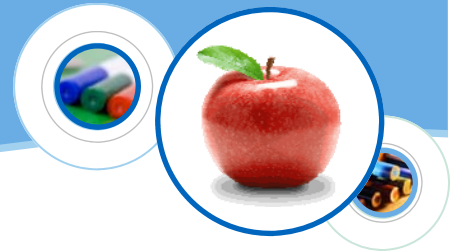


SEARLES ELEMENTARY SCHOOL



GRADES K-5

33629 15th Street Union City, CA 94587
Phone: (510) 471-2772 Fax: (510) 471-8420
Web site: www.nhusd.k12.ca.us

Kari McVeigh
Superintendent

Deborah A. Knoth
Principal

2007-08 School Accountability Report Card

Published During the 2008-09 School Year

Principal's Message

Searles students, staff, and families are proud of our school community that holds high academic standards for students in a caring environment. We view and appreciate each child as an individual as we work together to provide the best possible education for all students.

The Searles Elementary School vision is for all students to work to and at their fullest potential while progressing toward grade level standards. Good decision-making leading to socially responsible citizens is promoted. The acceptance and appreciation of our many cultures is expected of our community.

Our mission is to provide the foundation for achievement and success in all curricular areas by focusing on providing a balanced literacy program to all students. We understand and value the importance of the communication between staff, parents, and the community, and we continually strive to increase opportunities for parent involvement in our school family.

Searles Elementary School is a kindergarten through fifth grade school located in the eastern portion of Union City. One administrator, 34 classroom teachers, a Title I teacher, a half-time EL support teacher, a resource specialist, a media specialist, a physical educational specialist, a music specialist, a science specialist, a part-time psychologist, a full- and a part-time speech therapist, and a part-time fifth grade counselor support the diverse population of approximately 750 students. The classified support staff includes a secretary; one office assistant; one full-time day and one full-time night custodian and one part-time night custodian; 20 paraprofessionals, a half-time family literacy liaison, and a SB 65 Outreach Facilitator, two food services assistants, and a before- and after-school daycare staff (Kids First) comprised of one program specialist and one program assistant. A Tri-Cities Preschool (Kidango)—located on campus, targeting low-income children—serves approximately 45 children.

All classrooms are self-contained, although specialists provide music, media, science, and physical education instruction for all first through fifth grade students. Each first through fifth grade classroom teacher receives 40 minutes of preparation time each day. A literacy support teacher is released to support all teachers (K-5) by mentoring and coaching best teaching practices for literacy.

The students at Searles speak over 24 different languages. Our population is represented by the following cultures: Latino, Asian (including Asians from India), African American, White, Filipino, and Pacific Islander students. Many of our students are identified as English Learners. A half-time English Learner Development Support teacher provides instruction and support for our English Learners.

In addition to the regular program, Searles Elementary provides services to many students with special needs. The Resource Specialist Program serves 23 students identified with a specific learning disability. Sixteen students in fourth and fifth grades are identified as Gifted and Talented (GATE) and receive extended lessons and differentiated instruction within the classroom.

Two hundred and forty seven students are identified as Title I and are supported and monitored by classroom teachers to meet their individual needs. Grade level teams collaborate in Learning Communities weekly to plan and develop curriculum to meet the needs of all students, across their grade level.



New Haven Unified School District

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Phone: (510) 471-1100
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www.nhusd.k12.ca.us

The mission of the New Haven Unified School District, a partnership of students, families, staff and our richly diverse community, is to develop and empower EVERY student to be a productive, responsible and successful 21st-century citizen by creating an exemplary, inclusive educational system characterized by a safe, caring learning environment and a challenging, comprehensive curriculum that ensures academic proficiency.

Continued on page 2

“Creating Our Future”



Principal's Message

Continued from page 1

The ExCEL (Excellence: A Commitment to Every Learner) process is implemented to group students into like-ability groups for literacy instruction one hour every day. After trying the agreed upon grade level strategies, students who are not yet making appropriate growth are brought to our Student Resource Team (SRT) to develop alternate or additional interventions strategies. A Student Support Team (SST) meeting with parents may be scheduled at this time.

Searles has various Special Day Special Education programs including classes for learning handicapped, severely handicapped, mild-moderately handicapped. A full-inclusion program for 25 children with autism or autistic-type behaviors is incorporated into the general education program. Sixty-four students are being served by our speech therapists. There are a total of 82 students who have Individualized Education Plans (IEPs).

