



SCHOOL ACCOUNTABILITY REPORT CARD

Issued Spring 2006 for Academic Year 2004–05



Dr. Carl A. Cohn, Superintendent

4100 Normal Street

San Diego, CA 92103

www.sandi.net

6230 Del Cerro Blvd., San Diego, CA 92120

Phone: (619) 583-5704, Fax: (619) 287-9921

rstern@sandi.net

www.hearstelementary.com

Robin Stern, Principal

Hearst Elementary School

Contents

Demographic Information	2
School Safety and Climate for Learning	2
School Facilities	3
Academic Data	4
School Completion	8
Class Size	8
Teacher and Staff Information	9
Instruction and Curriculum	11
Post-Secondary Preparation	12
Fiscal and Expenditure Data	13

What Is a School Accountability Report Card (SARC)?

Since November 1988, state law has required all public schools to prepare and distribute a SARC. The purpose of the report card is to provide parents and the community with important information about a school. A SARC can be an effective way for a school to report on its progress in achieving goals. The public may also use a SARC to evaluate and compare schools on a variety of indicators.

Most of the data are from the 2004–05 school year or the two preceding years (2002–03 and 2003–04). Graduation, dropout, and fiscal data are from 2003–04. Single-year column headings in tables refer to the ending school year for that particular period. When no year is specified, data are from the most recent year available.

Data included in this SARC are consistent with State Board of Education guidelines (see the California Department of Education Web site at www.cde.ca.gov/ta/ac/sa/definitions05.asp).

Additional copies of this SARC may be obtained from the school office or from the district's SARC Web site at studata.sandi.net/research/sarcs/.

School Description and Mission Statement

Hearst Elementary School, named in honor of Phoebe Apperson Hearst (co-founder of the Parent Teacher Association), is located in the Del Cerro area, north of San Diego State University. Our neighborhood consists of single-family homes, some rental units, and a small business area. Our student population includes neighborhood students, as well as those who participate in the Voluntary Ethnic Enrollment Program (VEEP) and School Choice program. This wonderful blend of students is reflective of our city's diversity and helps our students learn to respect others and work and play harmoniously.

Our school, through Proposition MM, has received a new roof, new play structures, new flooring in some of the classrooms, a refinished stage in the auditorium, and Internet wiring for all of the classrooms. We have new ceiling fans in the classrooms and auditorium, a new library, and an online library book checkout system.

Our goal is to ensure that every child receives a meaningful and strong education, so that they reach and exceed grade-level standards. All teachers participate in ongoing district- and site-based staff development, because we believe that teacher learning is directly correlated with student learning. Our instructional foci have been on developing writing skills to meet the increasing demands placed on students and to ensure solid algebraic thinking for advanced mathematics.

Opportunities for Parent and Community Involvement

We are committed to communicating with and engaging parents as partners in their children's education. The district has adopted *Parent Communications and Involvement Standards*, which clearly describe expectations for parent communications and involvement at the district, school, classroom, and home levels. We are also committed to obtaining community resources for our school and invite all constituencies within our community to assist us in the education of our students.

Parents have many opportunities to be involved at their children's school site (for example, governance committees, special events, fundraising events, parent organizations, and in classrooms) and at the district level (for example, district councils/committees, Parent University, and special events). We encourage parents to support their children at home by discussing their education expectations and creating a positive homework and learning environment.

Hearst Elementary parents and community have many opportunities to get involved in learning in order to make a difference in the lives of our students. We have a very large active group of parent volunteers who support students in the classroom and at all school-wide events. Our parents are involved in the Parent Teacher Association (PTA) that hosts many enrichment activities, such as our wonderful Art Corps program where parents become the teachers and students become the artists. Room parents work closely with the Art Corps coordinator on learning new lessons, art techniques, and art history. They then teach the students, who create artwork for a schoolwide exhibition in the spring.

Besides participating in our active parent volunteer program, parents also participate in decision-making groups that are involved with the educational progress of the students and in site capital improvements. These groups include the School Site Council (SSC), the Site Governance Team (SGT), the English Learner Advisory Committee (ELAC) and the Hearst Foundation. We maintain community and business partnerships that include the San Diego Police Department Air Support Unit, Doug Grossmark, D.D.S., Vineyard Bank, and the Grantville-Allied Gardens Kiwanis. Each year, we invite our partners to join us at a district recognition event at SeaWorld and a volunteer thank-you tea at Hearst Elementary.

If you want to get involved, please contact David Schwartz at (619) 589-2440.

