

# Joshua Hills 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                | Joshua Hills Elementary School |
| Street                     | 3030 Fairfield Avenue          |
| City, State, Zip           | Palmdale, CA 93550-8300        |
| Phone Number               | (661) 265-9992                 |
| Principal                  | Regina L. Tillman              |
| E-mail Address             | RLTillman@palmdalesd.org       |
| CDS Code                   | 19648576106793                 |

| <b>District Contact Information</b> |                                     |
|-------------------------------------|-------------------------------------|
| <b>District Name</b>                | Palmdale Elementary School District |
| <b>Phone Number</b>                 | (661) 947-7191                      |
| <b>Web Site</b>                     | www.palmdalesd.org                  |
| <b>Superintendent</b>               | Pauline Winbush, Interim            |
| <b>E-mail Address</b>               | DJNardi@palmdalesd.org              |

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

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

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#### **Palmdale School District Mission Statement**

The mission of the Palmdale School District is to provide each child with a rigorous and relevant academic education, a safe learning environment and the knowledge, skills and attitudes necessary for success in the 21st Century.

Joshua Hills Staff has a commitment to giving our students the best, well-rounded education possible. We are dedicated to teaching the whole child and meeting their academic and social/emotional needs.

The mission of Joshua Hills Elementary School is to provide each child with a rigorous and relevant academic education, a safe learning environment and the knowledge, skills and attitudes necessary for success in the 21st Century.

#### **VISION STATEMENT:**

The Joshua Hills community will work together in collaboration to establish an environment that will provide our students with meaningful social and academic experiences that will broaden their horizons. The entire community will be dedicated to the development of self-esteem, self-discipline and responsibility in all students so that they are able to connect the knowledge they gain in a way that empowers them and influences their choices throughout their lives.

We subscribe to the Palmdale School District Vision and Mission: Palmdale School District is a place dedicated to each of our children, devoted to our whole community, defined by our ideals, and core values: Excellence, accountability, diversity, integrity, community and transparency.

### **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.

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- Parent Volunteers
  - Parent Teacher Association
  - Teacher Assistance Program
  - Adult ESL Program
  - School Site Council
  - English Language Advisory Committee
  - Noon Duty Supervisor Substitutes
  - Gifted and Talented Advisory Board
  - Family Nights
  - Parent Conferences
  - Title I Meeting
  - Open House
  - Awards Assemblies
  - Fine Arts Performances
  - Parent Academy

### 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<br>(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  | 37  | 43      | 37      | 41       | 44      | 42      | 54      | 56      | 55      |
| Mathematics            | 53  | 56      | 51      | 47       | 49      | 43      | 49      | 50      | 50      |
| Science                | 31  | 33      | 27      | 50       | 54      | 48      | 57      | 60      | 59      |
| History-Social Science | N/A   | N/A     | N/A     | 36       | 42      | 38      | 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                       | 42  | 43          | 48      | N/A                    |
| All Student at the School                     | 37  | 51          | 27      | N/A                    |
| Male  | 35  | 51          | 33      | N/A                    |
| Female  | 40  | 50          | 18      | N/A                    |
| Black or African American                     | 28  | 39          | 17      | N/A                    |
| American Indian or Alaska Native              |   |             |         | N/A                    |
| Asian   |   |             |         | N/A                    |
| Filipino                                      |   |             |         | N/A                    |
| Hispanic or Latino                            | 37  | 52          | 26      | N/A                    |
| Native Hawaiian/Pacific Islander              |   |             |         | N/A                    |
| White   | 46  | 49          |         | N/A                    |
| Two or More Races                             | 64  | 71          |         | N/A                    |
| Socioeconomically Disadvantaged               | 35  | 50          | 24      | N/A                    |
| English Learners                              | 19  | 40          | 4       | N/A                    |
| Students with Disabilities                    | 12  | 25          |         | N/A                    |
| Students Receiving Migrant Education Services |   |             |         | 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           | 18.4  | 26.3                  | 30.3                 |