The philosophy at Searles is one of prevention of potential learning difficulties. Our character education program focuses directly on the emotional development of all students and our staff works cohesively to develop the "whole" child through our Character Education program. We believe that the best intervention for students performing below grade level takes place in the classroom with the certificated teacher providing the needed support. Paraprofessionals aid in the classroom, and work with students performing on grade level to allow the classroom teacher the opportunity to focus on the students needing extra assistance. Searles Elementary also provides extended learning for our students performing below grade level in before- and after-school programs determined by teacher availability. In addition, after-school programs provide opportunities to pursue interests in vocal music, dance, recorders, homework completion, and sports.

Searles Elementary School was recognized as a California Distinguished School in 2004.

Suspensions and Expulsions

The table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

| Suspension and Expulsion Rates | | | | | | |
|--------------------------------|------------|-------|-------|---------------|-------|-------|
| | Searles ES | | | New Haven USD | | |
| | 05-06 | 06-07 | 07-08 | 05-06 | 06-07 | 07-08 |
| Suspension Rate | 2.9% | 1.8% | 4.1% | 11.6% | 11.0% | 13.0% |
| Expulsion Rate | 0.0% | 0.0% | 0.0% | 0.6% | 0.7% | 0.5% |

School Safety

Providing a safe and orderly environment creates the best possible learning atmosphere for students. A safety committee works together with the site assistant principal to formulate, review, and update a Comprehensive Safety Plan for all possible disaster or emergency situations.

The site safety plan includes:

- Assessment of current crime data
- Procedures for child abuse reporting
- Disaster procedures (routine and emergency)
- Discipline policies for suspension and expulsion
- Procedures to notify teachers of dangerous pupils
- Sexual harassment policy
- Schoolwide dress code that prohibits gang apparel
- Procedures for safe ingress and egress to and from school
- Safe orderly environment conducive to learning
- Rules and procedures on school discipline

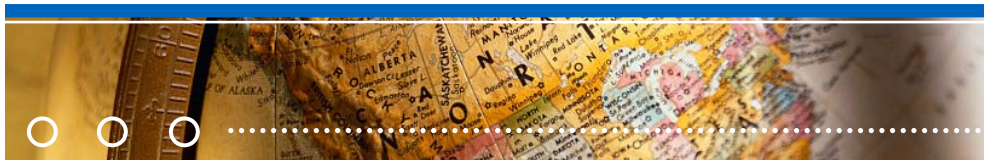
The School Safety Plan was last reviewed, updated, and discussed with the school faculty in February 2008.

Professional Development

New Haven Unified believes strongly in the continued development of the professional skills of staff members. In order to provide these opportunities, professional development activities are ongoing throughout the school year.

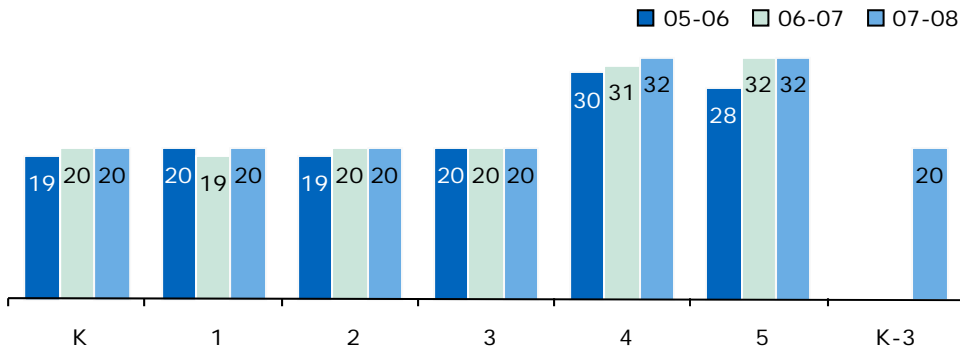
Training takes place in a variety of ways: during three professional learning days in August; during on-site faculty, grade level or department meetings; during minimum days; after school; and during the summer months. As a result of participating in these activities, staff members gain up-to-date knowledge and skills in both subject matter and teaching strategies. These opportunities are offered by District staff, consultants, local colleges and universities, or by the County Office of Education. Participation in college or university-sponsored course work, as well as some District-sponsored professional development programs, provides opportunities for advancement on the salary schedule. The District publicizes these professional development activities through the District List of Approved Courses which is posted on the District website. This year, when designing the two Districtwide professional learning days in August, all sessions were aligned to the following strands: Content Standards; California Standards for the Teaching Profession (CSTP); Technology, Equity and Diversity; Gifted and Talented Education (GATE); Special Education; and English Language Learners (ELL). These strands connect directly to the Beginning Teacher Support and Assessment (BTSA) Induction Standards, and they align with the District's main areas of student need based on our test scores, mainly teaching the content standards to all students, with an emphasis on our ELL students. Professional development needs are also based on teacher needs assessments.

