

Rose Ferrero Elementary School

School Accountability Report Card

Reported Using Data from the 2012-13 School Year

Published During 2013-14

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012–13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

II. About This School

Contact Information (School Year 2013-14)

| School Contact Information | |
|----------------------------|--|
| School Name | Rose Ferrero Elementary School |
| Street | 400 Entrada Drive |
| City, State, Zip | Soledad, CA 93960 |
| Phone Number | 831.678.6480 |
| Principal | Cresta McIntosh |
| E-mail Address | cmcintosh@soledad.k12.ca.us |
| CDS Code | 27-75440-6118756 |

| District Contact Information | |
|-------------------------------------|---------------------------------|
| District Name | Soledad Unified School District |
| Phone Number | 831.678.3987 |
| Web Site | www.soledad.k12.ca.us |
| Superintendent | Dr. Rupi Boyd |
| E-mail Address | rboyd@soledad.k12.ca.us |

School Description and Mission Statement (School Year 2012-13)

This section provides information about the school, its programs and its goals.

Vision At Rose Ferrero School of Excellence we will provide a safe environment where all students can and will achieve academic success and develop into citizens who contribute positively to our global community.

Mission To achieve our vision, we at Rose Ferrero Elementary School will: - Provide a safe, nurturing, creative, and inspiring learning environment - Celebrate diversity - Communicate effectively with parents, students, and each other - Provide clear, age appropriate behavioral and performance expectations - Provide challenging curriculum to teach the adopted standards in all academic areas - Challenge students to reach their potential in all areas - Encourage students to recognize and take pride in their multiple abilities - Accommodate different learning styles and tap into students' multiple intelligences.

Programs Safe School Ambassadors A research based program which empowers the bystanders. Students, teachers, & parents may be trained to use this program which stops violence and bullying at lower levels. Safe School Ambassadors are 4th, 5th, & 6th grade students who are dedicated to making school a safe and productive learning environment. Conflict Mediators A group of fifth and sixth grade students are trained by our school counselor in a conflict mediation protocol and are then available on the yard on a rotating schedule for other students to use as a resource if there is a problem between them and another student. Student Council Under the guidance of a teacher students are elected by their peers as representatives of the entire student body. Students learn aspects of government as they come up with ideas to build school spirit, promote a strong learning environment, and find other creative ways to enhance education at Rose Ferrero Elementary. Art All students receive one 50 minute period of visual art instruction each week, focusing on a few essential standards for their grade. P.E. All students receive two 50 minute periods of physical education instruction each week from a credentialed P.E. teacher.

Goals

Our overall school goals are: 1) to meet the state Academic Performance Index (API) target set for Rose Ferrero which is an API score of 800 and 2) to meet the federal safe harbor target for Adequate Yearly Performance which is 10% fewer students scoring below proficient and 3) For all subgroups of students to meet these same targets.

Opportunities for Parental Involvement (School Year 2012-13)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Parents have many opportunities for involvement in the school. They include but are not limited to the following: School Site Council School Site Council includes faculty, parents, staff, and principal who meet regularly to create and/or revise the School Plan for Student Achievement. This is done with the input and assistance from all stakeholders and groups. During the writing or revising of the SPSA the Council reviews data, programs, schedules, professional development, policies, and implementation of the current plan. English Learner Advisory Committee (ELAC) ELAC includes parents of English learners, community members, and staff. This committee meets to advise the administration on services provided to students learning English as a second language. This committee also reviews the SPSA and offers advice regarding the plan to the School Site Council. Parent "Back To School" Assessment Night Parents are invited to visit their child's class to learn about the standards and curriculum that will be taught throughout the year. Parents are given a copy of their child's fall assessment results and are informed about the many ways they can help their child to meet grade level benchmarks. A power point presentation showing parents how to read their child's STAR Report is given on this night. Parent-Teacher Conferences Conferences are held twice a year. At conferences parents have the opportunity to meet with each of their child's teachers to review grades and collaborate together as a team how they can best help the child meet grade level standards. Student Success Team (SST) SST meetings are held to provide an opportunity for information gathering and intervention for students who are at-risk. Parents, students, respective teachers, counseling and administrative staff come together to review each case individually and form an action plan for student success. Individual Education Planning (IEP) IEP's are held on behalf of Special Education Students to review current performance and set new learning goals. In addition to parents: the student, their teacher, their Special Education service provider, and an administrator attend each meeting. Parent Support Group All parents are invited to volunteer and give support in a variety of school activities including our extra-curricular student programs. Parents come together to raise funds for field trips, equipment, and plan other ways to enrich the educational experience. Parent Volunteers Parents are invited to volunteer their help and expertise by working in their child's classroom, the office, library, cafeteria, and/or computer lab. Volunteers are appreciated every day and are recognized once a year at a special event held in their honor and attended by all Rose Ferrero Staff. Family Math and Literacy Nights Each school in the district will host an education night for parents. These topics include, but are not limited to the following: - gang awareness - parenting classes - health and nutrition - educational support Migrant PAC Parents of Migrant students are invited to attend a district parent meeting once a month where they learn about the services available to Migrant students. Parents also give input about the Migrant Program and ways to best serve our Migrant students. Garden Work Days On a regular basis teacher, parents, students, and community members are invited to come and work in our school garden. Families enjoy working together to create an outdoor learning environment that engages students of all grade levels. The garden harvest is shared by all participants. Award and Recognition Assemblies Parents are invited to attend all student recognition assemblies throughout the year. Several students from each class are recognized for a variety of accomplishments and effort. Many parents attend our monthly Award and Recognition Assembly. Triple P Discipline Class Parents were invited to attend this workshop series of 8 classes to learn effective discipline strategies.

