



Gussie M. Baker Elementary School

Moreland Elementary School District

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2006-2007 School Accountability Report Card

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School Mission Statement

Through a shared commitment to student learning, Baker Elementary School ensures that every child will attain academic excellence.

To address this mission, Baker Elementary School will:

- Provide a safe, respectful, caring climate where all students can learn and excel.
- Establish high standards of student learning by aligning curriculum to state standards.
- Focus on using quality, research-based instructional methods to meet the needs of all students.
- Administer and analyze common assessments to determine areas of need and to inform instruction.
- Provide support (intervention) for those students who have not achieved performance standards and provide enrichment opportunities for those students who have exceeded standards.
- Maintain high levels of collaboration and communication within our learning community.
- Promote professional development to ensure a highly qualified teaching staff.



Community & School Profile

Moreland Elementary School District serves nearly 4,000 kindergarten through eighth grade students in the San Jose area. The district is comprised of five elementary schools and one middle school. Once a small farming city, San Jose became a magnet for suburban newcomers between the 1960s and the 1990s, and is now the third largest city in California. The city is located in Silicon Valley, at the southern end of the San Francisco Bay Area, and is home to more than 973,000 residents.

Baker Elementary served 620 kindergarten through fifth grade students during the 2006-07 school year on a traditional calendar schedule. Additionally, the 2006-07 student population consisted of 20.2% "Socioeconomically Disadvantaged," 22.5% "English Learners," and 8.5% "Students with Disabilities." Additional demographics are illustrated at right.

The school provides a family-oriented, nurturing, and safe place for students to learn, grow, and develop intellectually. Teachers, staff, and administrators continue to act on the principle that students come first.

Student Enrollment by Ethnic Group

2006-07	
	Percentage
African American	3.3%
American Indian	0.2%
Asian	23.2%
Caucasian	37.1%
Filipino	0.9%
Hispanic	12.2%
Pacific Islander	0.5%
Multiple or No Response	22.7%

Discipline & Climate for Learning

The suspensions and expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions & Expulsions					
	School			District		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspensions	5	9	7	145	190	327
Suspension Rate	1.11%	1.94%	1.10%	3.44%	4.57%	8.44%
Expulsions	0	0	0	8	1	2
Expulsion Rate	0.00%	0.00%	0.00%	0.19%	0.02%	0.05%

Students at Baker Elementary are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others.

The goal of the school's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior.

The school has adopted the *Peace Builders* program, which emphasizes making "peaceful" choices during work and play. The school supplements their character education with a conflict management program through a partnership with Project Cornerstone.

Parents and students are informed of school rules and discipline policies at the beginning of the school year through the Parent-Student Handbook. Ongoing school-to-home communication is facilitated through newsletters, Back-to-School Night, Open House, parent-teacher conferences, emails, and the school website.

Student Recognition

The school recognizes and celebrates the achievements and successes of students and staff on a regular basis. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. In addition to verbal praise and motivational incentives, ongoing recognition programs include:

- Good Character/Good Choice
- Summer Reading Program
- Cornerstone Leaders
- Classroom Awards

Extracurricular Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. In addition to an after-school program sponsored by the city of San Jose, extracurricular activities and programs include:

- Cornerstone activities
- Enrichment classes
- Math Olympiad
- The Baker Singers
- Homework Center



Class Size

Baker Elementary maintained a school-wide average class size of 23 students and a pupil-to-teacher ratio of 21:1 during the 2006-07 school year. The table below shows the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution

	Classrooms Containing:											
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	05	06	07	05	06	07	05	06	07	05	06	07
K	18	18	20	3	3	5	-	-	-	-	-	-
1st	20	20	20	4	3	5	-	-	-	-	-	-
2nd	20	20	19	3	4	5	-	-	-	-	-	-
3rd	20	19	20	3	4	5	-	-	-	-	-	-
4th	30	34	33	-	-	-	3	-	1	-	2	2
5th	33	28	33	-	-	-	-	3	1	2	-	1
K-3rd	20	19	21	2	1	1	-	-	1	-	-	-
4th-5th	-	-	-	-	-	-	-	-	-	-	-	-

School Enrollment & Attendance

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and regular daily attendance is a priority at the school.

Student attendance is carefully monitored to identify those students exhibiting excessive absences. The school staff make daily phone calls to parents when children are absent.

Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences are fairly administered.

Parents are advised of their responsibilities, including proper notification of when and why students are absent. Students who continue to exhibit excessive absences are directed to the appropriate authorities. In the event of habitual truancy, students may be referred to the District's School Attendance Review Board (SARB).

The SARB is utilized when students have persistent attendance and behavior problems in school, and when the normal avenues of classroom, school, and district counseling are not effective. The chart illustrates the trend in enrollment for the 2006-07 school year.

Enrollment Trend by Grade Level

	2006-07
K	121
1st	99
2nd	90
3rd	119
4th	108
5th	102

School Leadership

Leadership at Baker Elementary is a responsibility shared among district administration, the principal, instructional staff, students, and parents. Primary leadership duties were assumed by Principal Colette Zea during the 2006-07 school year. At the start of the 2007-08 school year, Ann Doumanian assumed the role of Baker Elementary's principal. Prior to this position, Mrs. Doumanian served as the Vice Principal of Moreland Middle School.

Staff members are encouraged to participate on various committees that make decisions regarding the priorities and direction of the educational plan. These committees ensure that instructional programs are consistent with students' needs and comply with district goals. Avenues of opportunity include:

- Home & School Club
- Student Study Team
- School Site Council
- English Learner Advisory Council (ELAC)

School Facilities & Safety

Baker Elementary was originally constructed in 1961 and is currently comprised of 33 classrooms, a cafeteria, three playgrounds, grassy play areas, a library/media center, and a computer lab.

The library/media center was constructed in 1997. The school also underwent complete renovation between 2001 and 2002. All facilities received new roofing, HVAC units, sewer/gas lines, insulation, underground piping, electrical utility lines, and energy efficient windows.

School Safety

The safety of students and staff is a primary concern of Baker Elementary. All guests to the campus must sign in at the office and wear a visitor's badge at all times. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch, and after school. Supervision is a responsibility shared among teachers and school administrators.

To safeguard the well-being of students and staff, a comprehensive School Site Safety Plan has been developed, which was most recently updated in October 2007. Any revisions made to the plan are reviewed immediately with the staff. Key elements of the Safety Plan focus on the following:

- Disaster response procedures
- Schoolwide dress code
- Child abuse reporting procedures
- Bullying components
- Sexual harassment policy
- Teacher notification of dangerous pupils procedures
- Safe ingress and egress of pupils, parents, and school employees

The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Safety drills, including fire, earthquake and intruder drills, are held on a rotating basis.

The following chart displays the results of the most recent school facilities inspection, provided by the district on May 20, 2008.

School Facility Conditions				
Date of Last Inspection: 03/11/2008				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

Cleaning Process

Baker Elementary provides a safe and clean environment for students, staff, and volunteers. The district has adopted cleaning standards for all schools. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with the custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair

A scheduled maintenance program is administered by Baker Elementary School's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Moreland Elementary School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

Deferred Maintenance Budget

The State School Deferred Maintenance Budget Program provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes the following:

- Roofing
- Heating
- Electrical systems
- Interior/exterior painting
- Plumbing
- Air conditioning
- Flooring

Moreland Elementary School District does not currently participate in the Deferred Maintenance Program.

Counseling & Support Staff

In addition to academics, the staff at Baker Elementary strives to assist students in their social and personal development. Staff members are trained to recognize at-risk behavior in all students. The school values the importance of on-site counseling and has procedures in place to ensure that students receive the services they need. Staff members are devoted to helping students deal with problems and assisting them to reach positive goals. The chart displays a list of support services that are offered to students.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Computer Instructional Assistant	1	1.0
EL Program Tutors	1	0.5
Library Media Specialist	1	1.0
Nurse	2	*
Psychologist	1	0.5
Resource Specialist Program (RSP) Teacher	1	1.0
RSP Aide	1	1.0
SDC Aide	2	2.0
Special Day Class (SDC) Teacher	2	2.0
Speech/Language Specialist	1	0.8

* Services are provided by MESD on an "as-needed" basis.

English Learners

Students are identified as English Learners (EL) during the enrollment process and through the California English Language Development Test (CELDT). Baker Elementary provides English Language Development (ELD) through a pull-out program during the regular school day. Teachers incorporate SDAIE (Specially Designed Academic Instruction in English) methods throughout their lessons to better support EL students. The school also staffs EL program tutors who assist EL students in English language acquisition.

