

Guadalupe

Union School District

2007-2008 NCLB Annual Report

Published in the 2008-09 School Year

A District and State-wide Comparative Report of Student Progress and Proficiency

This report provides District and State level reporting of student proficiency and progress towards meeting established proficiency standards as required by the Federal No Child Left Behind Act. Detailed information about our schools is included in individual Annual School Report Cards prepared for each school. You may obtain an Annual School Report Card from the District or school offices, or by visiting our web site at <http://www.sbceo.org/~guadsd/>. This report combined with any of the individual school report cards fulfills Title I annual reporting requirements and California's Proposition 98 annual reporting mandates.

Title I Funding and School Status

Title I funding plays a critical role in the landmark education act popularly known as No Child Left Behind (NCLB). Title I resources are used to support additional teaching staff and programs to meet the needs of low-income, low-achieving students and other designated students with special needs. Information regarding a school's Title I designation assists parents and the school community in understanding the impact NCLB will have on their child's school. Any school receiving Title I funding 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.

There are two types of Title I status: Schoolwide and Targeted Assistance. Schoolwide Title I schools use Federal funds for school-wide improvement of student achievement; Targeted Assistance schools use federal funds to help only those students meeting program criteria. Guadalupe Union School District has two Schoolwide Title I Schools.

NCLB requires an annual evaluation of student performance both school-wide and by specific subgroups within the student population. A profile of the District's enrollment, as defined by these subgroups, is provided to create an appropriate context for evaluating the overall success of the school's educational program. Enrollment information by school site can be found in each school's Annual School Report Card.

Student Enrollment by Ethnic Group	
2007-08	
	Percentage
African American	0.1%
American Indian	0.2%
Asian	0.4%
Caucasian	3.1%
Filipino	2.1%
Hispanic or Latino	93.3%
Pacific Islander	0.3%
Multiple or No Response	0.6%

2008-09 Board of Education

Anna Marie Santillan Michaud, *President*
 David Rodriguez, *Vice President*
 Diana Arriola, *Clerk*
 MaryLou Sabedra-Cuello, *Member*
 Maria Luisa Baro, *Member*

District Administration

Hugo E. Lara
Superintendent

Linda Denton
Director of Curriculum and Instruction

Kim Greer
Director of Business Services

Roberta Hall
Education Services Coordinator

Alma Hernandez de Wilson
Healthy Start Coordinator

Benita Gail LaTour
Interim Director of Food Services

Sandra Scolari
*Director of Maintenance/
 Operations and Transportation*

Mary Buren Elementary School

1050 Peralta Street
 Guadalupe, CA 93434
 (805) 343-2411

Kermit McKenzie Junior High School

4710 W. Main Street
 Guadalupe, CA 93434
 (805) 343-1951

NCLB-Approved Standardized Test: California Standards Tests

The California Standards Tests (CST) assess student performance on the California Academic Content Standards adopted by the State Board of Education. Results from the CST's are used to identify the level of student mastery of the content standards tested and to assign proficiency levels of Advanced (exceeding standards), Proficient (meeting standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The State target for every student is to score at the Advanced or Proficient level. All school districts in the State of California are required, in accordance with NCLB guidelines, to report their CST results in comparison to the state average. In this report card, the percentage of Guadalupe Union School District's students achieving Advanced and Proficient levels is reported. Individual school results are reported in each school's Annual School Report Card and may be obtained at the school or district offices. Detailed information regarding CST for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/>. **Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.**

California Standards Test (CST)																											
Combined % of Students Scoring at Proficient and Advanced Levels																											
Language Arts												Math								Science							
2			3			4			5			2		3		4		5		5							
06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08				
All Students																											
District	27	48	37	19	10	15	31	39	30	25	22	30	39	77	69	44	35	34	37	40	40	31	16	29	9	13	18
State	47	48	48	36	37	38	49	51	55	43	44	48	59	59	59	58	58	61	54	56	61	48	49	51	32	37	46
Males																											
District	22	44	36	17	7	9	32	38	23	18	22	25	36	76	74	47	38	35	42	39	44	28	17	28	10	15	17
State	43	44	44	33	33	35	46	48	52	40	41	46	59	59	61	58	58	62	54	56	61	48	48	51	34	38	48
Females																											
District	33	52	39	23	13	19	30	40	37	31	23	36	42	77	64	41	32	33	31	41	37	35	15	28	6	9	19
State	50	53	51	39	41	40	54	55	59	47	48	52	57	58	58	56	57	60	55	58	62	48	49	52	30	35	45
Migrant Education																											
District	23	43	36	12	7	5	26	29	24	22	12	22	47	77	78	38	37	25	37	31	27	26	4	23	11	9	6
State	21	24	24	13	15	15	25	25	28	19	21	23	41	42	42	39	41	42	37	40	44	29	29	33	11	13	20
Socioeconomically Disadvantaged																											
District	27	48	37	19	10	15	31	39	30	25	22	30	39	76	69	44	35	34	37	40	40	31	16	29	9	13	18
State	33	35	35	22	23	24	35	36	41	28	29	34	48	48	49	46	47	51	42	45	51	35	36	40	18	22	32
Hispanic or Latino																											
District	27	47	36	18	7	13	29	36	26	25	22	30	38	75	68	43	32	31	36	38	35	31	15	27	9	11	16
State	33	35	35	22	23	24	35	37	42	29	30	34	47	48	49	46	48	52	43	46	51	36	37	40	18	23	32
Students with Disabilities																											
District	8	0	0	0	9	0	30	18	0	0	21	0	54	0	0	0	33	0	30	54	34	6	14	0	0	14	0
State	23	23	22	16	16	20	20	21	30	14	15	22	34	34	34	31	31	39	25	27	36	18	19	25	14	16	26
English Learners																											
District	22	38	25	11	5	6	19	24	13	7	4	2	39	72	62	37	34	23	27	32	25	12	5	5	2	0	0
State	27	30	32	15	15	17	24	24	26	13	14	17	45	46	47	41	42	46	36	39	43	24	25	28	7	11	17