DEMOGRAPHIC INFORMATION

Student Enrollment – Grade Level

Grade Level	Enrollment on September 26, 2004
Kindergarten	57
1	61
2	63
3	59
4	82
5	69
TOTAL	391

Student Enrollment – Racial/Ethnic Group

Racial/Ethnic Subgroup	Number of Students	Percent of Enrollment
African American	22	5.6
Asian	18	4.6
Filipino	3	0.8
Hispanic	49	12.5
Indochinese	12	3.1
Native American	3	0.8
Pacific Islander	1	0.3
White (Not Hispanic)	283	72.4

SCHOOL SAFETY AND CLIMATE FOR LEARNING

School Safety Plan

Last Review/Update: January 27, 2006

Last Discussed with Staff: January 27, 2006

Each school has a Crisis Response Box that includes its state-mandated comprehensive school safety plan, which meets state requirements as described in California Education Code Section 35294 *et seq.* The safety plan includes disaster procedures, procedures for safe entry and exit of students, procedures for serious disciplinary problems, a sexual harassment policy, child abuse reporting procedures, school dress codes, and school discipline policies.

Adult supervision is provided in the classrooms and outside areas before and after school, during recess and lunch, and during passing time between classes. Under the direction of the principal (or site administrator), specific school building security procedures are implemented by staff. In addition, district offices support schools by reviewing and disseminating safety requirements and information, coordinating safety-related services, and providing training and assistance.

Safety is of the utmost importance at Hearst Elementary. Our plan outlines traffic and pedestrian safety procedures, as well as emergency preparedness. At Hearst, all staff members are responsible for maintaining a safe school environment conducive to teaching and learning. During school hours, all gates are locked and visitors must sign in at the front office. Because of the size of our grounds, we are now utilizing walkie-talkies so that staff can alert the office in case of need. Parents are expected to cooperate with us in maintaining and encouraging proper standards of behavior for children. We are proud that there continue to be almost no incidents of crime of any kind, even though during the non-instructional hours in the evenings and on weekends, our joint-use playing fields are open to the community.

School Programs and Practices that Promote a Positive Learning Environment

Because we recognize the importance of every child reaching grade-level standards, many of our teachers hold early morning or after-school homework clubs to provide extra assistance to our students. We also launched a home-reading incentive program called the Howling Hounds specifically aimed at our English learners. K-Kids, an organized group of students that works with the Kiwanis Club under the direction of Dr. Grossmark, is learning how to become involved in civic action. Our student council, under the direction of Dorothy Iannuzzi, creates enriching activities for the students, such as Spirit Week and food drives. Our school recognizes the importance of good school-to-home communication. We now have a Web site that is available for parents. Weekly communication from the principal and our monthly school newsletter, Hearst Happenings, are sent home with the students. This year, we have a guidance assistant who works proactively with students on such issues as anti-bullying and positive-choice behavior.

Suspensions and Expulsions

Rates of suspension and expulsion per 100 students are the total number of incidents divided by the school's California Basic Educational Data System (CBEDS) enrollment for the given year, multiplied by 100. The district comparison rates reported are the expected rates for the school's enrollment and grade-level composition based on actual districtwide experience. Because suspension and expulsion rates vary greatly by grade level and since any given two schools are not likely to have identical enrollment numbers per grade, schools will have different district comparison rates.

	2003		2004		2005	
	School	District	School	District	School	District
Suspensions (number)	5	13,157	0	12,174	7	14,101
Suspensions (rate per 100 students)	1.29	3.27	0.00	2.83	1.79	2.96
Expulsions (number)	0	354	0	429	0	545
Expulsions (rate per 100 students)	0.00	<0.05	0.00	<0.05	0.00	0.08

Attendance

Percentage Actual Attendance indicates the total number of days students attended divided by the total number of days students were enrolled, multiplied by 100.

	2003	2004	2005
Percentage Actual Attendance	96.01	95.12	95.52

SCHOOL FACILITIES

School Facility Conditions – General Information

Hearst Elementary is clean, bright, and graffiti-free. The school shares use of a baseball field with the City of San Diego Parks and Recreation Department. We work together to keep the fields and school clean. A new upper field was completed as a result of efforts by our foundation and the city. Proposition MM modernization has beautified the school and made it an up-to-date facility. Major repairs included access for the physically disabled, a new library facility, remodeled support space for our resource specialist and speech therapist, and a new lunch-court shelter at our site. Our kindergarten playground has a beautiful new play structure and swings for the youngest Hearst students. An expansion of our kindergarten yard will soon get underway. Thanks to support from our PTA and foundation, we recently added tetherball and wall-ball courts to our playground, and a new drinking fountain was installed on the upper field.

The condition of the landscaped areas has deteriorated with the cutbacks in district gardening support. We hope that soon this will improve. Our site custodial staff works diligently to maintain the cleanliness of our campus. Once a year, our PTA sponsors a weekend clean-up. Generally, the children also do a good job of caring for the campus every day.

