

Barstow Unified School District Thomson Elementary School

Grades K through 6
Theresa Gonzales, Principal



310 Mountain View Street
Barstow, CA 92311
PH: (760) 255-6150 FAX: (760) 255-6104

2010-11 School Accountability Report Card *Published February 2012*

Barstow Unified School District
551 South Avenue H
Barstow, CA 92311
(760) 255-6000

Website Address

www.barstow.k12.ca.us

2011-12 Board of Trustees

Mary Rodriguez
President

Ben Rosenberg
Vice President

Ray Perea
Clerk

Ace Acevedo
Member

Julie Clemmer
Member

District Administration

Jeff Malan
Interim Superintendent & Assistant
Superintendent, Personnel Services

Tony Wardell
Assistant Superintendent,
Business Services

Teresa Healy
Assistant Superintendent,
Educational Services

Joni James
Director II,
Pupil Services

Scott Godfrey
Director,
Instructional Support Services

Contents

Principal's Message
Mission Statement
School Profile
Student Achievement
Parent Involvement
School Facilities & Maintenance
Classroom Environment
Curriculum & Instruction
Professional Staff
District Expenditures
SARC Data

Principal's Message

Thomson Elementary School's staff is committed to implementing an intensive, balanced, standards-based curriculum to ensure each child's success. This annual report card to the community will share valuable information about our instructional programs, academic achievements, school facilities and safety, highly qualified staff, textbooks, and finances compared to other schools and districts in the state.

Parents are invited to work together with our dedicated staff to create a safe learning environment that has high expectations, promotes students academics and social development, teaches responsibility and pride as we model lifelong learning. We are excited about our school and its programs and welcome all to support our efforts.

Mission Statement

Thomson School staff is committed to providing a rich learning community so that students will:

Academic:

- Receive standards based instruction daily
- Participate in ongoing assessments that drive their instruction

Social:

- Learn and practice social skills throughout the school environment
- Participate in activities that promote school pride
- Recognize and respect cultural, ethnic, and individual differences

Environment:

- Follow classroom and school rules
- Practice and experience equality and respect for each other
- Recognize and respect diversity
- Work with the school community to create a safe environment

Health:

- Attend school regularly and punctually
- Receive information to prevent and resolve health issues
- Dress according to the District Dress Code

Family Involvement:

- Meet with parents and teachers to discuss their progress
- Participate with their families in school related activities

School Profile

Thomson Elementary School is located in the central region of Barstow and serves students in grades kindergarten through six following a traditional calendar. At the beginning of the 2010-11 school year, 328 students were enrolled, including 7% in special education, 19% qualifying for English Language Learner support, and 94% qualifying for free or reduced price lunch. Thomson Elementary School achieved a 2011 Academic Performance Index (API) score of 796.

| Student Enrollment by Ethnicity / Grade Level 2010-11 | | | |
|----------------------------------------------------------|---------|--------------|-----|
| Ethnic Group | % | Grade Level | # |
| African-Amer. | 28.05 % | Kindergarten | 52 |
| Amer. Indian or Alaskan Native | 1.52 % | Grade 1 | 53 |
| Asian | 1.22 % | Grade 2 | 50 |
| Filipino | 1.22 % | Grade 3 | 52 |
| Hisp. or Latino | 47.26 % | Grade 4 | 45 |
| Pacific Islander | 0.91 % | Grade 5 | 34 |
| Caucasian | 15.24 % | Grade 6 | 42 |
| Multi-Racial | 4.57 % | | |
| Total Enrollment | | | 328 |

Student Achievement

Standardized State Assessments

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs 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, ten, and eleven.