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       | 3    | 2    | 3    |
| Similar Schools | 6    | 3    | 7    |

**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       | -22               | 33      | -33     |
| Black or African American        | -16               |         |         |
| American Indian or Alaska Native |                   |         |         |
| Asian                            |                   |         |         |
| Filipino                         |                   |         |         |
| Hispanic or Latino               | -10               | 38      | -43     |
| Native Hawaiian/Pacific Islander |                   |         |         |
| White                            |                   |         |         |
| Two or More Races                |                   |         |         |
| Socioeconomically Disadvantaged  | -24               | 37      | -33     |
| English Learners                 | -13               | 49      | -32     |
| Students with Disabilities       | -88               |         |         |

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       | 629             | 734        | 14,833        | 744        | 4,655,989     | 790        |
| Black or African American        | 93              | 702        | 2,305         | 695        | 296,463       | 708        |
| American Indian or Alaska Native | 4               |            | 89            | 727        | 30,394        | 743        |
| Asian                            | 3               |            | 115           | 850        | 406,527       | 906        |
| Filipino                         | 3               |            | 218           | 854        | 121,054       | 867        |
| Hispanic or Latino               | 476             | 732        | 10,548        | 746        | 2,438,951     | 744        |
| Native Hawaiian/Pacific Islander | 4               |            | 23            | 773        | 25,351        | 774        |
| White                            | 33              | 724        | 1,121         | 795        | 1,200,127     | 853        |
| Two or More Races                | 6               |            | 248           | 722        | 125,025       | 824        |
| Socioeconomically Disadvantaged  | 575             | 725        | 12,561        | 731        | 2,774,640     | 743        |
| English Learners                 | 230             | 718        | 5,679         | 714        | 1,482,316     | 721        |
| Students with Disabilities       | 83              | 569        | 1,946         | 590        | 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           | No     | No       |
| Met API Criteria                              | No     | No       |
| Met Graduation Rate (if applicable)           | N/A    | N/A      |

### 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                          | In PI     | In PI     |
| First Year of Program Improvement                   | 2003-2004 | 2004-2005 |
| Year in Program Improvement                         | Year 5    | Year 3    |
| Number of Schools Currently in Program Improvement  | ---       | 25        |
| Percent of Schools Currently in Program Improvement | ---       | 92.6      |

## V. School Climate

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

| Grade Level      | Number of Students |
|------------------|--------------------|
| Kindergarten     | 134                |
| Grade 1          | 129                |
| Grade 2          | 134                |
| Grade 3          | 122                |
| Grade 4          | 145                |
| Grade 5          | 150                |
| Grade 6          | 149                |
| Total Enrollment | 963                |

### Student Enrollment by Group (School Year 2012-13)

| Group                            | Percent of Total Enrollment | Group                           | Percent of Total Enrollment |
|----------------------------------|-----------------------------|---------------------------------|-----------------------------|
| Black or African American        | 15.2                        | White                           | 5.8                         |
| American Indian or Alaska Native | 0.8                         | Two or More Races               | 0.9                         |
| Asian                            | 0.3                         | Socioeconomically Disadvantaged | 89.6                        |
| Filipino                         | 0.3                         | English Learners                | 37.7                        |
| Hispanic or Latino               | 74.7                        | Students with Disabilities      | 9.2                         |
| Native Hawaiian/Pacific Islander | 1.0                         |                                 |                             |

### 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           | 24.6            | 0                    | 5     | 0       | 30.8            | 0                    | 4       | 0   | 27              | 1                    | 4     |     |
| 1           | 24.8            | 0                    | 4     | 0       | 30              | 0                    | 4       | 0   | 26              | 1                    | 4     |     |
| 2           | 28.2            | 0                    | 5     | 0       | 28              | 0                    | 4       | 0   | 27              |                      | 5     |     |
| 3           | 26.8            | 0                    | 5     | 0       | 26.3            | 1                    | 5       | 0   | 20              | 2                    | 4     |     |
| 4           | 27.5            | 1                    | 5     | 0       | 34.8            | 0                    | 0       | 4   | 21              | 2                    | 5     |     |
| 5           | 28.2            | 1                    | 5     | 0       | 21.7            | 2                    | 5       | 0   | 25              | 2                    | 4     |     |
| 6           | 28.6            | 1                    | 6     | 0       | 29              | 1                    | 5       | 1   | 25              | 2                    | 4     |     |
| 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.