School Facility Conditions – Results of Inspection and Evaluation

The following table reports physical conditions that pose a threat to the health and safety of pupils or staff while at school and does not include any cosmetic or nonessential repairs. Additional information about the condition of the school's facilities is available in the school's *Interim Evaluation Instrument*, which can be obtained at the school. Providing safe and well-maintained schools is a top priority for our district. The following critical issues were observed during a 2005–06 inspection of our campus:

Inspection Date: February 8, 2006

Part Evaluated	In Good Repair		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
Gas leaks	✓		
Mechanical systems		✓	Room 7 - too hot.
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 out)	✓		
Restrooms	✓		
Sewer	✓		
Playground/school grounds	✓		
Other		✓	Area in front of portable restroom entrance floods when it rains.

Our school is in good repair, thanks to conscientious staff and community. Any issues related to the safety of our facility are quickly addressed by the district. We recently modified the wiring in our computer lab, creating additional outlets and providing more electricity for our banks of computers. This was done thanks to support from our foundation.

ACADEMIC DATA

Standardized Testing and Reporting (STAR)

Through the California STAR Program, students in Grades 2–11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). To protect student privacy, “—” is used in the following tables instead of the percentage when the number of students tested is 10 or less in that category. Data for migrant education services are not available.

California Standards Tests (CST)

The CST tests English language arts and mathematics (Grades 2–11), science (Grades 5, 9, 10, and 11), and history-social science (Grades 8, 10, and 11). The CST shows how well students are doing in relation to state content standards. Student scores are reported as performance levels: 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 and Advanced levels have met 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). Statewide data are rounded to the nearest percentage point. Detailed information regarding CST and CAPA results for each grade, proficiency level, and subgroup can be found at the California Department of Education (CDE) Web site at star.cde.ca.gov.

Percentage of students achieving the Proficient or Advanced levels (meeting or exceeding state standards):

CST – English Language Arts

Grade Level	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
2	76.3	69.2	84.4	40.1	39.2	45.3	36	35	42
3	76.9	72.5	79.3	35.6	33.5	34.5	33	30	31
4	50.8	70.1	78.7	40.1	41.2	51.0	39	39	47
5	77.9	56.9	71.0	34.4	41.5	45.0	36	40	43

CST – Mathematics

Grade Level	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
2	86.4	84.6	90.6	50.0	52.1	61.2	53	51	56
3	64.6	77.5	87.9	44.9	51.0	57.2	46	48	54
4	49.2	58.2	82.7	39.4	43.5	51.6	45	45	50
5	77.9	47.2	62.3	27.7	32.8	44.9	35	38	44

CST – Science

Grade Level	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
5		30.6	59.4		21.8	28.5		24	28

2005 CST Subgroups – English Language Arts

Grade Level	Gender		English Learner		Economically Disadvantaged		Students with Disabilities	
	Male	Female	Yes	No	Yes	No	Yes	No
2	80.0	89.7	—	88.1	—	83.9	—	88.3
3	73.3	85.7	—	84.3	—	84.6	—	84.6
4	77.8	79.5	—	81.7	—	82.1	—	79.7
5	73.7	67.7	—	76.6	—	73.3	36.4	77.6

2005 CST Subgroups – Mathematics

Grade Level	Gender		English Learner		Economically Disadvantaged		Students with Disabilities	
	Male	Female	Yes	No	Yes	No	Yes	No
2	97.1	82.8	—	91.5	—	94.6	—	91.7
3	83.3	92.9	—	88.2	—	90.4	—	90.4
4	77.8	87.2	—	83.1	—	82.1	—	84.1
5	65.8	58.1	—	67.2	—	61.7	27.3	69.0

2005 CST Subgroups – Science

Grade Level	Gender		English Learner		Economically Disadvantaged		Students with Disabilities	
	Male	Female	Yes	No	Yes	No	Yes	No
5	65.8	51.6	—	62.5	—	60.0	45.5	62.1

2005 CST Racial/Ethnic Groups – English Language Arts

Grade Level	African American	Asian	Filipino	Hispanic	Indochinese	Native American	Pacific Islander	White (Not Hispanic)
2	—	—	—	—	—	—	—	87.0
3	—	—	—	—	—	—	—	83.7
4	—	—	—	—	—	—	—	82.5
5	—	—	—	54.5	—	—	—	72.0

2005 CST Racial/Ethnic Groups – Mathematics

Grade Level	African American	Asian	Filipino	Hispanic	Indochinese	Native American	Pacific Islander	White (Not Hispanic)
2	—	—	—	—	—	—	—	97.8
3	—	—	—	—	—	—	—	86.0
4	—	—	—	—	—	—	—	82.5
5	—	—	—	45.5	—	—	—	64.0

2005 CST Racial/Ethnic Groups – Science

Grade Level	African American	Asian	Filipino	Hispanic	Indochinese	Native American	Pacific Islander	White (Not Hispanic)
5	—	—	—	54.5	—	—	—	62.0

Norm-Referenced Test (NRT)

Prior to 2005, the California Achievement Test, Sixth Edition (CAT/6), the norm-referenced test (NRT) currently adopted by the State Board of Education, tested reading, language arts, and mathematics in Grades 2–11, spelling in Grades 2–8, and science in Grades 9–11. Beginning in 2005, the NRT tests reading, language arts, mathematics, and spelling in Grades 3 and 7 only and no longer test science in any grade. Only reading and mathematics data are required to be reported in the SARC. Detailed information for language arts and spelling, as well as subgroup performance for all tests, can be found at the CDE Web site at star.cde.ca.gov.