Continued on page 3



Class Size

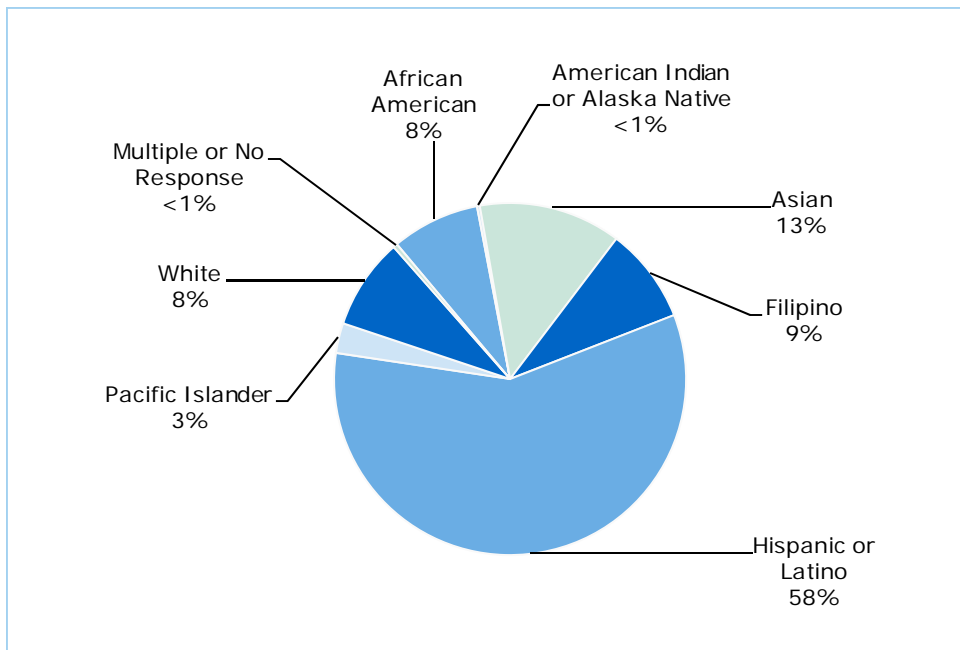
The bar graph displays the three-year data for average class size.



| Class Size Distribution — Number of Classrooms By Size | | | | | | | | | |
|--|-------|-------|-----|-------|-------|-----|-------|-------|-----|
| Grade | 05-06 | | | 06-07 | | | 07-08 | | |
| | 1-20 | 21-32 | 33+ | 1-20 | 21-32 | 33+ | 1-20 | 21-32 | 33+ |
| K | 6 | | | 6 | | | 6 | | |
| 1 | 5 | 1 | | 7 | | | 6 | | |
| 2 | 7 | | | 6 | | | 7 | | |
| 3 | 5 | 1 | | 5 | 1 | | 6 | | |
| 4 | | 4 | | | 4 | | | 3 | 1 |
| 5 | | 5 | | | 3 | 1 | | 4 | |
| K-3 | | | | | | | 1 | | |

Enrollment and Demographics

The total enrollment was 765 students for the 2007-08 school year.



Professional Development

Continued from page 2

The New Haven Strategic Plan—which was created by a broad-based group of New Haven community members including staff, parents, students, and community members—calls for numerous professional development offerings and will guide our professional development for the next five years. The primary focus will be on Standards-based instruction and assessment, using research-based instructional strategies. There will be a strong emphasis on history social science, since it will be a new adoption. In addition, we will be offering training in character education and equity and diversity.