A Safe School Model exists by incorporating four components:

- 1) Personal Characteristics of Students and Staff
- 2) The School's Physical Environment
- 3) The School's Social Environment
- 4) The School's Cultural Environment

At Joshua Hills School the Disaster Preparedness Plan is updated yearly. The plan was reviewed and updated by the safety committee on October 12th, 2012. Emergency drills are routinely held on a monthly basis. PTA continues to purchase and make available many emergency supplies. All classrooms have emergency kits.

### Suspensions and Expulsions

| Rate        | School  |         |         | District |         |         |
|-------------|---------|---------|---------|----------|---------|---------|
|             | 2010-11 | 2011-12 | 2012-13 | 2010-11  | 2011-12 | 2012-13 |
| Suspensions | 7.43    | 10.73   | 8.33    | 14.14    | 17.14   | 15.98   |
| Expulsions  | 0.28    | 0.10    | .10     | 0.69     | 0.43    | .08     |

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

A priority of Joshua Hills School is to provide a safe, secure, and clean environment for learning. All entrances to the school remain locked during school hours and visitors must check in with the office prior to entering the campus. There are supervised bus load spots before and after school and crossing guards. Our custodial staff performs basic cleaning operations in each classroom and other school facilities every day. It is our policy to maintain our classrooms and restrooms in a clean and orderly manner on a daily basis. Our staff monitors the hallways and restrooms on a regular basis. The district policy is to make necessary repairs as quickly as possible to keep the facilities in a safe and working condition. A work order process is in place to assist in providing these services.

### 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: Dec 2013                         |               |      |      |   |
| System Inspected  | Repair Status |      |      | Repair Needed and Action Taken or Planned |
|   | Good          | Fair | Poor |   |
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                          | [X]           | [ ]  | [ ]  |   |
| <b>Interior:</b><br>Interior Surfaces   | [X]           | [ ]  | [ ]  |   |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/ Vermin Infestation          | [X]           | [ ]  | [ ]  |   |
| <b>Electrical:</b><br>Electrical  | [X]           | [ ]  | [ ]  |   |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                    | [X]           | [ ]  | [ ]  |   |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                            | [X]           | [ ]  | [ ]  |   |
| <b>Structural:</b><br>Structural Damage, Roofs                                | [X]           | [ ]  | [ ]  |   |
| <b>External:</b><br>Playground/School Grounds, Windows/<br>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   | 44      | 41      | 41      | 812      |
| Without Full Credential  | 0       | 0       | 0       | 4        |
| 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/](http://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          | 99.4   | 0.6                                     |
| High-Poverty Schools in District | 99.4   | 0.6                                     |
| 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                                  |                                  |   |
| Counselor (Social/Behavioral or Career Development) |                                  | ---   |
| Library Media Teacher (Librarian)                   |                                  | ---   |
| Library Media Services Staff (Paraprofessional)     |                                  | ---   |
| Psychologist  | 1                                | ---   |
| Social Worker                                       |                                  | ---   |
| Nurse   |                                  | ---   |
| Speech/Language/Hearing Specialist                  | 1                                | ---   |
| Resource Specialist                                 |                                  | ---   |
| Other   |                                  | ---   |

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: 2012-June

All students are provided with appropriate textbooks in each curriculum area.