Student scores are reported as performance levels. Detailed information regarding the STAR program results for each grade and performance level, including percent of students not tested can be found on CDE's Standardized Testing and Report Results website at <http://star.cde.ca.gov>. Program information regarding the STAR program can be found in the Explaining 2011 STAR Program Summary Results to the Public guide at <http://star.cde.ca.gov/star2011/>.

| STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels | | | | | | | | | |
|-----------------------------------------------------------------------------------------------|---------------------------|-------|-------|----------|-------|-------|------------|-------|-------|
| | Thomson Elementary School | | | District | | | California | | |
| | 08-09 | 09-10 | 10-11 | 08-09 | 09-10 | 10-11 | 08-09 | 09-10 | 10-11 |
| Language Arts | 41 | 41 | 47 | 37 | 43 | 45 | 46 | 50 | 54 |
| Math | 56 | 50 | 61 | 32 | 37 | 46 | 43 | 46 | 50 |
| Science | 0 | 0 | 31 | 26 | 32 | 42 | 46 | 50 | 57 |
| Social Science | 0 | 0 | | 17 | 19 | 30 | 36 | 41 | 48 |

| STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2010-11 | | | | | | | | |
|--------------------------------------------------------------------------------------------------------------|---------------------------|----------------|-------|-----------|----------|-----------------|--------------|------------------|
| | Thomson Elementary School | | | | | | | |
| | African- Amer. | Alaskan Native | Asian | Caucasian | Filipino | Hisp. or Latino | Multi-Racial | Pacific Islander |
| Language Arts | 45 | * | * | 50 | * | 46 | * | * |
| Math | 50 | * | * | 87 | * | 60 | * | * |
| Science | 8 | * | | * | * | * | | |
| Social Science | | | | | | | | |

| STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2010-11 | | | | | | | | |
|-------------------------------------------------------------------------------------------------------------|------|---------------------------|------|--------|------------------|-----------------------------|----------------------------|---------------|
| | BUSD | Thomson Elementary School | | | | | | |
| | All | All | Male | Female | English Learners | Economically Dis-advantaged | Students with Disabilities | Migrant Educ. |
| Lang. Arts | 45 | 47 | 39 | 56 | 46 | 47 | 15 | |
| Math | 46 | 61 | 62 | 60 | 57 | 60 | 55 | |
| Science | 42 | 31 | 36 | 28 | * | 31 | * | |
| Social Science | 30 | | | | | | | |

Physical Fitness

In the spring of each year, Thomson Elementary School is required by the state to administer a physical fitness test to all students in grade five. The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart disclosed in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. Comparative district and state results can be found at the CDE's website.

| Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2010-11 | | | |
|-------------------------------------------------------------------------------------------------|--------------------------|-------------|------------|
| Grade Tested | Number of Standards Met: | | |
| | Four of Six | Five of Six | Six of Six |
| Fifth | 30.3% | 12.1% | 6.1% |
| Seventh | | | |
| Ninth | | | |

Academic Performance Index

California uses the results of STAR testing to calculate the Academic Performance Index (API) which is used to measure school performance, set academic growth targets, and monitor progress over time. The API is a numeric index between 200-1000 that measures student performance in grades two through eleven. An API score of 800 is the state's designated performance target for all schools. Test results are weighted and a formula is applied to determine API.

Growth Targets: For schools with an API under 800, the state requires a gain of 5% of the difference between the school's actual API and 800. Growth Targets apply not only schoolwide, but to each numerically significant subgroup as well. Schools/subgroups that have achieved an API of 800 or above must maintain their scores.

Statewide Rank: All schools in California are categorized according to type (elementary, middle, high) and are placed on a scale of 1 to 10, with 10 being the highest.

Similar Schools Rank: School performance is also compared to other similar schools in the state, based on demographic characteristics, and ranked 1 to 10 within a grouping of 100 schools.

| Academic Performance Index (API) Three Year Rank Comparison | | | |
|----------------------------------------------------------------|------|------|------|
| | 2008 | 2009 | 2010 |
| Statewide Rank | 7 | 5 | 6 |
| Similar Schools Rank | 10 | 10 | 10 |

Results generated from 2008, 2009, and 2010 Base API Reports

| Academic Performance Index (API) Three Year Performance Comparison | | | |
|-----------------------------------------------------------------------|--------------------------------|---------|---------|
| Results | Increase/Decrease in API Score | | |
| | 2008-09 | 2009-10 | 2010-11 |
| Schoolwide - All Students | -29 | 17 | -14 |
| Ethnic Subgroups | | | |
| African-Amer. | * | * | 7 |
| Amer. Indian or Alaskan Native | * | * | * |
| Asian | * | * | * |
| Filipino | * | * | * |
| Hisp. or Latino | * | * | -9 |
| Multi-Racial | N/A | N/A | * |
| Pacific Islander | * | * | * |
| Caucasian | * | * | * |
| Other Subgroups | | | |
| Students with Disabilities | * | * | * |
| Economically Disadvantaged | -12 | 20 | -12 |
| English Learners | * | * | * |