The following tables show the percent of students at each grade level scoring at or above the 50th percentile (the national average) on the reading and mathematics portions of the CAT/6:

NRT – Reading

Grade Level	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
3	72.3	75.0	70.7	35.9	36.4	37.5	34	35	36

NRT – Mathematics

Grade Level	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
3	73.8	90.0	89.7	53.8	56.8	58.1	52	53	54

2005 NRT Subgroups – Reading

Grade Level	Gender		English Learner		Economically Disadvantaged		Students with Disabilities	
	Male	Female	Yes	No	Yes	No	Yes	No
3	60.0	82.1	—	76.5	—	75.0	—	71.2

2005 NRT Subgroups – Mathematics

Grade Level	Gender		English Learner		Economically Disadvantaged		Students with Disabilities	
	Male	Female	Yes	No	Yes	No	Yes	No
3	93.3	85.7	—	92.2	—	94.2	—	92.3

2005 NRT Racial/Ethnic Groups – Reading

Grade Level	African American	Asian	Filipino	Hispanic	Indochinese	Native American	Pacific Islander	White (Not Hispanic)
3	—	—	—	—	—			74.4

2005 NRT Racial/Ethnic Groups – Mathematics

Grade Level	African American	Asian	Filipino	Hispanic	Indochinese	Native American	Pacific Islander	White (Not Hispanic)
3	—	—	—	—	—			93.0

District Assessments

The Developmental Reading Assessment (DRA) is used to identify students in Grades K–3 who are reading below grade level and need support. It is administered during a one-on-one conference in which a student reads specially selected texts to the teacher. The DRA is administered three to four times a year to determine a student’s instructional reading level and to document progress over time. Data reported are for all students—English language proficient and English learners. Since district standard cut-points have changed over time, last year’s cut-points are used across all reported years. As a result, data reported for earlier years below may not be consistent with data reported in previous SARCs or with data reported online using each year’s cut-points.

The Stanford Diagnostic Reading Test (SDRT) was used prior to the 2004–05 school year to identify students in Grades 4–10 who were reading below grade level and needed support and intervention. The SDRT was administered in a group setting and assessed vocabulary, comprehension, and scanning skills. For students reading significantly below grade level on the SDRT, the Analytical Reading Inventory (ARI) (Grades 4–8) and Informal Reading Inventory (IRI) (Grades 9–10) were used to reevaluate students and identify appropriate supports and interventions. Data reported are for English-speaking students.

The Degrees of Reading Power (DRP) test took the place of the SDRT starting in the 2004–05 school year. DRP tests are group-administered measures of how well students understand the surface meaning of what they read. They measure the process of reading rather than products of reading, such as main idea and author purpose. The tests are administered in the fall and spring to students in Grades 4–8.

The District Mathematics Test (DMT) is given to students in Grade 5 and 6 near the end of the school year. It assesses grade-level mathematics skills and is tied to state content standards. The results are used to identify students in need of additional mathematics support. The DMT score and the end-of-year mathematics grade determine the student’s performance level and guide placement decisions in mathematics courses for the following year. Different tests are given to fifth and sixth graders.

There is no district-mandated writing test.

Percentage of students meeting or exceeding district grade-level expectations:

Grade Level	Reading			Mathematics			Writing			
	2003	2004	2005	2003	2004	2005	2003	2004	2005	
K	29.3	75.5	91.7	<i>No district-mandated mathematics test for these grade levels</i>			<i>No district-mandated writing test</i>			
1	83.7	82.1	84.2							
2	91.8	81.5	85.9							
3	83.1	87.5	91.5							
4	82.1	93.7	97.1							
5	95.7	81.5	90.8							

2005 California Physical Fitness Test

Data reported are the percentage of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. The California Physical Fitness Test is administered to students in Grades 5, 7, and 9 only. Detailed information regarding the California Physical Fitness Test may be found at the CDE Web site at www.cde.ca.gov/ta/tg/pf/.

Grade Level	School			District			State		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
5	15.7	23.7	6.3	23.4	21.4	25.3	24.5	22.3	26.7

Academic Performance Index (API)

The Academic Performance Index (API), the cornerstone of California’s accountability system, measures the academic performance and growth of schools. The index, ranging from 200 to 1000, indicates a school’s performance. The statewide API goal for all schools is 800. Scores that were at or above this target are indicated by a “#” in the following three tables. Annual interim targets are set for each school. API scores are calculated on the basis of state standards-based and norm-referenced tests.

Growth Targets: The annual growth target for a school is five percent of the difference between its base API and 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 awards.

