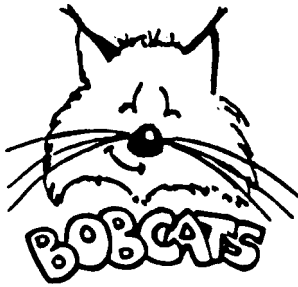


School Accountability Report Card for School Year 2003-2004

Published in 2004-2005

Felicita School

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A Message from the Principal . . .

The purpose of the School Accountability Report Card is to provide parents and the community information about our school, its resources, its successes, and the areas needing improvement. Our purpose is to foster understanding of and support for Felicita School through awareness of the accountability system used to measure student achievement, the programs and the processes used to meet those standards and goals. This report card is published annually. The statistics reported are from the 2003-2004 school year unless otherwise noted. In some cases, comparison data covering three consecutive years is provided.

At Felicita School, staff is committed to improving achievement by setting high academic standards for all students. Decisions regarding the allocation of resources, formation of business partnerships, parent involvement plans, supplementary student programs and program reviews are designed to maximize student achievement. We believe that students educated in a structured, supportive environment where standards of excellence are expected will develop a positive self-concept, become lifelong learners and participate constructively in society.

Henry Leso, Principal
Felicita School

Opportunities for Parent Involvement

- ***The Felicita Parent Teacher Association*** This organization is active in supporting the school financially as well as with schoolwide activities such as field trips, book fairs, fundraisers, assemblies, and various special projects throughout the year.
- ***Classroom Volunteers*** Felicita School has ample opportunity for parents to volunteer in the classrooms, providing tremendous support to teachers. Additionally, this opportunity allows parents to observe and participate in the educational experience of their child.
- ***School Site Council*** Our governance body of staff and parents oversee the school-based coordinated programs and approve budgets for these programs. This group meets monthly.
- ***School Representation*** Elected, appointed or volunteer parents represent the school by attending district level meetings such as DAC, DELAC, GATE PAC and the Superintendent's Planning Council.

Parents interested in becoming involved are encouraged to contact their child's teacher or Mr. Henry Leso, school principal, at 760-432-2444.

Vision

Felicita School is committed to the belief that all students will experience success, while fulfilling their maximum capabilities. It is our commitment that students will be educated according to the Academic Standards of Excellence, which promote positive self-concepts and . . . **P**ersonal responsibility, **R**espect for self and others **I**ndependence in learning, **D**edication to achieving goals, and **E**ducation for the future as they become lifelong learners, meeting the challenges of tomorrow!

DEMOGRAPHIC INFORMATION

Student Enrollment

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level Enrollment

Kindergarten	155
Grade 1	156
Grade 2	155
Grade 3	172
Grade 4	144
Grade 5	134
Total Enrollment	916

Enrollment By Ethnic Group

African-American	2.3%
American Indian or Alaska Native	0.8%
Asian	1.4%
Filipino	1.4%
Hispanic or Latino	83.4%
Pacific Islander	0.1%
White (Not Hispanic)	9.7%
Multiple or No Response	0.9%

SCHOOL SAFETY AND CLIMATE FOR LEARNING

District School Safety Plan

Each school participates in annual Safe School Planning, which includes review of its safety policies in relation to board policy, administrative regulations and the Education Code. The plans are reviewed and updated using discipline data, crime report data and parent survey information. The plan was last reviewed and approved in February, 2005. Each school safety committee meets regularly to discuss safety issues and to take steps to be proactive in preventing various types of school-related safety issues. Schools have Safety Patrols and crossing guards that work before and after school to provide safe ingress and egress from schools. Supervision is provided before and after school as well as during recess and lunch breaks. All visitors to any campus are required to sign in at the front office and wear a visitors' badge as a signal to staff and students. Access to campus is limited as much as possible by limiting open gate entrances. Two Resource Officers serve all the elementary and middle schools and are on call during school hours. Schools are cleaned and maintained on a regular basis. All campuses strive to be graffiti free and any violations are handled through the special graffiti officer assigned by the police department. A scientifically research based curriculum was implemented in the fall of 2004 for all students in grades K-8. The curriculum focuses on character development as well as drug and violence prevention.

SCHOOL SAFETY AND CLIMATE FOR LEARNING (cont.)

Facilities and Safety

General

The district focuses cooperative attention through every department and every employee to ensure that all schools are clean, safe, and functional. The team approach to interdisciplinary problem solving makes Escondido Union School District a child-friendly learning environment.

In March 2002, voters in the Escondido community passed Prop K, providing funding to schools for facilities improvements and long-needed projects. The Independent Citizens Oversight Committee (ICOC) meets with District staff twice monthly to collaborate on projects funded by Prop K, and promotes community involvement in the school district initiatives.

