

Romoland School District

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Data Sources

Data within the DARC was provided by Romoland Elementary School District, retrieved from the 2010-11 DARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Romoland School District

2010-11 District Accountability Report Card

Superintendent's Message

The School Accountability Report Card provides parents and the community important information regarding Romoland School District's instructional programs and materials, academic achievement, facilities, and staff. This information is presented each year in individual reports prepared by each school.

The Romoland School District Mission Statement calls upon each of us to serve, challenge, and inspire "all students to achieve academic excellence, build character, and pursue lifelong learning." Romoland School District continues its commitment to this mission, preparing students for the rigor of high school academics and beyond. We are diligent in our efforts to build upon the strengths inherent in every student while supporting individual learning needs so that all students may reach new heights.

The District recognizes in today's challenging economy that we must maintain fiscal solvency and work with our community partners in order to provide rigorous, well rounded academic learning opportunities to students in quality, equitable school facilities. These are our Romoland School District goals; and we are pleased to partner with the community to serve, challenge, and inspire the future.

Community & School Profile

Romoland School District is located in Homeland, California, a city of Riverside County. The district currently consists of three elementary schools and one middle school, serving 2,987 students in grades K-8. Student body demographics are illustrated in the chart.

Student Enrollment by Ethnic Group

2010-11	
	Percentage
African American	4.6%
American Indian	0.2%
Asian	1.2%
Caucasian	21.5%
Filipino	1.3%
Hispanic	69.6%
Pacific Islander	1.0%
Multiple or No Response	0.4%

Highly Qualified Teachers

The Federal No Child Left Behind (NCLB) Act requires that all teachers in core subject areas meet specific Federal credential requirements by the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree; possession of an appropriate California teaching credential; and demonstrated competence in core academic subjects.

Under NCLB, parents have the right to know the professional qualifications of their child's classroom teacher which include:

- Whether the State of California has licensed or qualified the teacher for the grades and subjects he or she teaches.
- Whether the teacher is teaching under an emergency permit or other provisional status by which state licensing criteria have been waived.
- The teacher's college major; whether the teacher has any advanced degrees and, if so, the subject of the degrees.
- Whether any instructional assistants provide services to the student and, if they do, their qualifications.

NCLB Compliant Teachers

	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	-	-

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 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, and the former school would be required to provide the transportation to the new site. Results district performance are displayed in the chart.

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

Title I Funding & NCLB

Title I funding plays a critical role in 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 schoolwide improvement of student achievement; Targeted Assistance schools use federal funds to help only those students not meeting program criteria. The chart below illustrates Program Improvement status for all schools in the district.

NCLB requires an annual evaluation of student performance, both schoolwide 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 Accountability Report Card.

	Federal Intervention Programs				
	Romoland ES	Boulder Ridge	Harvest Valley	Mesa View	District
Program Improvement (PI) Status	In PI	Not in PI	In PI	Not in PI	Not in PI
First Year in PI	2003-2004	-	2003-2004	-	-
Year in PI (2011-12)	Year 5	-	Year 5	-	-
# of Schools Currently in PI	-	-	-	-	2
% of Schools Identified for PI	-	-	-	-	50.0%

Romoland School District 2010-11

Romoland School
 Grades K-5
 25890 Antelope Rd
 Romoland, CA 92585
 (951) 928-2910

Harvest Valley School
 Grades K-5
 29955 Watson Rd
 Romoland, CA 92585
 (951) 928-2915

Mesa View School
 Grades K-5
 27227 Heritage Lake Dr
 Romoland, CA 92585
 (951) 723-1284

Boulder Ridge Middle School
 Grades 6-8
 27327 Junipero Rd
 Romoland, CA 92585
 (951) 723-8931

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the Spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Science (Grades 5 & 8), and Social Science for the most recent three-year period, is shown below for each school.

Romoland Elementary

California Standards Test (CST)									
Subject	School			District			State		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
English/Language Arts	32	43	47	42	50	54	50	52	54
Mathematics	48	61	72	46	57	62	46	48	50
Science	14	19	38	32	41	44	50	54	50
History/Social Science	*	*	*	13	28	28	41	44	48

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

Boulder Ridge Middle

California Standards Test (CST)									
Subject	School			District			State		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
English/Language Arts	38	46	52	42	50	54	50	52	54
Mathematics	31	47	48	46	57	62	46	48	50
Science	30	41	48	32	41	44	50	54	50
History/Social Science	13	28	28	13	28	28	41	44	48

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

Harvest Valley Elementary

California Standards Test (CST)									
Subject	School			District			State		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
English/Language Arts	42	49	51	42	50	54	50	52	54
Mathematics	56	54	62	46	57	62	46	48	50
Science	34	30	27	32	41	44	50	54	50
History/Social Science	*	*	*	13	28	28	41	44	48

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

Mesa View Elementary

California Standards Test (CST)									
Subject	School			District			State		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
English/Language Arts	54	60	61	42	50	54	50	52	54
Mathematics	62	73	75	46	57	62	46	48	50
Science	45	64	51	32	41	44	50	54	50
History/Social Science	*	*	*	13	28	28	41	44	48

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