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

Percentage Tested: To be eligible for awards, elementary and middle schools must test at least 95 percent of their students in Grades 2–8 on STAR. High schools must test at least 90 percent of their students in Grades 9–11 on STAR.

Statewide Decile Rank: Schools receiving a base API score are ranked in 10 equal-sized groups (deciles) from 1 (lowest) to 10 (highest), by type of school (elementary, middle, or high school).

Similar Schools Decile Rank: This is a comparison of each school with 100 other schools with the most similar demographic characteristics. Each school is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to the schools most like it.

API criteria are subject to change as new legislation is enacted into law. More detailed, current information about the API and the Public Schools Accountability Act (PSAA) can be found at the CDE Web site at www.cde.ca.gov/ta/ac/ap/ or by speaking with the school principal.

API – Schoolwide

	API Base Data				API Growth Data		
	2002	2003	2004		2002 to 2003	2003 to 2004	2004 to 2005
Percentage Tested	98	100	100	Percentage Tested	100	100	100
Base API Score	855	875	859	API (Growth) Score	868	866	904
Growth Target	#	#	#	Actual Growth	13	-9	45
Statewide Decile Rank	10	10	9				
Similar Schools Decile Rank	8	5	8				

API Subgroups – Racial/Ethnic Groups

Data are only reported for numerically significant subgroups, those consisting of at least 50 pupils with valid test scores and constituting at least 15 percent of a school’s total population of pupils with valid test scores.

	API Base Data				API Growth Data		
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
African American				African American			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
Asian (includes Indochinese)				Asian (includes Indochinese)			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
Filipino				Filipino			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
Hispanic				Hispanic			
Base API Score	795	774		Growth API Score	775	765	
Growth Target	1	1		Actual Growth	-20	-9	
Native American				Native American			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
Pacific Islander				Pacific Islander			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
White (Not Hispanic)				White (Not Hispanic)			
Base API Score	872	902	883	Growth API Score	892	890	914
Growth Target	#	#	#	Actual Growth	20	-12	31

API Subgroups – Socioeconomically Disadvantaged

	API Base Data				API Growth Data		
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
Base API Score				Growth API Score			
Growth Target				Actual Growth			

State Award and Intervention Programs

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

Adequate Yearly Progress (AYP)

The federal No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To comply with NCLB, California adopted AYP criteria that were approved by the U.S. Department of Education in June 2003. To make AYP, schools and districts are required each year to meet or exceed specific criteria in each of the following:

- Requirement 1: Participation rate on the state’s standards-based assessments
- Requirement 2: Percent proficient on the state’s standards-based assessments

- Requirement 3: API as an additional indicator
- Requirement 4: Graduation rate (for secondary schools)

Requirements 1 and 2 apply at the school, district, and subgroup levels. Requirements 3 and 4 apply only at the school and district levels, unless exception or “safe harbor” criteria are used. Detailed information about AYP can be found at the CDE Web site at www.cde.ca.gov/ta/ac/ay/ or by speaking with the school principal.

In the following table, a “Yes” for overall AYP status indicates that AYP was met for all students and all subgroups, that exception criteria were met, or that an appeal of the school or district’s AYP status was approved. Additional data by subgroup show whether each group of students in the school and district made the annual measurable objectives for percent proficient or above and the participation rate required under AYP. School data are only reported for numerically significant subgroups.

Subgroups	School			District		
	2003	2004	2005	2003	2004	2005
Schoolwide	Yes	Yes	Yes	Yes	Yes	Yes
African American				Yes	Yes	Yes
Asian (includes Indochinese)				Yes	Yes	Yes
Filipino				Yes	Yes	Yes
Hispanic				Yes	Yes	Yes
Native American				Yes	Yes	Yes
Pacific Islander				Yes	Yes	Yes
White (Not Hispanic)	Yes	Yes	Yes	Yes	Yes	Yes
English Learners				Yes	Yes	No
Socioeconomically Disadvantaged				Yes	Yes	Yes
Students With Disabilities				Yes	Yes	No
All Subgroups (Overall)	Yes	Yes	Yes	Yes	Yes	No

Federal Intervention Program

Schools receiving Title I funding enter federal Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools, can be found at the CDE Web site at www.cde.ca.gov/ta/ac/ay/ or by speaking with the school principal.

	School	District
Year Identified for Program Improvement		—
Year in Program Improvement		—
Year Exited Program Improvement		—
Number of Schools Currently in Program Improvement	—	38
Percentage of Schools Identified for Program Improvement	—	21.1

SCHOOL COMPLETION (SECONDARY SCHOOLS)

THIS SECTION DOES NOT APPLY TO THIS SCHOOL

CLASS SIZE

Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each class size category, by grade level, as reported for CBEDS.