The BTSA Induction Program supports all first and second year teachers in New Haven Unified. Since 1993, the BTSA program has provided support for new teachers. New teachers participate in a two-day new teacher orientation and throughout the year are supported by a multi-level support structure, which includes a partner teacher, site consulting teacher, BTSA specialist, administrators, and other specialists. New teachers are provided release time to plan with their partner teacher, to visit other classrooms, and have opportunities to attend monthly after-school support and grade level meetings. A peer coaching structure for support and assessment provides feedback to new teachers and is an effective method by which new teachers complete a professional development plan.

For the previous three school years, we had three days each year dedicated to staff and professional development.





School Facility Good Repair Status

The table shows the results of the school's most recently completed inspection, using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status.

| School Facility Conditions and Improvements | | | | |
|---|---------------|------|------|------|
| Item Inspected | Repair Status | | | |
| | Good | Fair | Poor | |
| Gas Leaks | ✓ | | | |
| Mechanical Systems | ✓ | | | |
| Windows/Doors/Gates (interior and exterior) | ✓ | | | |
| Interior Surfaces (walls, floors, and ceilings) | ✓ | | | |
| Hazardous Materials (interior and exterior) | ✓ | | | |
| Structural Damage | ✓ | | | |
| Fire Safety | ✓ | | | |
| Electrical (interior and exterior) | ✓ | | | |
| Pest/Vermin Infestation | ✓ | | | |
| Drinking Fountains (inside and outside) | ✓ | | | |
| Restrooms | ✓ | | | |
| Sewer | ✓ | | | |
| Playground/School Grounds | ✓ | | | |
| Roofs | ✓ | | | |
| Overall Cleanliness | ✓ | | | |
| Overall Summary of Facility Condition | | | | |
| | Exemplary | Good | Fair | Poor |
| Overall Summary | | ✓ | | |

Note: The most recent school site inspection occurred on January 10, 2008, and the inspection form was most recently completed on January 10, 2008.

California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The test measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Abdominal Strength
4. Trunk Extension Strength
5. Upper Body Strength
6. Flexibility

To meet fitness standards, students must score in the Healthy Fitness Zone (HFZ) on all six fitness tests. For 2007-08, 28.9% of students in the 5th grade scored in the HFZ. For more information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.

School Facilities

Safety and Cleanliness: The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office, and at the District Office. One hundred percent of toilets are in working condition.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority and orders are completed in a timely manner.

In 2004-05, the District Governing Board approved Deferred Maintenance Projects for this school that resulted in repairs and recoating being performed to the foam roofing system in three locations: Wing 1 equipment well, covered walkway by media center, and restrooms on Wing 2. In 2005-06, repairs and recoating was performed to the foam roofing system on the covered walkway beside multipurpose room, and new foam roofing systems were installed on two portable classrooms (37 and 38). Also, the playground asphalt was seal coated and additional storm drain catch basins will be installed at the field area to correct standing water accumulation.

The District has a mobile maintenance workshop that visits the school site twice per school year, in the fall and spring. The staff assigned to this program performs preventive maintenance and safety inspections on HVAC systems, playground equipment, roofs, and other critical components of the facility. As time allows, the crew will work on other low priority work requests.

Continued on page 5



School Facilities

Continued from page 4

Cleaning Process and Schedule: The District Governing Board has adopted cleaning standards for all schools in the District. A summary of these standards is available at the school office, or at the District Office. Each site is staffed throughout the school year during the day and evenings.

The principal has daily contact with the custodian and provides direction for additional tasks not included in the daily schedule, as well as input on the condition of the facilities. The Manager of Operations makes regular visits to the school site to evaluate the work performance of the custodial staff. The District has a mobile floor preventive maintenance team that is scheduled for a minimum of four visits per year. This team steam cleans carpets, cleans vinyl floors, and applies new finish, and detail cleans restroom floors and walls. The team also reports any other repair work necessary.

In addition, the maintenance management team carries out two site inspections each year. The observations of the team are processed into work orders where applicable, or instructions are given to the site principal or custodian for remediation of an observed condition. These inspections are also used for the *Williams Settlement* reporting to the school board annually.

Age of School Buildings: This school has 46 classrooms (including 25 portables), a multipurpose room, media center (portable), and administration building.