School Buildings

This elementary school opened in 1951 and serves 950 students in grades K-5 in its 55,789 square feet of space.

The original construction began in 1951 with additions in 1954 and 1956. By 1956 the site housed two kindergarten buildings, three buildings housing five classrooms each, an 8-classroom building and three Administration buildings. In 1961 a Multipurpose and Food Service building was added. A total of 15 relocatable classroom and special-use buildings have been added over the years—4 in 1988; 1 in 1991; 1 in 1996; 4 in 1997; 2 in 1998, 3 in 2000. An additional (relocatable) restroom was added in 1991. The original buildings completed modernization in 2003.

Maintenance and Repair

District maintenance staff methodically accomplishes the repairs necessary to keep the school in good repair and working order. A web-based work order process is used to allow both maintenance staff and school staff to initiate work order requests. This work order process is a dynamic resource for our interdisciplinary team approach to achieve excellence in clean, safe, functional, child-friendly campuses. Work orders are prioritized by the team leaders, emergency needs are met immediately, and general repair and maintenance work flows steadily through organized and well-managed procedures.

In 2003-2004, the District maintenance staff successfully completed 18 sewer repairs (generally sewer backups from clogged toilets), and six windows repairs. All emergency requests for repair work were completed within a reasonable time frame.

Cleaning Process and Schedule

District cleaning schedules and measures of standard are reviewed, upgraded, and re-issued annually. These schedules are adjusted to accommodate the population census of each school campus, adjusting frequency in schedules in response to changing populations. On-site custodial staff can solicit additional staff support from Maintenance & Operations to accomplish extraordinary projects or special needs outside the routine cleaning schedules. School administrative staff, teachers, custodial staff, and maintenance staff work cooperatively in both quality control inspections and scheduling to assure the highest levels of cleanliness for the health and safety of our children.

SCHOOL SAFETY AND CLIMATE FOR LEARNING (cont.)

Facilities and Safety (cont.)

Deferred Maintenance Budget

The District participates in the State School Deferred Maintenance Program, which provides state matching funds to assist with expenditures for major repair or replacement of existing building components. Typically this includes roofing, plumbing, heating, air conditioning, electrical systems, exterior painting, and floor systems.

The heating, ventilation, and air conditioning systems (HVAC) at Felicita were upgraded with Deferred Maintenance funds in 2003.

Modernization Projects

In 2003, Felicita had a modernization project to give the school new electric service; upgraded fire alarm; restroom renovations to meet ADA accessibility requirements; new doors, hardware, and thresholds for ADA compliance; parking lot and playground improvements, a new student drop-off area; new carpet and paint in some areas of the school; remodeling of the common area, work area, and restrooms in the kindergarten building; sand blasting and replacement of the stucco exterior for asbestos abatement and replacement of non-visible, subsurface dry rot discovered in the sand blasting.

School Programs and Practices that Promote a Positive Learning Environment

The learning environment and the schoolwide discipline plan at Felicita School focus on building responsibility in our children by utilizing incentives such as “character coupons” and “treasure cards.” High expectations for behavior are supported in the classroom as well as during lunch, passing periods or recess, and before and after school. Administrators and teachers are clearly visible throughout the day, and students have a sense of safety and security. The Positive Action curriculum focuses on building character as well as drug and violence prevention.

Inappropriate behavior is not allowed to interrupt instruction and student learning. Consequences are predictable and consistent. Students are informed of the rules by the administration and staff. These rules are also included in the school handbook for parents and students to read.

Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that result in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school’s total enrollment as reported by CBEDS for the given year. In unified school districts, a comparison between a particular type of school (elementary, middle, high) and the district average may be misleading. Schools have the option of comparing their data with the district-wide average for the same type of school.

	2001-02		2002-03		2003-04	
	School	District	School	District	School	District
Suspensions	38	1,545	53	1,743	38	1,790
<i>Suspension Rate</i>	<i>.04</i>	<i>.08</i>	<i>.06</i>	<i>.09</i>	<i>.04</i>	<i>.09</i>
Expulsions	0	25	0	35	0	64
<i>Expulsion Rate</i>	<i>0</i>	<i>.001</i>	<i>0</i>	<i>.001</i>	<i>0</i>	<i>.003</i>

Standardized Testing and Reporting (STAR)