Grade Level	2003			2004			2005					
	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	20.0	4			18.7	3			19.7	3		
1	17.8	4			20.0	3			19.0	3		
2	20.0	2	1		19.5	2			17.3	3		
3	20.3	2	1		19.5	4			19.5	2		
4	29.0		1		31.0		2		30.0		2	
5	26.0	1	2		29.5		2		30.0		1	
6												
K–3					20.0	1			19.0	1		
3–4	17.0	1							20.0	1		
4–8					20.0	1			19.0	1		
Other												

Class Size Reduction Participation

California's K-3 Class Size Reduction program began in 1996 for children in kindergarten and Grades 1-3. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher. Data reported are the percentage of students at each grade level in the school who are in a reduced-size class.

Grade Level	Percentage of Pupils		
	2003	2004	2005
K	100.00	100.00	100.00
1	100.00	100.00	100.00
2	100.00	100.00	100.00
3	100.00	100.00	100.00

TEACHER AND STAFF INFORMATION

Core Academic Courses Taught by NCLB-Compliant Teachers (2005)

The NCLB Act requires all teachers teaching in core academic subjects to be "highly qualified" no 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.

For a school, the data reported are the percentage of a school's classes in core subject areas taught by NCLB-compliant teachers. For the district, the data reported are the percentage of all classes in core subject areas taught by NCLB-compliant teachers in all schools, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at www.cde.ca.gov/nclb/sr/tq/.

	Percentage of Classes in Core Academic Subjects Taught by NCLB-Compliant Teachers
This School	94.1
All Schools in District	55.7
High-Poverty Schools in District	42.7
Low-Poverty Schools in District	79.2

Teacher Credentials

Data reported are the number of classroom teachers at the school in each category, as reported for CBEDS. All classroom teachers, part-time and full-time, are counted equally. If a teacher works at two schools, s/he is counted only at one school.

	2003	2004	2005
Total Number of Teachers	20	20	18
Full credential and teaching in subject area	20	19	18
Full credential but teaching outside subject area	0	1	0
Alternative Route to Certification (district and university internship)		0	0
Pre-Internship		0	0
Emergency Permits (no credential or internship but meets minimum requirements)	0	0	0
Waiver (no credential and no emergency permit)	0	0	0

Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position, including positions that involve teaching English learners, 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. Total teacher misassignments includes the number of misassignments of teachers of English learners. For 2006, the most currently available data are reported.

	2004	2005	2006
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0

Teacher Education Level (2005)

Data reported are the percentage of teachers by education level, as reported for CBEDS.

	School	District
Doctorate	5.6	0.9
Master's degree plus 30 or more semester hours	0.0	0.3
Master's degree	50.0	50.0
Bachelor's degree plus 30 or more semester hours	0.0	1.2
Bachelor's degree	44.4	47.2
Less than bachelor's degree	0.0	0.4

Vacant Teacher Positions

Data reported are the number of teaching positions (long-term vacancies) for which there was no teacher assigned by the 20th school day of each semester. For 2006, the most currently available data are reported.

	2004		2005		2006	
	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
Number of teaching positions (long-term vacancies) for which there was no teacher assigned by the 20th school day of the semester.	0	0	1	0	1	0

Teacher Evaluations

School site administrators (principal and vice principals) formally evaluate tenured teachers every two years based on guidelines set forth in the California Education Code and the teachers' contract. Temporary and probationary teachers are evaluated annually in a similar manner. Site administrators visit classrooms frequently to observe teachers' instructional practice.

Evaluation criteria for classroom teachers include:

- Progress of pupils toward established standards
- Instructional techniques and strategies
- Adherence to curricular objectives
- Establishment and maintenance of a suitable learning environment
- Performance of non-instructional duties and responsibilities, including supervisory and advisory duties

Evaluation results are shared with the teacher and are forwarded to the school's assistant superintendent for review. All evaluations are confidential and kept in the district's personnel file for that teacher.

Permanent teachers who receive an overall evaluation of unsatisfactory in subject-matter knowledge, teaching strategies, and teaching methods participate in the district's Peer Assistance and Review (PAR) program. As program participants, they are assigned a consulting teacher to help them improve their teaching practice. The consulting teacher observes the teacher in the classroom, provides written feedback, demonstrates teaching strategies or accompanies the teacher to demonstrations in other classrooms, and provides other support as appropriate.

Substitute Teachers

The district has a pool of almost 3,000 substitute teachers available for assignment when a classroom teacher is absent. It has an aggressive campaign to hire additional qualified substitutes to ensure that a qualified pool is available to cover all illnesses and absences of teachers attending professional development. This campaign includes an online application process available any time and working with principals to identify members of their school community who qualify to substitute.

We try to place substitute teachers according to their areas of expertise, although by state law credentialed teachers may substitute at any grade level and in any subject.

Our school keeps a list of excellent substitute teachers with whom we are familiar. Calling substitutes from this list provides a level of comfort for the absent teachers, parents, and students. It is rare that we are left without a substitute for a classroom.