Results generated from 2009, 2010, and 2011 Growth API Reports

| Academic Performance Index (API) Growth by Student Group | | | |
|-------------------------------------------------------------|-----------------|----------|-------|
| Group | 2011 Growth API | | |
| | School | District | State |
| African-Amer. | 766 | 691 | 778 |
| Amer. Indian or Alaskan Native | | 749 | 733 |
| Asian | | 836 | 898 |
| Filipino | | 793 | 859 |
| Hisp. or Latino | 795 | 741 | 729 |
| Pacific Islander | | 790 | 764 |
| Caucasian | 870 | 775 | 845 |
| Multi-Racial | | 803 | 836 |
| Economically Disadvantaged | 794 | 725 | 726 |
| English Learners | 774 | 710 | 707 |
| Students with Disabilities | 644 | 537 | 595 |
| All Students | 796 | 747 | 780 |

Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

For the 2010-11 AYP cycle, elementary and middle schools must achieve a 67.6% or higher proficiency rate in all subgroup populations for English/Language Arts and 68.5% or higher proficiency rate in math on the California Standards Test (CST). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CST and obtaining an API growth score of 710 or increasing the API growth by 1 point.

More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

| Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2010-11 | | |
|--------------------------------------------------------------------------------------------------------------------|-----|------|
| <i>Did the school and district meet or exceed 2011 AYP performance criteria in each of the areas listed below?</i> | | |
| AYP Indicator | TES | BUSD |
| Overall Results | No | No |
| <i>Participation Rate</i> | | |
| Language Arts | Yes | Yes |
| Math | Yes | Yes |
| <i>Percent Proficient</i> | | |
| Language Arts | No | No |
| Math | No | No |
| API Score | Yes | Yes |
| Graduation Rate | N/A | Yes |

Reported data based upon performance of all subgroups for each of the areas listed

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2010-11, Thomson Elementary School qualified for Schoolwide Title I funding and is subject to comply with Title I program participation requirements.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

| Title I Program Improvement (PI) Status | | |
|------------------------------------------|-----------|-----------|
| | TES | BUSD |
| PI Status | In PI | In PI |
| Implementation Year | 2011-2012 | 2006-2007 |
| Year in PI | Year 1 | Year 3 |
| No. of Schools Currently in PI | | 5 |
| % of Schools Currently Identified for PI | | 41.7% |

Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through parent conferences, the school marquee, school newsletters, and teacher newsletters. Contact the school office at (760) 255-6150 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Chaperone
Classroom Helper
Field Trips
PTA Events

Committees

Parent Teacher Association
School Site Council
English Learner Advisory Committee

School Activities

Back to School Night
Open House
Spelling Bee
Family Hours
Science Fair
Winter Program
Parent Information Meetings (throughout the year)
Bingo for Books
Awards Assemblies
Band Concerts
Title I Parent Meeting

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Thomson Elementary School's original facilities were built in 1954; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority.

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and one evening custodian are assigned to Thomson Elementary School. The day custodian is responsible for:

- Classroom cleaning
- Cafeteria setup/cleanup
- Office area cleaning
- Restroom cleaning

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodian is responsible for:

- Classroom cleaning
- Office area cleaning
- Restroom cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

| Campus Description | |
|-----------------------------|------|
| Year Built | 1954 |
| Acreage | - |
| Square Footage | - |
| Quantity | |
| Permanent Classrooms | 13 |
| Portable Classrooms | 5 |
| Restrooms (sets) | 2 |
| Multipurpose Room/Cafeteria | 1 |
| Staff Lounge/Work Room(s) | 1 |
| Library | 1 |
| Computer Lab | 1 |
| Read Naturally Lab | 1 |

Deferred Maintenance

Thomson Elementary School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2010-11 school year, Thomson Elementary School did not qualify to receive deferred maintenance funds for campus repairs and/or improvements.