Permanent buildings were built in:

- 1957—7 Classrooms, modernized in 1977
- 1959—2 Classrooms, modernized in 1977
- 1959—Administration, modernized in 1991
- 1963—Multipurpose Room, modernized in 1997
- 1963—12 Classrooms, modernized in 1997

Portable buildings were built in:

- 1985—Media center
- 1989—7 Classrooms
- 1991—1 Classroom (Special Education)
- 1995—4 Classrooms
- 1996—1 Classroom
- 1997—9 Classrooms
- 1999—2 Classrooms (built in 1993, moved from Barnard-White)
- 1999—2 Classrooms (built in 1997, moved from Pioneer)
- 1999—1 Restroom module

Condition: All buildings are in sound structural condition. All buildings are in very good aesthetic condition and repair.

Campus and Features: The campus has a capacity for 900 students. In addition to the classrooms and buildings listed, the school has two playgrounds equipped with play apparatuses, open asphalt play areas with markings for various games and activities, and an open grass field area for use in the P.E. program and recess activities. All teaching facilities have Internet access. All facilities are compliant with the Americans with Disabilities Act (ADA) access requirements.

Modernization Projects and Improvements: The sloped paved area by Room 25 was removed and re-graded to make the paved area compliant with the ADA access regulations, and to improve drainage control.

In 2006–07, local bond funds (Measure A) were used to replace the playground equipment in the kindergarten area, and to replace the 4-foot cyclone fencing with 8-foot wrought iron fencing to improve security and to reduce vandalism in the Kindergarten playground. The paved area between Wings I and II was removed and re-graded to improve pedestrian access and drainage. The exterior of the school was painted; wrought iron fences and gates were installed to reduce vandalism of the playground equipment and to minimize public access during non-school hours; and new playground equipment was installed in the kindergarten area with new pour-in surface.

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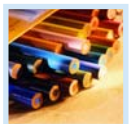
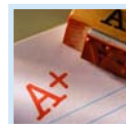
School Facilities

Continued from left

In 2007-08, the foam roof of the administrative building and various classrooms was replaced. The specific classrooms are 1-11 and 13-24. New foam roof will be placed on the following rooms: 25, 28, 29, and boys and girls restrooms. Also, the dirt area behind rooms 39-46 will be paved.

New School Construction Projects or Improvements: In the summer of 2007, all the exterior of the school was re-painted. In the summer of 2008, the school repaved the kindergarten area, and installed a concrete root barrier and seat wall around a tree. Also, the school expanded and paved additional asphalt playground.

The District participates in the State School Deferred Maintenance Program, which provides State-matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2008-09 school year, the District budgeted \$1,497,909 for the Deferred Maintenance Program. This represents 1.37% of the District's general fund budget.





Textbooks and Instructional Materials

New Haven Unified School District (NHUSD) selects Standards-based textbooks and instructional materials from the most recent State-approved and local governing board-approved lists. The timeline for textbook selection is consistent with adopted State Board of Education content and curriculum framework cycles.

All programs on the State-approved kindergarten through eighth grade list are considered.

Publishers are contacted to provide presentations and implementation samples for display. Districtwide committees—composed of classroom teachers, including Special Education and English language development teachers—and administrators review the programs. Each committee takes into consideration student needs and the goals of the District curriculum, with attention to the State Standards in the given curriculum area. After much discussion and through the use of a rubric and format for reporting committee feedback on the program's strengths and weaknesses, the committee recommends a program based on the established criteria.

The recommended program is placed on display for 30 days at the Educational Services Center to provide the community an opportunity to preview the materials. The recommendation is then submitted to the NHUSD School Board for approval.

During 2007-08, all elementary schools distributed the District's selections of the State-adopted reading/language arts, mathematics, history-social science, and science textbooks to all kindergarten through fifth grade students.