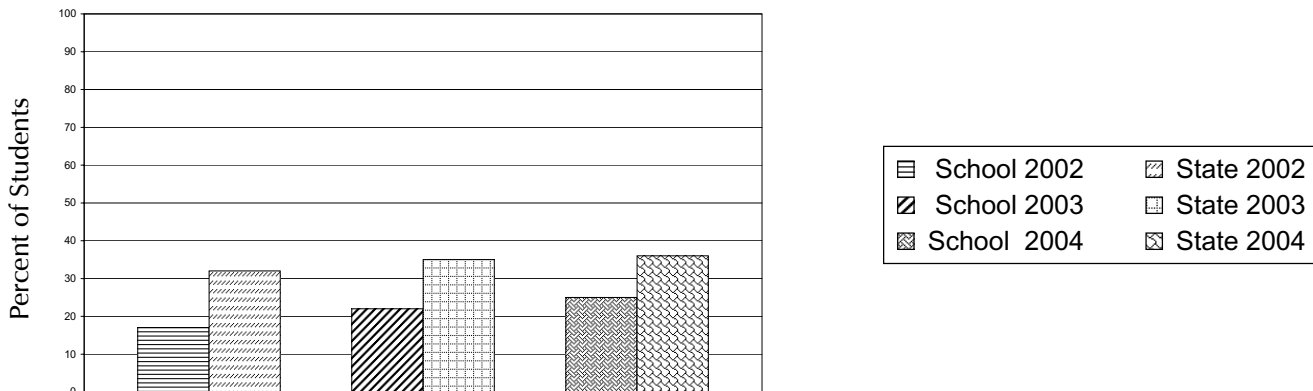
Through the California Standardized Testing and Reporting (STAR) Program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) in English-language arts and mathematics in grades 2-11, science in grades 5, 9, 10, and 11, and history/social science in grades 8, 10, and 11, and a norm-referenced test, which tests reading, language, and mathematics in grades 2-11, spelling in grades 2-8, and science in grades 9-11.

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal.

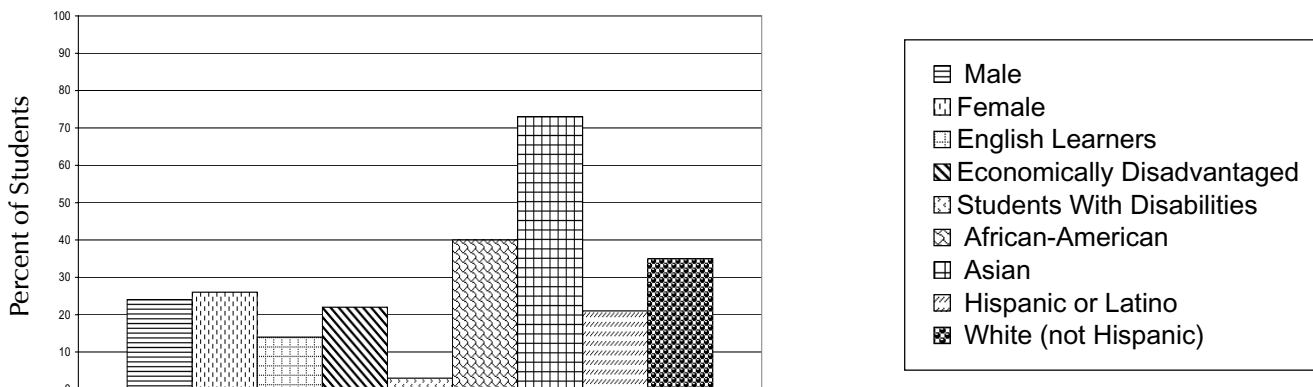
CST - English Language Arts

Percent of Students Scoring Proficient or Advanced



CST - Subgroups - English Language Arts

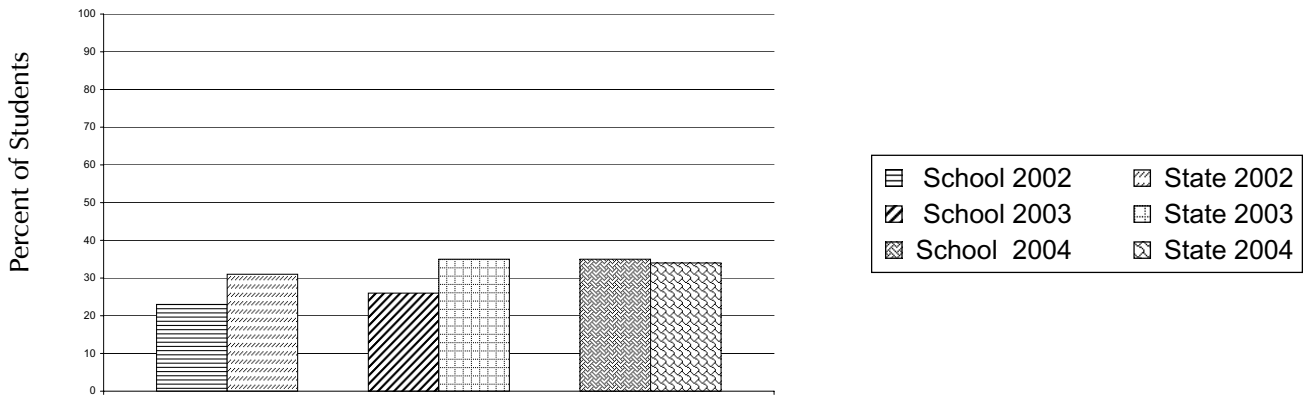
Percent of Students Scoring Proficient or Advanced



