From Unrestricted Sources | \$4,985 |
| District | |
| From Unrestricted Sources | \$5,496 |
| Percentage of Variation between School & District | -9.28% |
| State | |
| From Unrestricted Sources | \$5,455 |
| Percentage of Variation between School & State | -8.61% |