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

The California Standards Tests are administered in the subject areas of English/language arts (grades 2-11), math (grades 2-11), science (grades 5 and 8-11), and social science (grades 8 and 10-11). At the secondary level (grades 8-11), students take end-of-course exams in each subject; scores are reported by subject test taken. For detailed course and grade level results, please visit the STAR web site: <http://star.cde.ca.gov/>. **Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.**

Comparative school level results may be obtained in each school's Annual School Report Card which is available at the school and district offices or on the district's web page at <http://www.sbceo.org/~guadsd/>.

California Standards Test (CST)																					
Combined % of Students Scoring at Proficient and Advanced Levels																					
	Language Arts						Math						Science			Social Science					
	6		7		8		6		7		8		8								
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08			
All Students																					
District	18	30	28	21	30	36	27	23	24	16	31	26	20	16	22	27	23	42	19	11	22
State	41	42	47	43	46	49	41	41	45	41	42	44	41	39	41	38	42	52	34	35	36
Males																					
District	13	23	31	20	33	23	25	21	17	15	24	28	17	15	19	31	26	48	22	13	24
State	38	40	44	38	42	44	37	37	41	42	42	44	41	39	42	41	45	54	36	36	39
Females																					
District	23	35	24	23	27	50	31	25	31	17	38	24	23	17	26	20	19	35	16	10	17
State	44	45	50	48	51	54	45	46	50	41	41	43	41	38	41	34	41	50	31	33	35
Migrant Education																					
District	19	29	25	20	28	31	24	19	20	17	31	14	21	19	23	28	23	47	16	11	31
State	18	20	24	21	24	25	18	20	23	23	24	26	25	26	27	18	24	32	13	16	16
Socioeconomically Disadvantaged																					
District	18	30	28	21	30	36	27	23	24	16	31	26	20	16	22	27	23	42	19	11	22
State	26	27	32	28	31	34	25	26	30	28	28	30	27	27	30	23	29	39	19	20	22
Hispanic or Latino																					
District	17	29	28	21	30	37	24	22	22	14	31	27	20	14	23	23	23	40	16	12	21
State	26	28	33	28	32	34	25	26	31	29	29	31	28	27	30	23	28	38	20	21	23
Students with Disabilities																					
District	0	0	0	0	0	0	0	0	0	5	0	0	0	0	7	0	0	0	0	0	0
State	12	12	13	11	12	12	9	10	11	12	12	13	10	9	12	11	13	17	10	10	11
English Learners																					
District	0	11	2	4	6	0	2	0	0	0	13	9	10	3	8	10	5	13	2	0	4
State	8	9	13	9	10	10	6	6	8	14	14	16	13	13	14	9	12	18	6	6	6

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site.

Federal Intervention Program

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

Adequate Yearly Progress (AYP)

District		
Made AYP Overall	No	
Met AYP Criteria	English - Language Arts	Mathematics
Participation Rate	Yes	Yes
Percent Proficient	No	No
API School Results	Yes	
Graduation Rate	N/A	

Federal Intervention Programs

District	
Program Improvement (PI) Status	Not in PI
First Year in PI	-
Year in PI (2008-09)	-
# of Schools Currently in PI	1
% of Schools Identified for PI	50.00%

Average Salary Information

Teachers - Principal - Superintendent

2006-07

	District	State
Beginning Teachers	\$38,513	\$39,773
Mid-Range Teachers	\$63,135	\$61,167
Highest Teachers	\$85,439	\$78,093
Elementary School Principals	\$87,236	\$97,851
Middle School Principals	\$95,298	\$95,855
Superintendent	\$121,076	\$140,582
Salaries as a Percentage of Total Budget		
Teacher Salaries	45.9%	41.0%
Administrative Salaries	6.3%	5.9%

Guadalupe Union School District

4465 Ninth Street
PO Box 788
Guadalupe, CA 93434-0788
(805) 343-2114
FAX: (805) 343-6155