Five Star Family Program: Each time a family attends an activity or a training, they receive credit and those families that have received 5 stars are treated to a special dinner at the end of the year in honor of their time and support.

Information about any of our parent activities and trainings can be obtained from the school office or by contacting our Family Advocate, Maribel Franco or our Parent Attendance Liaison, Mariela Perez.

III. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

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>.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
|-------------------------------|---|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2010-11 | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 |
| English-Language Arts | 40 | 50 | 47 | 38 | 42 | 43 | 54 | 56 | 55 |
| Mathematics | 46 | 66 | 66 | 40 | 44 | 45 | 49 | 50 | 50 |
| Science | 25 | 55 | 43 | 45 | 49 | 52 | 57 | 60 | 59 |
| History-Social Science | N/A | N/A | N/A | 28 | 30 | 34 | 48 | 49 | 49 |

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

| Group | Percent of Students Scoring at Proficient or Advanced | | | |
|---|---|-------------|---------|------------------------|
| | English-Language Arts | Mathematics | Science | History-Social Science |
| All Students in the LEA | 43 | 45 | 52 | N/A |
| All Student at the School | 47 | 66 | 43 | N/A |
| Male | 40 | 61 | 48 | N/A |
| Female | 55 | 72 | 38 | N/A |
| Black or African American | | | | N/A |
| American Indian or Alaska Native | | | | N/A |
| Asian | | | | N/A |
| Filipino | | | | N/A |
| Hispanic or Latino | 47 | 66 | 43 | N/A |
| Native Hawaiian/Pacific Islander | | | | N/A |
| White | | | | N/A |
| Two or More Races | | | | N/A |
| Socioeconomically Disadvantaged | 46 | 65 | 44 | N/A |
| English Learners | 31 | 59 | 25 | N/A |
| Students with Disabilities | 24 | 57 | | N/A |
| Students Receiving Migrant Education Services | 50 | 67 | | N/A |

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | 15.2 | 25.8 | 22.7 |

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

IV. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. 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 ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten 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 ten 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 Rank | 2010 | 2011 | 2012 |
|-----------------|------|------|------|
| Statewide | 1 | 2 | 4 |
| Similar Schools | 2 | 2 | 5 |

Academic Performance Index Growth by Student Group – Three-Year Comparison

| Group | Actual API Change | | |
|----------------------------------|-------------------|---------|---------|
| | 2010-11 | 2011-12 | 2012-13 |
| All Students at the School | 36 | 58 | 6 |
| Black or African American | | | |
| American Indian or Alaska Native | | | |
| Asian | | | |
| Filipino | | | |
| Hispanic or Latino | 38 | 61 | 9 |
| Native Hawaiian/Pacific Islander | | | |
| White | | | |
| Two or More Races | | | |
| Socioeconomically Disadvantaged | 40 | 58 | 9 |
| English Learners | 33 | 52 | 15 |
| Students with Disabilities | | | |