Counselors and Other Support Staff (2005)

Data reported are in full-time equivalents (FTEs). One FTE is defined as a staff person who works 100 percent of full time. Two staff persons who each work 50 percent of full time also equal one FTE.

Position	FTE
Counselor	0.0
Librarian	0.0
Psychologist	0.2
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	0.6
Resource Specialist (Non-Teaching)	1.0
Library Assistant	0.4
Guidance Assistant	0.4
Health Assistant	0.4

Academic Counselors (2005)

District-level counselors are not included in this count. Data reported are in full-time equivalents (FTEs). One FTE is defined as a staff person who works 100 percent of full time. Two staff persons who each work 50 percent of full time also equal one FTE.

Number of Academic Counselors	Students per Academic Counselor
0.00	N/A

INSTRUCTION AND CURRICULUM

San Diego City Schools' Office of the Deputy Superintendent organizes all district efforts to improve student achievement by supporting teaching and learning in the classroom. Since 1998, the district has introduced a series of initiatives directed toward providing all students with effective teaching, high-quality instructional materials, rich learning environments, and additional time and support to reach state academic standards.

School Instruction and Leadership

Instruction and instructional leadership are at the heart of the district's achievement efforts. Through the Office of the Deputy Superintendent, assistant superintendents train, coach, support, and evaluate principals. Assistant superintendents provide professional development for principals in a variety of ways (for example, monthly instructional conferences, study groups, and frequent school visits to provide coaching for individual principals). The principals, in turn, provide support to teachers at their site through staff conferences, opportunities for collaborative study and planning, and individual coaching based on ongoing classroom observations.

Robin Stern, our principal, comes with many years of experience as a site administrator, including more than 10 years' experience as a principal. Mrs. Stern works with staff and parents to make decisions that affect the students and the entire school community. Parents are encouraged to participate in both of the decision-making groups on campus—the School Site Council (SSC) and the Site Governance Team (SGT)—and the monthly principal's chat.

At our school, the instructional focus continues to be on literacy development and mathematics. Within literacy, writing remains a focus for our staff development. We have utilized writing workshop as our model. Students with special needs find that our school offers programs to meet their individual needs. We have a small number of English learners whose needs are met in clusters within the regular classrooms by teachers who are appropriately trained and certified. We also have a large population of Gifted and Talented Education (GATE) program students whose educational needs are met within our cluster and two seminar classes in Grades 3–5 by teachers who are GATE-certified. Our resource specialist is available full time to work with students who qualify for special education through the resource program.

At Hearst Elementary, we to continue to focus on:

- Increasing the achievement of our English learners.
- Continuing to support teaching and learning in the classroom.
- Ensuring a rigorous curriculum for all learners so that everyone will meet grade-level standards.

Professional Development

Through the district's educational strategies, the Instruction and Curriculum Division has engaged teachers and administrators in ongoing professional development to improve teaching and learning in the areas of literacy, mathematics, science, social science, visual and performing arts, physical education, health, educational technology, and gifted and talented education. Each year, principals identify a schoolwide professional development focus, as well as determine areas of individual need. Throughout the year, principals conduct large and small group staff conferences and coach teachers at the school site to improve instructional practice.

Twice-monthly professional development occurs here at Hearst for our teaching staff. We have focused on mathematics and writing. In our study of mathematics, we are working on strengthening student understanding of algebraic thinking and problem solving. We also utilize our minimum days for full staff workshops and grade-level meetings. Another curriculum focus has been in developing writing in Grades K–5. We have used the writing workshop model, making use of many professional resources and attending site and local conferences focusing on writing. STAR results from 2003–04 indicate that we need to continue our focus in these two curriculum areas.

Quality and Currency of Textbooks and Instructional Materials

The district adopts textbooks and instructional materials based on the implementation cycle established by the state. It provides sufficient textbooks for all students in the subject areas of reading/language arts, science, history/social science, and mathematics. In addition, sufficient materials are provided in world language and health, and equipment is available in science laboratory courses, in Grades 9–12.

In 2004–05, teachers and students in elementary schools, Grades K–6, continued using standards-based instructional materials in mathematics, reading/language arts, history/social science, and science. They also continued to use previously adopted materials in health.

Availability of Sufficient Textbooks and Instructional Materials

At a public hearing, the Board of Education annually adopts a resolution certifying that the district has provided each pupil, including English learners, textbooks or instructional materials, or both, to use in class and to take home to complete any required homework assignments. The Board also ensures that these materials are consistent with the content and cycles of the curriculum frameworks adopted by the state board in the core curriculum areas. For students enrolled in foreign language or health courses, the district also provides sufficient textbooks and/or instructional materials.

Core Curriculum Areas	Availability of Textbooks/Materials
Reading/Language Arts Mathematics Science History/Social Science Foreign Language Health Science Laboratory Equipment (Grades 9–12)	Every student is provided with sufficient standards-aligned textbooks and/or other instructional materials in reading/language arts, mathematics, science, history/social science, foreign language, and health. The adopted textbooks for these subjects are listed in the following table. Science laboratory equipment is available to students enrolled in laboratory science courses.