NHUSD reviews the inventory of all texts on an annual basis and orders additional texts to ensure that each student has access to their own textbooks and instructional materials, to use in class and to take home. The NHUSD Board of Education passes an annual resolution on the sufficiency of instructional materials for all students.

| Textbooks and Instructional Materials List | | |
|--|--|---------|
| Subject | Textbook | Adopted |
| English-Language Arts | Houghton Mifflin: <i>Reading California</i> | 2002 |
| Mathematics | Scott Foresman: <i>California Mathematics</i> | 2001 |
| Science | Macmillan/McGraw-Hill: <i>California Science</i> | 2008 |
| History-Social Science | Harcourt School Publishers: <i>Reflections</i> | 2006 |

Availability of Textbooks and Instructional Materials

| Availability of Textbooks and Instructional Materials | |
|---|---|
| Subject | Percentage of Pupils Who Lack Their Own Assigned Textbook and Instructional Materials |
| Reading/Language Arts | 0% |
| Mathematics | 0% |
| Science | 0% |
| History-Social Science | 0% |
| Visual and Performing Arts | 0% |
| Foreign Language | ✧ |
| Health | ✧ |

Note: This data was most recently collected and verified on August 25, 2008.

✧ Not applicable.

Parental Involvement

School Site Council (SSC) meetings are held monthly to plan for and monitor our compensatory education funds. Our SSC strives to extend the number of parent volunteers at Searles.

The Parent Teacher Community (PTC) works together to plan and organize fundraisers and provide student reward opportunities. PTC members also volunteer throughout the school year to help with special events like perfect attendance reward days, vision and hearing screening, picture days, Mocha Mornings for parents and teachers, and kindergarten orientation. Our parents are a very valuable asset to the many special programs and incentives provided at Searles.

Teachers welcome parents to help in individual classrooms and we hold annual Bring Your Parent To School and Bring Your Grandparent To School days. Annual Back to School nights, open houses, and winter and spring concerts are held to include parents more extensively with a focus on individual classrooms and special activities. Family evenings provide alternative fun activities to families during our "Turn Off Your TV Week." Parent Education classes are held throughout the year to keep parents abreast of new curriculum and instructional strategies that are employed to meet the California State Standards and to encourage more parent involvement in their children's education.

For more information on how to become involved, please contact Luz Ponce, Community Liaison, at (510) 471-2772, extension 205.





California Standards Tests Results

The multiple-choice California Standards Tests (CST) are part of the Standardized Testing and Reporting (STAR) and are administered only to students in California public schools. These tests determine students' achievement of the California Academic Content Standards and provide feedback on their success given what they are expected to know in each grade level and subject.

| Percentage of Students Scoring At Proficient or Advanced Levels | | | | | | | | | |
|---|------------|-------|-------|---------------|-------|-------|------------|-------|-------|
| | Searles ES | | | New Haven USD | | | California | | |
| | 05-06 | 06-07 | 07-08 | 05-06 | 06-07 | 07-08 | 05-06 | 06-07 | 07-08 |
| English-Language Arts | 37% | 41% | 43% | 46% | 46% | 49% | 42% | 43% | 46% |
| Mathematics | 48% | 47% | 48% | 43% | 41% | 45% | 40% | 40% | 43% |
| Science | 39% | 23% | 55% | 42% | 45% | 55% | 35% | 38% | 46% |

CST Student Group Results: English-Language Arts, Mathematics, and Science

| Percentage of Students Scoring At Proficient or Advanced Levels | | | |
|---|-----------------------|-------------|---------|
| Group | Spring 2008 Results | | |
| | English-Language Arts | Mathematics | Science |
| Male | 38% | 47% | 51% |
| Female | 47% | 49% | 59% |
| Economically Disadvantaged | 32% | 40% | 47% |
| English Learners | 21% | 34% | 36% |
| Students with Disabilities | 18% | 38% | ❖ |
| Migrant Education Services | 21% | 35% | ❖ |
| African American | 29% | 29% | ❖ |
| American Indian or Alaska Native | ❖ | ❖ | ❖ |
| Asian | 65% | 75% | 72% |
| Filipino | 51% | 46% | 42% |
| Hispanic or Latino | 37% | 44% | 51% |
| Pacific Islander | 42% | 47% | ❖ |
| White | 68% | 61% | ❖ |

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

California Standards Tests

For the 2008 STAR exam, students in grades 2-11 took an English-language arts and mathematics test. Students in grades 4 and 7 also participated in an essay writing test. History-social science tests were given to students in grades 8 and 11, and students in grades 5, 8, and 10 took a science test. Students in grades 9-11 were also able to take end-of-course tests in science and history-social science if they were enrolled in the corresponding courses.