Facilities Inspection

The district's maintenance department inspects Thomson Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Thomson Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Tuesday, February 21, 2012. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2010-11, all restrooms were fully functional and available for student use.

| School Facility Good Repair Status Most Recent Inspection: Tuesday, February 21, 2012 | | | |
|------------------------------------------------------------------------------------------|---------------|------|------|
| Item Inspected | Repair Status | | |
| | Good | Fair | Poor |
| A. Systems | ✓ | | |
| B. Interior | ✓ | | |
| C. Cleanliness | ✓ | | |
| D. Electrical | ✓ | | |
| E. Restrooms / Fountains | ✓ | | |
| F. Safety | ✓ | | |
| G. Structural | ✓ | | |
| H. External | ✓ | | |

| Overall Summary of School Facility Good Repair Status | | | |
|-------------------------------------------------------|------|------|------|
| Exemplary | Good | Fair | Poor |
| ✓ | | | |

Rating Description

Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, the principal, teachers, and noon supervisors are strategically assigned to designated entrance areas and the playground. The principal and noon supervisors monitor lunch time activity in the

cafeteria and on the playground. At the end of the day when students are dismissed, the principal and teachers monitor student behavior to ensure a safe and orderly departure.

Thomson Elementary School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Thomson Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in September 2011.

Classroom Environment

Discipline & Climate for Learning

Thomson Elementary School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

| Suspensions & Expulsions | | | |
|--------------------------|----------------------------|---------|---------|
| | TES | | |
| | 08-09 | 09-10 | 10-11 |
| Suspensions (#) | 45 | 67 | 20 |
| Suspensions (%) | 15.20 % | 18.36 % | 6.10 % |
| Expulsions (#) | 1 | 0 | 0 |
| Expulsions (%) | 0.34 % | 0.00 % | 0.00 % |
| | BUSD Elementary Schools | | |
| | 2008-09 | 2009-10 | 2010-11 |
| Suspensions (#) | 217 | 533 | 418 |
| Suspensions (%) | 6.90 % | 14.83 % | 11.81 % |
| Expulsions (#) | 3 | 1 | 2 |
| Expulsions (%) | 0.10 % | 0.03 % | 0.06 % |

This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for 2 days and then suspended a month later for three days is counted as two cases of suspension.

Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

| Class Size Distribution Self-Contained Classes | | | | |
|---------------------------------------------------|-----------------|----------------------|-------|-----|
| Grade | 2008-09 | | | |
| | Avg. Class Size | Number of Classrooms | | |
| | | 1-20 | 21-32 | 33+ |
| K | 19.0 | 4 | | |
| 1 | 19.0 | 3 | | |
| 2 | 19.0 | 2 | | |
| 3 | 20.7 | 1 | 2 | |
| 4 | 28.0 | | 2 | |
| Combo K-3 | 19.0 | 1 | | |
| Grade | 2009-10 | | | |
| | Avg. Class Size | Number of Classrooms | | |
| | | 1-20 | 21-32 | 33+ |
| K | 22.0 | | 3 | |
| 1 | 19.7 | 3 | | |
| 2 | 19.0 | 2 | | |
| 3 | 21.0 | 1 | 1 | |
| 4 | 24.5 | | 2 | |
| Combo K-3 | 22.5 | | 2 | |
| Grade | 2010-11 | | | |
| | Avg. Class Size | Number of Classrooms | | |
| | | 1-20 | 21-32 | 33+ |
| K | 26.0 | | 2 | |
| 1 | 26.5 | | 2 | |
| 2 | 28.0 | 1 | 2 | 1 |
| 3 | 33.0 | | | 2 |
| 4 | 31.0 | | 1 | |
| 5 | 17.0 | 1 | 1 | |
| 6 | 24.0 | | 1 | |

Combo classes are any combination of the grades shown.