List of Textbooks and Instructional Materials Used in Core Subject Areas (2005)

All textbooks and instructional materials come from state or local board lists.

Subject Area	Grade Level	Instructional Material or Textbook	Adoption Year
English Language Arts	K–6	Houghton Mifflin, A Legacy of Literacy	2002–03
Health	K–3	Wright Group/McGraw-Hill, Primary Health Kits	1997–98
Health	4–6	Young People’s Press, Health: Lessons In Character Kits	1997–98
Mathematics	K–6	Harcourt School Publishers, Harcourt Math	2002–03
Science	K–5	Harcourt School Publishers, Harcourt Science	2000–01
History/Social Science	K–6	Macmillan McGraw Hill, Adventures in Time & Place	1999–00

Note: Adoptions prior to school year 1999–2000 are “pre-standards” (these textbooks and/or materials were adopted before content standards and standards-based materials were adopted by the State Board of Education).

Instructional Minutes (2005)

The California Education Code establishes a set number of instructional minutes per year for each grade level. The table below shows the number of instructional minutes offered compared to the state requirement.

Grade Level	Instructional Minutes	
	Offered	Required
K	58,740	36,000
1	56,040	50,400
2	56,040	50,400
3	56,040	50,400
4	56,040	54,000
5	56,040	54,000

Minimum Days in School Year

In 2004–05, Hearst Elementary had 42 minimum or shortened days for students. The extra time on these days was used for staff development, parent conferences, and teacher planning.

Shortened days are used for professional development twice monthly and for grade-level meetings that focus on the instructional program. We find these days invaluable for teacher training and coaching, providing opportunities for our staff to come together to discuss student needs and curricular improvement. Teachers utilize the other shortened days for planning purposes. Twice per year, four additional shortened days are identified and parent-teacher conferences are held.

POST-SECONDARY PREPARATION (SECONDARY SCHOOLS)

THIS SECTION DOES NOT APPLY TO THIS SCHOOL

FISCAL AND EXPENDITURE DATA

Teacher and Administrative Salaries (Fiscal Year 2003–04)

Data reported are the district average salaries for teachers, principals, and superintendent, compared to the statewide average for districts of the same type and size, as defined by Education Code Section 41409. Data are also reported for teacher and administrative salaries as a percent of the district's budget. Detailed information regarding salaries may be found at the CDE Web site at www.cde.ca.gov/ds/fd/cs/ and www.cde.ca.gov/ta/ac/sa/salaries0304.asp.

	District	Statewide Average For Districts of Same Type
Beginning Teacher Salary	\$34,517	\$37,061
Mid-Range Teacher Salary	\$52,449	\$58,294
Highest Teacher Salary	\$70,179	\$72,876
Average Principal Salary (Elementary School Level)	\$95,239	\$94,471
Average Principal Salary (Middle School Level)	\$97,718	\$98,940
Average Principal Salary (High School Level)	\$109,642	\$107,418
Superintendent Salary	\$199,500	\$179,061
Percentage of Budget for Teachers' Salaries	37.8	41.4
Percentage of Budget for Administrative Salaries	4.6	5.1

District Expenditures (Fiscal Year 2003–04)

Data reported are the total dollars expended in the district and the dollars expended per student at the district compared to the state average for all districts and for districts of the same type and size. Detailed information regarding expenditures may be found at the CDE Web site at www.cde.ca.gov/ds/fd/ec/.

District		Statewide Average: All Districts in Same Category		Statewide Average: All Districts	
Total dollars	Dollars/student (ADA)	Dollars/student (ADA)	Dollars/student (ADA)	Dollars/student (ADA)	Dollars/student (ADA)
\$1,011,344,859	\$8,156	\$6,987	\$6,987	\$6,919	\$6,919

Types of Services Funded

The district's general fund includes monies for:

- General operations—salaries, benefits, services, materials, and support to the general education
- Special Education—programs offering appropriate, individualized instruction to students with special needs
- Targeted Instructional Improvement Program—staff salaries, staff benefits, services, materials, and support for low-achieving students
- School-Based Coordinated Program—staff salaries, staff benefits, services, materials, and support for our lowest performing schools
- Gifted and Talented Education Program—specialized learning assistance for identified students of high ability, achievement, or potential
- Special projects—monies from agencies (federal or state) earmarked for specific programs/projects or services
- Transportation
- Maintenance and operations
- District administration

Each school in the district receives an instructional budget based on enrollment, programs, and formulas set by Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding sources.

Our categorical programs provide us with our library assistant, part-time health assistant, and guidance assistant, and with additional instructional materials and support to our instructional program. For 2005–06, teachers have identified the need to hire a project-resource teacher to focus additional attention on students who are not making progress in English language arts and mathematics. This has been very beneficial. Unfortunately, the funds utilized will not be available next year.