ACADEMIC DATA (cont.)

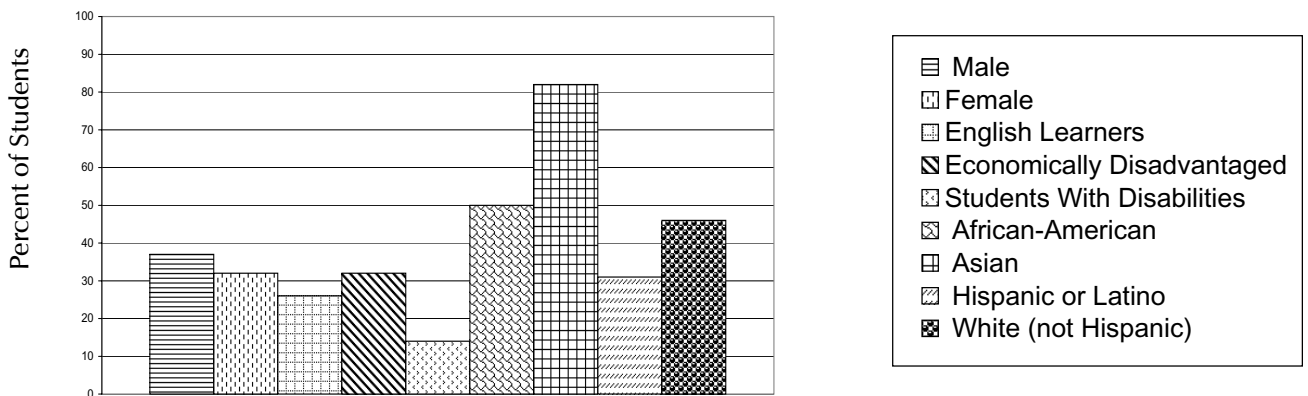
CST - Mathematics

Percent of Students Scoring Proficient or Advanced



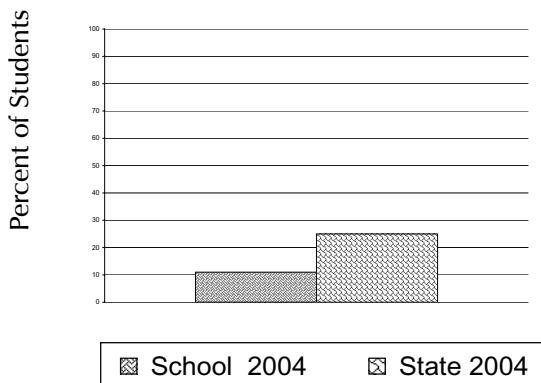
CST - Subgroups - Mathematics

Percent of Students Scoring Proficient or Advanced



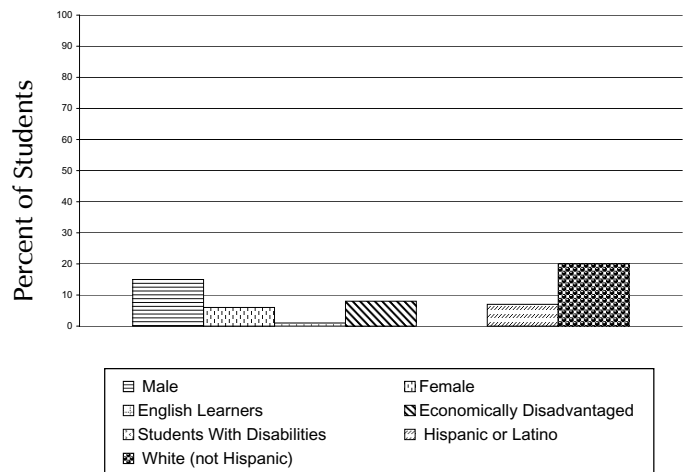
CST - Science

Percent of Students Scoring Proficient or Advanced



CST - Subgroups - Science

Percent of Students Scoring Proficient or Advanced



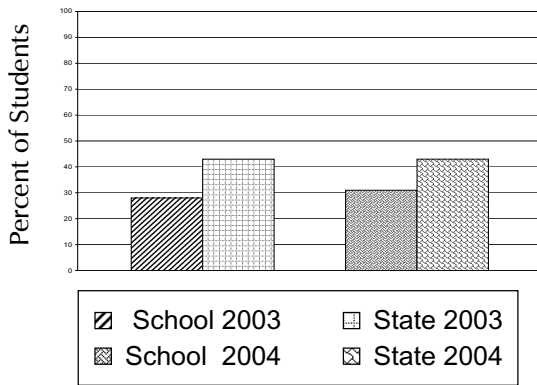
ACADEMIC DATA (cont.)

Norm-Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT-6), the current NRT adopted by the State Board of Education, are reported for each grade level as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. The CAT-6 was adopted in 2003; therefore, no data are reported for 2002. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal.

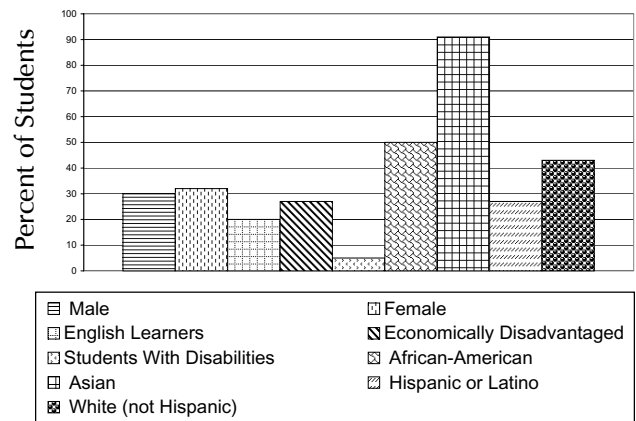
NRT - Reading

Percent of Students Scoring at or above the 50th Percentile



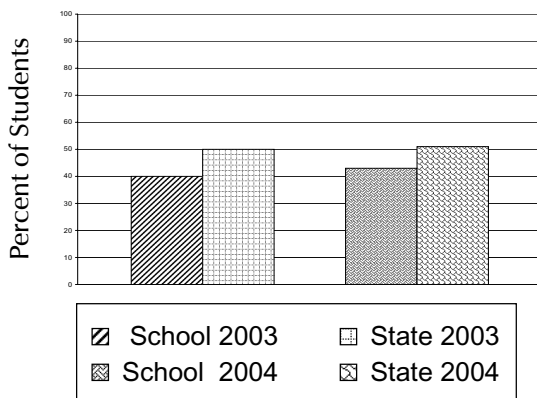
NRT - Subgroups - Reading

Percent of Students Scoring at or above the 50th Percentile



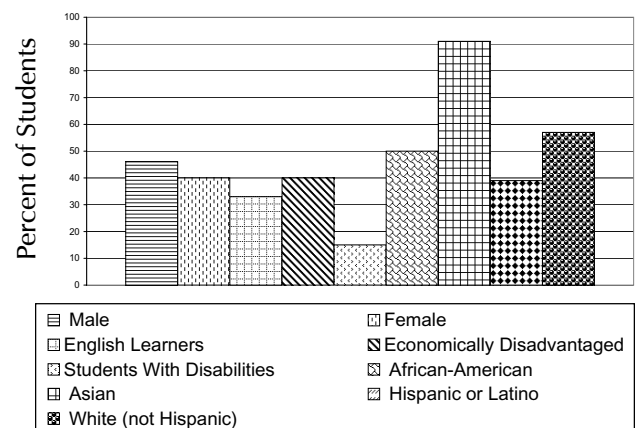
NRT - Mathematics

Percent of Students Scoring at or above the 50th Percentile



NRT - Subgroups - Mathematics

Percent of Students Scoring at or above the 50th Percentile



ACADEMIC DATA (cont.)

Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5% of the distance between its base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for monetary awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools program (II/USP), which provides resources to schools to improve their academic achievement.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: In order to be eligible for awards, elementary and middle schools must have at least 95% of their students in grades 2-8 tested in STAR. High schools must have at least 90% of their students in grades 9-11 tested.

Statewide Rank: Schools receiving an API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: This is a comparison of each school with 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. More detailed and current information about the API and public school accountability in California can be found at the California Department of Education website at <http://api.cde.ca.gov/> or by speaking with the school principal.