| Core Curriculum Area          | Textbooks and Instructional Materials/<br>Year of Adoption   | From<br>Most Recent<br>Adoption? | Percent of Students<br>Lacking Own<br>Assigned Copy |
|-------------------------------|--|----------------------------------|---|
| <b>Reading/Language Arts</b>  | K-6 ELA/ELD: Houghton Mifflin Medallions 2010<br>7-8 ELA: Pearson Literature California 2010<br>7-8 ELD: Pearson Language Central 2010<br>4-8 Core Replacement: Cambium Learning Group -<br>Language! 2010 | Yes                              | 0   |
| <b>Mathematics</b>            | K-6: Scott Foresman-Addison Wesley enVision Math<br>California 2009<br>7: Prentice Hall Pre-Algebra California Edition 2009<br>8: Prentice Hall Algebra California Edition 2009                            | Yes                              | 0   |
| <b>Science</b>                | K-6: Harcourt California Edition Science 2007<br>7-8: Holt, Rinehart, & Winston 2007   | Yes                              | 0   |
| <b>History-Social Science</b> | K-6: Macmillan McGraw Hill 2007<br>7-8: McDougal Littell 2006  | Yes                              | 0   |
| <b>Foreign Language</b>       | 7-8: Pearson Learning 2011   | 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                                  | \$277.88               | \$202.49                | \$75.39            | \$57,167.95            |
| District                                     | ---                    | ---                     | \$85.08            | \$65,654               |
| Percent Difference: School Site and District | ---                    | ---                     | 0%                 | 0%                     |
| State  | ---                    | ---                     | \$5,537            | \$70,193               |
| Percent Difference: School Site and State    | ---                    | ---                     | 0%                 | 0%                     |

**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.

Joshua Hill's School is able to provide all students with a rich and balanced curriculum. The following programs are funded to ensure that all students have full access to the core curriculum: Title 1 (funds for at-risk students), EIA/LEP Funds, After school enrichment and remediation programs, English Learners Program, Special Education, Resource Specialist Program, and Family Involvement Programs. Funds are also used to support our Professional Learning Communities (PLC), through which our teachers meet and discuss the needs of our students and plan standards based curriculum and instruction using information from collected data including: common formative assessments, district benchmark assessments and state assessments.

### Teacher and Administrative Salaries (Fiscal Year 2011-12)

| Category                                      | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary                      | \$35,094        | \$41,451                                     |
| Mid-Range Teacher Salary                      | \$63,873        | \$67,655                                     |
| Highest Teacher Salary                        | \$76,393        | \$85,989                                     |
| Average Principal Salary (Elementary)         | \$107,083       | \$108,589                                    |
| Average Principal Salary (Middle)             | \$108,445       | \$111,643                                    |
| Average Principal Salary (High)               | \$0             | \$110,257                                    |
| Superintendent Salary                         | \$218,093       | \$182,548                                    |
| Percent of Budget for Teacher Salaries        | 36.6%           | 41.8%  |
| Percent of Budget for Administrative Salaries | 5.1%            | 5.5%   |

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.)?

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Teachers meet frequently within and across grade levels in lesson study and grade specific institutes to plan and discuss what they are doing and how to coordinate instruction. A teacher survey is taken at the end of the school year that guides site professional development and in-service selection decisions. Student data is also used to determine professional development offerings. Sites design specific professional development based on academic content standards, the California Standards for the Teaching Profession, and research-based practices.

Educational Services, Special Education, English Learners, Student Assessment and Accountability, and Teacher Support departments participate in the planning and implementation of District staff development activities. Courses are offered throughout the year on week nights and Saturdays.

Trainings are also offered during the summer months on content specific and professional areas such as SIOP, Teacher Leaders, English Language Arts, mathematics workshops, unpacking standards, and intervention programs. . Administration training focuses on the development of learning communities.

Conference and convention attendance, in-service meetings and staff collaboration offers additional opportunities for professional growth. Teachers observe other professionals, engage in peer coaching and work with mentors and grade level or departmental colleagues.