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

| Group | 2013 Growth API | | | | | |
|----------------------------------|-----------------|------------|---------------|------------|---------------|------------|
| | School | | District | | State | |
| | # of Students | Growth API | # of Students | Growth API | # of Students | Growth API |
| All Students at the School | 327 | 792 | 3,437 | 748 | 4,655,989 | 790 |
| Black or African American | 5 | | 11 | 742 | 296,463 | 708 |
| American Indian or Alaska Native | 1 | | 8 | | 30,394 | 743 |
| Asian | 2 | | 25 | 705 | 406,527 | 906 |
| Filipino | 2 | | 38 | 916 | 121,054 | 867 |
| Hispanic or Latino | 313 | 789 | 3,255 | 745 | 2,438,951 | 744 |
| Native Hawaiian/Pacific Islander | 0 | | 4 | | 25,351 | 774 |
| White | 4 | | 83 | 805 | 1,200,127 | 853 |
| Two or More Races | 0 | | 13 | 726 | 125,025 | 824 |
| Socioeconomically Disadvantaged | 303 | 787 | 3,155 | 744 | 2,774,640 | 743 |
| English Learners | 192 | 780 | 2,008 | 716 | 1,482,316 | 721 |
| Students with Disabilities | 42 | 653 | 397 | 561 | 527,476 | 615 |

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- 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)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

| AYP Criteria | School | District |
|---|--------|----------|
| Made AYP Overall | No | No |
| Met Participation Rate: English-Language Arts | Yes | Yes |
| Met Participation Rate: Mathematics | Yes | Yes |
| Met Percent Proficient: English-Language Arts | No | No |
| Met Percent Proficient: Mathematics | Yes | No |
| Met API Criteria | Yes | Yes |
| Met Graduation Rate (if applicable) | N/A | Yes |

Federal Intervention Program (School Year 2013-14)

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 (ELA 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. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

| Indicator | School | District |
|---|-----------|-----------|
| Program Improvement Status | Not in PI | In PI |
| First Year of Program Improvement | | 2007-2008 |
| Year in Program Improvement | | Year 3 |
| Number of Schools Currently in Program Improvement | --- | 5 |
| Percent of Schools Currently in Program Improvement | --- | 55.6 |

V. School Climate

Student Enrollment by Grade Level (School Year 2012-13)

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 78 |
| Grade 1 | 84 |
| Grade 2 | 73 |
| Grade 3 | 78 |
| Grade 4 | 62 |
| Grade 5 | 69 |
| Grade 6 | 66 |
| Total Enrollment | 510 |

Student Enrollment by Group (School Year 2012-13)

| Group | Percent of Total Enrollment | Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|---------------------------------|-----------------------------|
| Black or African American | 1.4 | White | 1.8 |
| American Indian or Alaska Native | 0.2 | Two or More Races | 0.0 |
| Asian | 0.6 | Socioeconomically Disadvantaged | 91.0 |
| Filipino | 0.6 | English Learners | 59.8 |
| Hispanic or Latino | 95.5 | Students with Disabilities | 8.0 |
| Native Hawaiian/Pacific Islander | 0.0 | | |

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2010-11 | | | | 2011-12 | | | | 2012-13 | | | |
|-------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
| | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | |
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| K | 24 | 0 | 3 | 0 | 26.7 | 0 | 3 | 0 | 26 | 0 | 3 | 0 |
| 1 | 25.7 | 0 | 3 | 0 | 25.3 | 0 | 3 | 0 | 28 | 0 | 3 | 0 |
| 2 | 23.7 | 1 | 2 | 0 | 26 | 0 | 3 | 0 | 24 | 0 | 3 | 0 |
| 3 | 24 | 0 | 3 | 0 | 21.3 | 2 | 1 | 0 | 26 | 0 | 3 | 0 |
| 4 | 33.5 | 0 | 0 | 2 | 34.5 | 0 | 0 | 2 | 31 | 0 | 2 | 0 |
| 5 | 35 | 0 | 0 | 2 | 32 | 0 | 2 | 0 | 35 | 0 | 0 | 2 |
| 6 | 35.5 | 0 | 0 | 2 | 37.5 | 0 | 0 | 2 | 33 | 0 | 0 | 2 |
| Other | | | | | | | | | | | | |

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

School Safety Plan (School Year 2012-13)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

The Rose Ferrero Elementary School's Comprehensive School Safety Plan is reviewed and annually updated under the direction of our School Site Council. The components of our plan include: Status of School Crime, Child Abuse Reporting, Crisis Response, Emergency Preparedness, Suspension and Expulsion, Dangerous Pupil Policy, Sexual Harassment Policy, Dress Code, Safe Ingress/Egress, Safe and Orderly Environment, School Discipline, Suspicious Parcels, and the County Terrorism Matrix. The plan meets or exceeds all of the requirements of Senate Bill 187. This plan is reviewed annually with all staff and on-going safety awareness is of the highest priority. We survey our parents and students annually in order to be aware of safety concerns. Furthermore, our Board of Trustees reviews and approves our Comprehensive School Safety Plan annually.