Schoolwide API							
API Base Data				API Growth Data			
	2001	2002	2003		2001-2002	2002-2003	2003-2004
Percent Tested	99	98	99	Percent Tested	98	99	99
API Base Score	578	624	655	API Growth Score	610	651	670
Growth Target	11	9	7	Actual Growth	32	27	15
Statewide Rank	3	3	3				
Similar Schools	5	8	6				

API Subgroups							
API Base Data				API Growth Data			
	2001	2002	2003		2001-2002	2002-2003	2003-2004
<i>Hispanic or Latino</i>							
API Base Score	549	602	637	API Growth Score	590	634	653
Growth Target	9	7	6	Actual Growth	41	32	16
<i>Socioeconomically Disadvantaged</i>							
API Base Score	556	601	626	API Growth Score	585	622	654
Growth Target	9	7	6	Actual Growth	29	21	28

"A" means the school scored at or above the Statewide Performance Target of 800.

California Physical Fitness Test

The California Fitness Test measures the fitness levels of students in the six fitness standards. The test is administered to all 5th, 7th and 9th grade students. The test sets a minimum standard for each area which is called the Healthy Fitness Zone (HFZ) and students must meet the standard for all six areas to be considered fit. The HFZ reflects a standard level of fitness that offers some degree of protection against diseases that result from sedentary living.

Percent of Students Meeting Fitness Standard

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5	14.0	13.8	14.1	26.7	31.3	22.1	24.8	26.7	22.9

Awards and Intervention Programs

Although state intervention and awards programs are currently in the California *Education Code*, the programs were not funded for the period addressed by this report.

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state’s standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. Data reported show whether all groups of students in the school made Adequate Yearly Progress (AYP). Detailed information about AYP can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ayp/> or by speaking with the school principal.

Districtwide, three schools or 15 percent of the schools did not meet all AYP requirements and were identified for the Title I Program Improvement program.

Groups	School			District		
	2002	2003	2004	2002	2003	2004
All Students	N/A	Yes	Yes	N/A	Yes	Yes
Hispanic or Latino	N/A	Yes	Yes	N/A	Yes	Yes
Socioeconomically Disadvantaged	N/A	Yes	Yes	N/A	Yes	Yes
English Learners	N/A	Yes	Yes	N/A	Yes	No

CLASS SIZE

Average Class Size and Class Size Distribution

California's K-3 Class Size Reduction program began in 1996 for children in kindergarten and grades one through three. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher.

In kindergarten and grade three, the district implements an Option 2 Class Size Reduction. In this model, three teachers work with sixty students for the language arts and mathematics portion of the day. The students remain housed within two classrooms and the third teacher works with groups of children in both classrooms. The district plans to return to full Class Size Reduction at grades kindergarten and three, as new elementary schools open in the fall of 2004 and in 2005.

Grade	Average Class Size		
	2002	2003	2004
K	17.7	17.7	27.8
1	18.4	15.9	18.8
2	17.4	17.5	19.1
3	18.4	16.2	19.7
4	29.0	28.5	28.8
5	30.3	29.8	25.8

TEACHER AND STAFF INFORMATION

Core Academic Courses Not Taught by NCLB Compliant Teachers

The *No Child Left Behind Act* (NCLB) requires that all teachers teaching in core academic subjects are to be "highly qualified" not later than the end of the 2005-06 school year. In general, NCLB requires that each teacher must have: (1) a bachelor's degree, (2) a state credential or an Intern Certificate/Credential for no more than three years, and (3) demonstrated subject matter competence for each core subject to be taught by the teacher. More information on teacher qualifications required under NCLB can be found at the California Department of Education's Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

For a school, the data reported are the percent of a school's classes in core content areas not taught by NCLB compliant teachers. For a district, the data reported are the percent of all classes in core content areas not taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district.

	School	District
This School	0.0	—
All Schools in District	—	15.1
High-Poverty Schools in District	—	4.5
Low-Poverty Schools in District	—	5.6

TEACHER AND STAFF INFORMATION (cont.)

Teacher Credentials

Data reported are the number of teachers (full-time and part-time). Each teacher is counted as '1'. If a teacher works at two schools, he/she is only counted at one school.

	2002	2003	2004
Total Teachers	55	55	52
Teachers with Full Credential	52	52	52
Teachers Teaching Outside Subject Area (full credential but teaching outside subject area)	0	0	0
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	3	3	0
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	0	1	0

Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

	2002	2003	2004
Misassignments of Teachers of English Learners	—	—	0
Total Teacher Misassignments	—	—	0

Teacher Education Level

Data reported are the percent of teachers by education level.

	School	District
Doctorate	0.0	0.5
Master's Degree plus 30 or more semester hours	11.5	9.3
Master's Degree	17.3	21.6
Bachelor's Degree plus 30 or more semester hours	53.8	54.6
Bachelor's Degree	17.3	13.8
Less than Bachelor's Degree	0.0	0.2

TEACHER AND STAFF INFORMATION (cont.)