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Thomson Elementary School revolve around the California State Content Standards and Frameworks. During the 2010-11 school year, Thomson Elementary School held staff development training devoted to:

- Data Analysis
- Instructional Strategies
- Direct Interactive Instruction
- Pacing Guides and Grade Level Meetings
- BUSD English Language Arts & Math Adoption of New Curriculum Training
- Coplan Co-Teach Model of Training

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Thomson Elementary School supports ongoing professional growth throughout the year on early release days. Teachers meet in grade level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula. During the 2010-11 school year, Thomson Elementary School's teachers attended the following events hosted by the Barstow Unified School District:

- Data Director
- Advanced Direct Interactive Instruction

Thomson Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Paraeducators are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

| Staff Development Days Three-Year Trend | | |
|--------------------------------------------|---------|---------|
| 2008-09 | 2009-10 | 2010-11 |
| 2 | 2 | 0 |

Instructional Materials

All textbooks used in the core curriculum at Thomson Elementary School are aligned to the California Content Standards and Frameworks. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Tuesday, August 23, 2011, the Barstow Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution #8-2011-2012 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2011-12 school year, Barstow Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

| Textbooks | | |
|-------------------------------|-------------------------------------------------------------------------------------|--------------------------|
| Adoption Year | Publisher & Series | Pupils Lacking Textbooks |
| History-Social Science | | |
| 2005 | Pearson Scott Foresman, <i>Scott Foresman History-Social Science for California</i> | 0 % |
| Language Arts | | |
| 2010 | Harcourt Brace, Houghton Mifflin, <i>California Recommended Literature K-12</i> | 0 % |
| Math | | |
| 2007 | Houghton Mifflin Company, <i>Houghton Mifflin California Math</i> | 0 % |
| Science | | |
| 2007 | Pearson Scott Foresman, <i>Scott Foresman California Science</i> | 0 % |

The textbooks and instructional materials used by the school are the most recently SBE adopted instructional materials.

Professional Staff

Counseling & Support Staff

Thomson Elementary School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Thomson Elementary School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

| Counselors & Support Personnel (Nonteaching Professional Staff) 2010-11 | | |
|-------------------------------------------------------------------------------|--------------|------|
| | No. of Staff | FTE |
| Counselor | 0 | 0 |
| Health Clerk | 1 | 0.75 |
| Library Clerk | 1 | 0.5 |
| Nurse | 1 | * |
| Psychologist | 1 | * |
| Speech/Language/Hearing Specialist | 1 | * |

* as needed

FTE = Full-Time Equivalent

Teacher Assignment

During the 2010-11 school year, Thomson Elementary School had 13 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. In the table below, which identifies the number of classrooms taught by NCLB-compliant and non-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

| Percentage of Core Classes 2010-11 | | |
|---------------------------------------|-----------------------------------|---------------------------------------|
| | Taught by NCLB-Compliant Teachers | Taught by non-NCLB-Compliant Teachers |
| Thomson Elementary School | 100.0 % | 0.0 % |
| District Totals | | |
| All Schools | 94.5 % | 5.5 % |
| High-Poverty | 94.5 % | 5.5 % |
| Low-Poverty | 0.0 % | 0.0 % |

| Teacher Credentials & Assignments | | | | |
|-----------------------------------------------|-------|-------|-------|-------|
| | TES | | | BUSD |
| | 08-09 | 09-10 | 10-11 | 10-11 |
| Total Teachers | 17 | 16 | 13 | 269 |
| Teachers with full credentials | 17 | 16 | 13 | 266 |
| Teachers without full credentials | 0 | 0 | 0 | 3 |
| Teachers in alternate routes to certification | 0 | 0 | 0 | 0 |
| Pre-Internship | 0 | 0 | 0 | 0 |
| Teachers with emergency permits | 0 | 0 | 0 | 0 |
| Teachers with waivers | 0 | 0 | 0 | 0 |
| Teachers teaching outside subject area | 0 | 0 | 1 | 31 |
| Total teacher misassignments | 0 | 0 | 0 | 0 |
| Teacher misassignments for English learners | 0 | 0 | 0 | 0 |
| Other misassignments of certificated staff | 0 | 0 | 0 | 0 |
| Teacher vacancies | 2 | 1 | 0 | 0 |