Suspensions and Expulsions

| Rate | School | | | District | | |
|-------------|---------|---------|---------|----------|---------|---------|
| | 2010-11 | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 |
| Suspensions | 3.6 | 3.0 | 2.36 | 10.48 | 12.0 | 11.63 |
| Expulsions | 0 | 0 | 0 | 0.13 | 1.0 | .17 |

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

Rose Ferrero is a beautiful, fully landscaped school with twenty-six classrooms, one computer lab, an Art room, a two thousand square foot library, a multi-use room fully equipped with a stage and prop room, two conference rooms, a counselor's office and a librarian's office. The playground is equipped with three handball walls, five basketball courts, swings, six tetherball stations, climb on equipment with slides, hanging bars, a soccer field, and a kick ball field. Each classroom is fully equipped with computers. Rose Ferrero Elementary School's facilities are colorful and clean such that our students and staff take pride in their school. All restrooms are in working order. The campus is secured during the school day and is accessible only by first going through the front office.

School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

| School Facility Good Repair Status (School Year 2013-14) | | | | |
|--|---------------|------|------|--|
| Year and month in which data were collected: July 29, 2013 | | | | |
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | [X] | [] | [] | Library- Paper hanging from HVAC Units - Took down paper 7/13 |
| Interior: Interior Surfaces | [] | [X] | [] | CR5- Ceiling tile cracked - Replaced 9/13 Computer Lab - Carpet torn, small hole in wall - Repaired 8/13 |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | [X] | [] | [] | |
| Electrical: Electrical | [X] | [] | [] | CR4, CR14,CR18- Light tube out - Replaced light 8/13 CR12-,CR18- Plug cover missing - Replaced 8/13 Science Lab - Broken covers and missing lights - Repaired 9/13 |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | [] | [] | [X] | Boys RR by Rm. 6 - Sink faucets non-op - Repaired 8/13 Girls RR by Rm. 6 - Toilet seats loose - Repaired 8/13 Boys RR by Rm. 17 - Towel cabinet broken - replaced 8/13 |
| Safety: Fire Safety, Hazardous Materials | [X] | [] | [] | |
| Structural: Structural Damage, Roofs | [X] | [] | [] | CR17 - Ramp needs repair - Repaired 10/13 |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | [] | [X] | [] | |

Overall Facility Rate

| Overall Rating | Exemplary | Good | Fair | Poor |
|----------------|-----------|------|------|------|
| | [] | [X] | [] | [] |

VII. Teachers

Teacher Credentials

| Teachers | School | | | District |
|--|---------|---------|---------|----------|
| | 2010-11 | 2011-12 | 2012-13 | 2012-13 |
| With Full Credential | 22 | 23 | 26 | 212 |
| Without Full Credential | 0 | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | --- |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2011-12 | 2012-13 | 2013-14 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

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.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at www.cde.ca.gov/nclb/sr/tq/.

| Location of Classes | Percent of Classes In Core Academic Subjects | |
|----------------------------------|--|---|
| | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| This School | 100.0 | 0.0 |
| All Schools in District | 98.3 | 1.7 |
| High-Poverty Schools in District | 98.3 | 1.7 |
| Low-Poverty Schools in District | 0.0 | 0.0 |

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | 0 | |
| Counselor (Social/Behavioral or Career Development) | 1 | --- |
| Library Media Teacher (Librarian) | .10 | --- |
| Library Media Services Staff (Paraprofessional) | 1 | --- |
| Psychologist | .3 | --- |
| Social Worker | 0 | --- |
| Nurse | .10 | --- |
| Speech/Language/Hearing Specialist | 1 | --- |
| Resource Specialist | 1 | --- |
| Other | 1 | --- |

Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: October 9, 2013

Every student has a textbook that is in good condition and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education.