Because tests are meant to measure how well students achieve standards rather than how well they do compared to other students, the results are reported as performance levels. The five performance levels are:

- **Advanced** (*exceeds State Standards*)
- **Proficient** (*meets Standards*)
- **Basic**
- **Below basic**
- **Far below basic**

Students scoring at the Proficient or Advanced level meet State Standards in that content area.

The tables show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, and science. For a complete report on all groups and their scores by grade level, please visit <http://star.cde.ca.gov/>.





Adequate Yearly Progress

| Adequate Yearly Progress Criteria | | | | |
|-----------------------------------|-----------------------|-------------|-----------------------|-------------|
| | Searles ES | | New Haven USD | |
| Met Overall AYP | No | | No | |
| AYP Criteria | English-Language Arts | Mathematics | English-Language Arts | Mathematics |
| Participation Rate | Yes | Yes | Yes | Yes |
| Percent Proficient | No | Yes | No | No |
| API | Yes | | Yes | |
| Graduation Rate | ✧ | | Yes | |

✧ Not applicable. The graduation rate for AYP criteria applies to high schools.

Adequate Yearly Progress

NCLB requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments
2. Percent of students scoring proficient on statewide assessments
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school made AYP overall and met each of the AYP criteria for 2007-08. For a detailed report on AYP, please visit www.cde.ca.gov/ta/ac/ay/.

Academic Performance Index

| API Ranks — Three Year Comparison | | | |
|-----------------------------------|-------|-------|-------|
| | 04-05 | 05-06 | 06-07 |
| Statewide API Rank | 5 | 6 | 5 |
| Similar Schools API Rank | 5 | 5 | 5 |

| API Growth by Student Group — Three Year Comparison | | | | |
|---|-------------------|-------|-------|--------------------------|
| Group | Actual API Change | | | 2007-08 Growth API Score |
| | 05-06 | 06-07 | 07-08 | |
| All Students at the School | 9 | -7 | 13 | 768 |
| African American | ■ | ■ | ■ | ■ |
| American Indian or Alaska Native | ■ | ■ | ■ | ■ |
| Asian | ■ | ■ | ■ | ■ |
| Filipino | ■ | ■ | ■ | ■ |
| Hispanic or Latino | 4 | 9 | 20 | 750 |
| Pacific Islander | ■ | ■ | ■ | ■ |
| White | ■ | ■ | ■ | ■ |
| Socioeconomically Disadvantaged | 13 | 2 | 19 | 736 |
| English Learners | 34 | 8 | 2 | 751 |
| Students with Disabilities | ■ | ■ | ■ | ■ |

■ Data are reported only for numerically significant groups.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000, with 800 set as the statewide target. Schools are ranked in ten categories of equal size from 1 (lowest) to 10 (highest). A similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." The tables show the school's three-year data for API rank and API growth. For more detailed information, please visit www.cde.ca.gov/ta/ac/ap/.

Testing Note: Assessment data are reported only for numerically significant groups. Data may not appear if ethnic/racial, socio-economically disadvantaged, or other groups (1) contain less than 100 students with valid test scores OR (2) comprise less than 15% of the school population tested and contain less than 50 students with valid scores.



Teacher Qualifications

| Teacher Credential Information | | | | |
|---|---------------|------------|-------|-------|
| | New Haven USD | Searles ES | | |
| Teachers | 07-08 | 05-06 | 06-07 | 07-08 |
| With Full Credential | 627 | 40 | 39 | 42 |
| Without Full Credential | 34 | 2 | 1 | 1 |
| Teaching Outside Subject Area of Competence | | ◆ | 2 | 0 |

◆ Information not available.

Teacher Qualifications

The table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

Teacher Misassignments and Vacant Teacher Positions

The table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

| Teacher Misassignments and Vacant Teacher Positions | | | |
|---|------------|-------|-------|
| | Searles ES | | |
| | 06-07 | 07-08 | 08-09 |
| Teacher Misassignments of English Learners | 0 | 3 | 2 |
| Total Teacher Misassignments | 0 | 4 | 2 |
| Vacant Teacher Positions | 0 | 0 | 0 |

No Child Left Behind Compliant Teachers

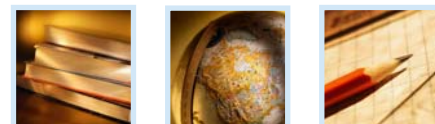
No Child Left Behind (NCLB) requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2007-08 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

| Core Academic Courses Taught by NCLB Compliant Teachers | | |
|---|--|--|
| | % of Classes Taught by NCLB Compliant Teachers | % of Classes Taught by Non-NCLB Compliant Teachers |
| Searles ES | 100.0% | 0.0% |
| All Schools in District | 94.7% | 5.3% |
| High-Poverty Schools in District | ◆ | ◆ |
| Low-Poverty Schools in District | 100.0% | 0.0% |

◆ Information not available.