| Teacher Credentials & Assignments (cont'd) | | |
|---------------------------------------------|-------|-------|
| | TES | BUSD |
| | 11-12 | 11-12 |
| Total teacher misassignments | 0 | 0 |
| Teacher misassignments for English learners | 0 | 0 |
| Other misassignments of certificated staff | 0 | 0 |
| Teacher vacancies | 0 | 0 |

| Teacher Education Levels 2010-11 | | |
|--------------------------------------------------|--------|--------|
| | TES | BUSD |
| | | |
| Doctorate | 0.0 % | 1.1 % |
| Master's degree plus 30 or more semester hours | 23.0 % | 37.3 % |
| Master's degree | 23.0 % | 20.3 % |
| Bachelor's degree plus 30 or more semester hours | 54.0 % | 35.5 % |
| Bachelor's degree | 0.0 % | 5.8 % |
| Less than Bachelor's degree | 0.0 % | 0.0 % |

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2009-10 salary comparison data was the most recent data available at the time this report was published.)

| Salary Comparison 2009-10 | | |
|-----------------------------------------------------|--------------------------|---------------------------------------------|
| | BUSD | State Average of Districts in Same Category |
| | Beginning Teacher Salary | \$37,175 |
| Mid-Range Teacher Salary | \$57,097 | \$65,173 |
| Highest Teacher Salary | \$78,351 | \$83,460 |
| Superintendent Salary | \$138,000 | \$179,397 |
| Average Principal Salaries: | | |
| Elementary School | \$87,435 | \$102,834 |
| Percentage of General Fund Expenditures for: | | |
| Teacher Salaries | 40% | 40% |
| Administrative Salaries | 5% | 6% |

Expenditures Per Student

For the 2009-10 school year, Barstow Unified School District spent an average of \$8,096 of total general funds to educate each student (based on 2009-10 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Barstow Unified School District receives state and federal categorical funding for special programs. For the 2009-10 school year, the district received categorical, special education, and support programs funds for:

- ARRA: State Fiscal Stabilization Fund
- Arts & Music Block Grant
- CA School-Age Families Education Program (Cal-SAFE)
- California Peer Assistance & Review Program for Teachers (CPARP)
- Class Size Reduction, Grades K-3 (optional)
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented Education (GATE)
- Lottery: Instructional Materials
- Partnership Academies Program
- Regional Occupation Centers and Programs (ROC/P)
- School Safety & Violence Prevention, Grades 8-12
- Special Education
- State Lottery
- Supplemental School Counseling Program
- Title I
- Title II
- Title IV
- Title V
- Title X, McKinney-Vento Homeless Assistance
- Tobacco-Use Prevention Education
- Transportation
- Transportation: Special Education
- Vocational Programs

| Expense of Education Per Pupil 2009-10 | | | | | |
|-------------------------------------------|---------------------------|----------|------------------------------|------------------------------|------------------------------|
| | Dollars Spent per Student | | | | |
| | TES | BUSD | % Diff. School & Dist. | State Avg., | % Diff. School & State |
| | | | | Dist. Same Size & Type | |
| ADA* | 329 | 5886 | N/A | N/A | N/A |
| Total** | \$4,322 | \$5,328 | 81.13 | N/A | N/A |
| Restr.† | \$4,221 | \$1,298 | 325.11 | N/A | N/A |
| Unrestr.†† | \$101 | \$4,029 | 2.51 | \$5,455 | 1.85 |
| Avg. Teacher Salary | \$57,642 | \$57,642 | 100.00 | \$66,511 | 86.67 |

* Average Daily Attendance

** Total Restricted and Unrestricted \$ per student

† Restricted (Supplemental) \$ per student

†† Unrestricted (Basic) \$ per student

SARC Data

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Thomson Elementary School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to API, AYP, STAR results, enrollment, and staffing.

Public Internet Access Location

Parents may access Thomson Elementary School's SARC and access the internet at any of the county's public libraries. The closest public library to Thomson Elementary School is Barstow Branch Library, a branch of San Bernardino County Library.

Address: 304 E. Buena Vista, Barstow

Phone Number: (760) 256-4850

WebSite: <http://www.sbcounty.gov/library/home/>

Number of Computers Available: 16

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Barstow Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section were acquired in October 2011. Data to prepare the school facilities section were acquired in February 2012.