| Core Curriculum Area | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|-------------------------------|--|----------------------------------|---|
| Reading/Language Arts | 2009 - Houghton Mifflin Reading California Medallion Edition for grades K-6 in English. ELD is Pearson Language Central for grades K-6 in English and ELA Intervention is Sopris West Language! Fourth Edition for Grades 4-6 in English. A textbook inventory was conducted in May 2013. All students are provided a textbook or instructional material as determined by the verification of classroom instructional material inventory surveys. All textbooks are state-adopted and standards-based. | Yes | 0% |
| Mathematics | 2009 - Houghton Mifflin California Math Edition for grades K-6 in English. Houghton Mifflin Technology, Destination Math for intervention for grades 4-6 in English. A textbook inventory was conducted in May 2013. All students are provided a textbook or instructional material as determined by the verification of classroom instructional material inventory surveys. All textbooks are state-adopted and standards-based. | Yes | 0% |
| Science | 2009 - Houghton Mifflin California Math Edition for grades K-6 in English. Houghton Mifflin Technology, Destination Math for intervention for grades 4-6 in English. A textbook inventory was conducted in May 2013. All students are provided a textbook or instructional material as determined by the verification of classroom instructional material inventory surveys. All textbooks are state-adopted and standards-based. | Yes | 0% |
| History-Social Science | 2006 - McMillian/McGraw-Hill California Vistas for grades K-5 in English. 6th grade is McDougal Littell World History: Ancient Civilizations in English. A textbook inventory was conducted in May 2013. All students are provided a textbook or instructional material as determined by the verification of classroom instructional material inventory surveys. All textbooks are state-adopted and standards-based. | Yes | 0% |

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|--|------------------------|-----------------------------|------------------------|------------------------|
| | Total | Supplemental/ Restricted | Basic/ Unrestricted | |
| School Site | 9085 | 4585 | 4500 | 85,539 |
| District | --- | --- | 4570 | \$61,090 |
| Percent Difference: School Site and District | --- | --- | .02 | 34.6 |
| State | --- | --- | \$5,537 | \$63,166 |
| Percent Difference: School Site and State | --- | --- | N/A | 24 |

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Special Education

Our services include a resource specialist program and speech and language services. Some students who qualify in the area of learning, speech, or language are serviced through a full inclusion and pull-out model. This model allows the student to receive services according to their IEP while remaining in their regular education classroom and having full access to grade level standards.

Title I

Funds are used to purchase supplemental materials and to provide additional support for students who are under-performing in reading, language, or math as measured by district-selected assessments.

Migrant Education

Our Migrant Program instructional assistant serves migrant students in need of additional services.

Tobacco-Use Prevention Education

These funds are used to purchase instructional materials relating to tobacco-use prevention.

Economic Impact Aid

These funds are used to purchase supplemental materials and assistance for our students who are under-performing and from a low socio-economic background.

School Library Materials

These funds are used to purchase library materials used by the entire school community.

School Improvement Grant

These funds are used to provide services from the following personnel: Learning Director, Parent Attendance Liaison, Art Teacher, P.E. Teacher, Family Advocate, Counselor, two Academic Coaches, one Resource Teacher, Junior Kindergarten Teacher, Junior Kindergarten Aide, extra Playground Supervisors. These funds also provide materials for these programs as well as for parent trainings and staff professional development. A large portion of these funds pay for the extra instructional days for students and extra planning and training days for staff.

Teacher and Administrative Salaries (Fiscal Year 2011-12)

| Category | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$40,047 | \$38,578 |
| Mid-Range Teacher Salary | \$60,366 | \$59,799 |
| Highest Teacher Salary | \$88,134 | \$78,044 |
| Average Principal Salary (Elementary) | \$91,008 | \$95,442 |
| Average Principal Salary (Middle) | \$99,965 | \$98,080 |
| Average Principal Salary (High) | \$101,579 | \$106,787 |
| Superintendent Salary | \$130,000 | \$150,595 |
| Percent of Budget for Teacher Salaries | 38.1% | 37.1% |
| Percent of Budget for Administrative Salaries | 4.8% | 5.9% |

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

Rose Ferrero staff members are provided with a variety of professional development opportunities. The staff development plan is created with the input of staff, the School Site Council, and is based on the needs of our staff as determined by on-going data analysis. Staff development occurs on 11 full training days, on early release Thursdays, as well as after school on one Monday per month. Rose Ferrero is following the Professional Learning Communities model of collaboration. Each group focuses on student learning in general and specifically during their daily 40 minute intervention time. Working together, the faculty answers the question of what is to be done when students don't learn. Each new teacher receives assistance and support from a mentor teacher who has been trained through the BTSA Program. All teachers are supported by an Academic Coach and by the Learning Director, focusing on Explicit Direct Instruction and on behavior management with new teachers.