Academic Counselors

| Number of Academic Counselors (FTE) | Ratio of Students Per Academic Counselor |
|-------------------------------------|--|
| 0.0 | 0.0 |



Public 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 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.

School Support Staff

The following is a list of the support staff at the school and their full-time equivalent (FTE):

- Library Media Teacher (Librarian) 1.0
- Library Media Services Staff (paraprofessional) 0.0
- Psychologist 0.0
- Social Worker 0.0
- Nurse 0.0
- Speech/Language/Hearing Specialist 1.0
- Resource Specialist (non-teaching) 1.0
- Other 0.0



Federal Intervention Program

Schools that receive Title I funding can enter Program Improvement (PI) if they don't reach AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year that they don't meet AYP, they advance to the next level of intervention. The table displays the 2008-09 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay.

| Federal Intervention Program | | |
|---|------------|---------------|
| | Searles ES | New Haven USD |
| Program Improvement Status | Not In PI | Not In PI |
| First Year of Program Improvement | ✧ | ✧ |
| Year in Program Improvement | ✧ | ✧ |
| Number of Schools Identified for Program Improvement | | 1 |
| Percent of Schools Identified for Program Improvement | | 7.1% |

✧ Not applicable.

Financial Information

The data displayed is from the 2006-07 school year because the most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report.

| District Salary Information — Does not include benefits | | |
|---|---------------|------------------------|
| Range | New Haven USD | Similar Sized District |
| Beginning Teacher Salary | \$46,096 | \$39,708 |
| Mid-Range Teacher Salary | \$73,838 | \$63,805 |
| Highest Teacher Salary | \$96,627 | \$82,081 |
| Average Principal Salary (Elementary School) | \$112,884 | \$102,166 |
| Average Principal Salary (Middle School) | \$123,500 | \$107,816 |
| Average Principal Salary (High School) | \$140,229 | \$116,474 |
| Superintendent Salary | \$225,103 | \$183,478 |
| % of Budget for Teacher Salaries | 49.2% | 40.6% |
| % of Budget for Administrative Salaries | 6.1% | 5.2% |

| Financial Data | | | | |
|--|------------------------------|--|--|------------------------|
| | Total Expenditures Per Pupil | Expenditures Per Pupil From Restricted Sources | Expenditures Per Pupil From Unrestricted Sources | Average Teacher Salary |
| Searles ES | \$8,285 | \$3,315 | \$4,970 | \$70,439 |
| New Haven USD | | | \$5,048 | \$73,839 |
| California | | | \$5,300 | \$63,458 |
| % Difference Between School and District | | | -1.6% | -3.0% |
| % Difference Between School and California | | | -6.6% | 9.9% |

Types of Services Funded

Searles Elementary School has voted to become a schoolwide program. We are working together to meet the specific needs of each student and to improve our school program so that 85% of our entire population will be proficient by the year 2010. Searles Elementary School's Site Council and the school staff will serve as the school planning team. Mr. Glynn Thompson, New Haven Unified District's Chief Academic Officer of Curriculum and Instruction, has accepted the role as our technical assistance provider.

District and site funding covers costs of salaries and benefits, materials, maintenance, and equipment of the basic program at Searles. We receive funds based on student average daily attendance (ADA). Lottery funding is used to supplement the regular program. We also receive funding to assist special needs students; Title I funding to support all students; and Economic Impact Aid (EIA) is used specifically for English Learner support. In addition, our School Library Improvement Program (SLIP) funds are used to meet the goals of our Single Plan for Student Achievement.

SARC: Data provided by the California Department of Education (CDE), school and the district office. For additional information on facts about California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. Data-Quest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English Learners.

All data accurate as of February 2009.