Vacant Teacher Positions

Data reported are 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 or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

	2002	2003	2004
Vacant Teacher Positions	—	—	0

Teacher Evaluations

EUSD evaluates all teachers at least biannually and probationary teachers annually. The teacher evaluation process incorporates a pre-evaluation, scheduled and unscheduled instructional observations, and a final evaluation. Objectives established between the principal and the teacher, reflecting the district's goals and adopted curriculum standards, guide the evaluations. Each teacher is evaluated on the effectiveness of his/her instructional program through formal and informal classroom observations and professional activities. We ensure that those practices are consistently applied to the teaching staff at Felicita School. Further, our teachers expand their professional expertise through regularly scheduled collaboration meetings, attendance at in-service activities inside and outside the district, and graduate college studies. Mentor teachers are assigned to all new teachers and to tenured teachers by request.

Substitute Teachers

The district maintains approximately 400 active substitute teachers districtwide. Our school may determine a priority list for calling substitutes who are most successful at our site or may restrict the calling of those not as successful with our students. Felicita School has had consistent coverage by substitute teachers except when an epidemic illness has stricken our district and neighboring districts or the absence occurs too late to obtain a substitute. An administrator or non-classroom, certificated person is called upon under such circumstances to ensure instructional continuity.

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). One person who works 50 percent of full time equals .50 FTE.

Title	FTE
Counselor	1.9
Librarian	0
Psychologist	1.0
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0

CURRICULUM AND INSTRUCTION

School Instruction and Leadership

Felicita School offers a comprehensive standards-based academic program that provides curriculum and instructional strategies designed to increase student achievement and to help all students become proficient or advanced in the California Academic Content Standards. The districtwide focus for 2004-2005 is to continue the implementation of standards-based language arts and mathematics programs, resources to meet the needs of English Language Learners, and intervention and support services for all students.

A group composed of staff, school site council members, and district administration annually develops a Single Site Plan to identify strengths of our school's programs and an area of growth for the school year. For the 2004-2005 school year, Felicita School staff is committed to increasing student learning by providing a rigorous core of study using the district standards and state frameworks as a guide.

Leadership at Felicita is a shared responsibility between district administration, the principal, instructional staff, students, and parents. Working closely with teachers and staff, the principal leads the school's efforts to offer a well-balanced and rigorous core curriculum. Many teachers assume leadership roles as team leaders, committee chairs, grade level representatives, and district committee representatives. Mr. Leso has been a principal for two years. Our principal's previous experience includes four years as an assistant principal and 20 years as a teacher.

Professional Development

EUSD has a diverse student population. In meeting the needs of all students, the district provides ongoing staff development in teaching strategies and resources, assessment tools and communication skills. Specific training activities are based on state, district, site, and, in some cases, individually-identified content and professional growth needs. In addition, teachers are encouraged to participate in local, statewide, and national training opportunities that will directly affect student achievement. Because new teachers often confront challenges as they begin teaching, EUSD participates in the Beginning Teacher Support and Assessment (BTSA) program, guided by the California Standards for the Teaching Profession, to train, support, and encourage new teachers to grow, reflect, and focus instruction on professional growth.

Instructional Minutes

The California *Education Code* establishes the required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

Felicita is on a modified traditional calendar of 180 instructional days and had one minimum day in the 2003-2004 school year.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	36,180	36,000
1- 3	54,278	50,400
4 - 5	54,278	54,000

CURRICULUM AND INSTRUCTION (cont.)

Availability of Sufficient Standards-Aligned Textbooks and Other Instructional Materials

The availability of sufficient state-adopted (grades K-8) and standards-aligned (grades K-12) textbooks and other instructional materials for each pupil, including English learners, are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, and foreign language, as appropriate.

Selected Textbooks	Date of Publication	Subject	Year Adopted	A book for each student?	Class sets used?	Aligned w/ State Standards?
Houghton Mifflin <i>Reading</i>	2003	Language Arts	2003	Yes	No	Yes
Hampton-Brown <i>High Point</i>	2001	Reading Intervention	2003	Yes*	No	Yes
Harcourt <i>Math 2002</i>	2002	Math	2002	Yes	No	Yes
Harcourt <i>Science</i>	2000	Science	2001	Yes	No	Yes
Harcourt <i>Social Studies</i>	2000	History/ Social Studies	2000	Yes	No	Yes
Hampton-Brown <i>Into English</i>	1997	ELD	1999	Yes*	No	Yes

* There is a book for each student requiring this program, but not a book for each student in the district.

Reading And Writing

Houghton Mifflin *Reading* is a scientifically research-based reading program built around rich, authentic literature and powerful, step-by-step instruction that lets students experience success in reading. Program resources support meeting individual student needs—including resources for English language learners, struggling readers and advanced learners. Powerful, comprehensive instruction in the five strands of reading: phonics, phonemic awareness, fluency, vocabulary, and comprehension are presented in an explicit, systematic approach. Program assessments diagnose student needs, inform classroom instruction, and document results of student progress.

Houghton Mifflin *Lectura* provides comprehensive, parallel Spanish reading instruction for bilingual classrooms.

Reading Intervention Program For Students In Grades Four And Five

The Hampton-Brown *High Point* Program is for students in grades four through eight. It is a State Board of Education Intervention Reading Program designed to motivate and accelerate struggling readers and English Learners' reading achievement. It is a standards-based program that contains extensive vocabulary development skills practice, a complete learning-to-read strand, direct instruction in reading strategies, comprehensive grammar instruction, and writing projects. It also provides specialized instructional strategies to address diverse learning needs. *High Point* assessments provide a full array of tests to diagnose, plan instruction, and measure student progress.

CURRICULUM AND INSTRUCTION (cont.)

Mathematics

Kindergarten through fifth-grade teachers implement the Harcourt *Math 2002* Program. Harcourt Math is a standards-based mathematics program that is designed to build conceptual understanding, skill proficiency, problem-solving ability, and logical reasoning. Program resources include ongoing opportunities to differentiate instruction based on students' individual needs. The program assessments provide inventory tests, chapter and unit tests, pretests and practice tests, benchmark and performance assessments, as well as daily assessments, intervention, and extension resources.

Science

The district-adopted Harcourt *Science* Program provides kindergarten through fifth-grade students science content and real-world connections. It is a standards-based program that provides a well-balanced curriculum that actively involves students in hands-on investigations to teach the content as well as the essential process skills. Teacher resources include school-home connection letters, activities for home and school, resource pages for student activities, student workbook pages, as well as the Harcourt Science Assessment Program.

Social Science

Kindergarten through fifth-grade teachers implement the Harcourt *Social Studies* Program. The program curriculum provides content, instructional strategies, reading selections, and instructional support materials to ensure students at all levels acquire the necessary skills to meet the California History/Social Science standards. The program also includes test preparation to prepare students for the California STAR Test.

English Language Development

Hampton-Brown *Into English!* is designed to accommodate English language development for students in every grade level, regardless of language proficiency level. The multi-level strategies built into the lesson plans provide suggested options for teaching students of all levels.

Supplemental Student Services

Felicita School receives special funds for supplementary educational programs. These programs include: Special Education, School Improvement Program (SIP), Gifted and Talented Education (GATE), Title I, Miller-Unruh, English Language Learning (ELL), Innovative Education Program Strategies (Title V), Safe and Drug-Free Schools, and Anytime School.

Through special federal and state funded programs such as EIA, Title I, Gifted and Talented Education (GATE) and School Improvement Program (SIP) all Felicita students have the opportunity to reap the benefits of additional support to the regular basic programs such as: Interventional Reading and Math Services for K-5, Accelerated Reader Program, the Waterford System Reading Program for Kindergarten and 1st grade, and parent training programs.

FISCAL AND EXPENDITURE DATA

Expenditures (Fiscal Year 2002-2003)

For the 2002-03 school year, the total operational cost of the school district was \$125.8M, or \$6,433 per student. The majority of the expenditures were for student instruction, including employee salaries/benefits and classroom supplies/equipment. Instructional Services include libraries, staff/curriculum development, and other administrative costs. Pupil Services include guidance, counseling, psychological, healthcare, transportation, and other pupil services. Maintenance/Operations/Facilities includes custodial, maintenance, and facilities costs. General Administration includes business services, personnel, and other administrative services. Other costs include debt service payments, interfund transfers, and other community services. Lottery expense comprises 2.60% of total expenditures.

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)
\$125,832,735	\$6,433	\$6,542	\$6,822

Average Salaries (Fiscal Year 2002-2003)

Data reported are the district average salaries for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409.

Category	District Amount	State Average
Beginning Teacher Salary	\$ 36,669	\$ 37,951
Mid-Range Teacher Salary	\$ 57,711	\$ 61,262
Highest Teacher Salary	\$ 73,104	\$ 74,414
Average Principal Salary (Elementary)	\$ 94,702	\$ 93,342
Superintendent Salary	\$ 157,046	\$ 140,715
Percent of Budget for Teacher Salaries	46.33%	44.6%
Percent of Budget for Administrative Salaries	4.96%	5.5%