At-Risk Interventions

The school offers a variety of programs to students who are struggling to meet grade-level standards. Once students are identified as academically at-risk, an improvement program is developed that may include after-school intervention or instruction from specialized personnel. Students may be referred to Special Education for further evaluation. The school provides additional support for all students through an Extended Day Program and the Homework Center.

Special Education

Students with special education needs are accommodated with a variety of options and in the least restrictive environment possible. The Student Study Team (SST) develops an Individual Education Plan (IEP) for any student with emotional, social, and/or developmental disabilities. The IEP defines the individualized instruction a special needs student will receive, which may include placement in a Special Day Class, the Resource Specialist Program, and/or sessions with other members of the support staff.

Gifted & Talented Education

Gifted and Talented Education (GATE) is offered to third through eighth grade students district-wide, who have been identified through test scores and teacher recommendation. GATE students are provided with differentiated instruction and may participate in special enrichment activities throughout the school year.



Student Achievement & Testing

Moreland Elementary School District has developed a comprehensive assessment and accountability plan to ensure that information regarding student performance is used to continuously improve the instructional program and to communicate with parents about their child's achievement. In addition to the Standardized Testing and Reporting (STAR) Program, English Learner Assessments, Special Education Assessments, and report card grades are used to determine whether students are performing below, at, or above grade-level standards. **While reviewing data, please note that all schools within the district experienced significant population shifts due to school consolidations that may make comparative data inaccurate or misleading.**

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all second through eleventh grade 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, Math, and Science (grade 5), for the most recent three-year period, is displayed.

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						
05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07				
All Students																											
School	76	78	72	67	64	71	82	82	83	77	65	66	90	91	85	81	76	76	88	85	88	72	74	74	59	50	60
District	68	66	64	53	62	55	70	70	68	63	62	59	72	75	70	73	76	69	68	66	66	56	62	61	53	53	56
State	42	47	48	31	36	37	47	49	51	43	43	44	56	59	59	54	58	58	50	54	56	44	48	49	28	32	37
Males																											
School	71	79	66	77	49	74	79	84	68	70	64	66	91	91	83	94	66	78	90	87	77	72	73	80	59	52	68
District	61	65	62	50	53	55	66	68	56	59	60	56	68	78	70	75	69	72	66	64	57	55	64	60	55	54	54
State	39	43	44	29	33	33	44	46	48	39	40	41	58	59	59	56	58	58	50	54	56	43	48	48	32	34	38
Females																											
School	81	76	82	58	81	68	84	80	98	85	67	67	89	89	88	69	86	75	86	83	98	73	75	67	58	49	52
District	75	67	67	57	71	55	75	73	79	68	65	64	76	72	70	71	82	65	70	69	75	59	61	62	52	53	58
State	45	50	53	35	39	41	52	54	55	46	47	48	55	57	58	54	56	57	51	55	58	45	48	49	26	30	35
Socioeconomically Disadvantaged																											
School	85	54	50	23	39	31	65	60	56	75	29	26	100	71	68	54	44	41	76	60	68	81	48	42	69	24	16
District	42	34	40	22	34	24	38	45	33	34	26	29	45	48	38	51	46	39	37	39	30	31	27	28	27	20	19
State	28	33	35	17	22	23	32	35	36	28	28	29	45	48	48	44	46	47	38	42	45	32	35	36	14	18	22
Asian																											
School	76	79	89	88	73	79	92	100	93	89	88	76	100	89	100	88	80	79	92	100	96	94	92	84	78	72	68
District	86	83	85	69	83	70	94	86	85	84	85	78	94	91	92	92	93	86	92	88	87	81	86	87	77	75	72
State	66	70	73	54	59	60	71	73	73	67	67	68	79	81	81	81	82	82	79	81	83	74	76	77	50	54	60
Hispanic																											
School	*	54	38	*	46	38	*	58	63	*	35	23	*	71	54	*	46	43	*	50	74	*	41	46	*	24	31
District	39	34	36	21	32	24	30	41	38	22	25	28	39	48	34	52	45	39	29	34	34	20	25	28	14	16	26
State	28	33	35	17	22	23	32	35	37	27	29	30	44	47	48	43	46	48	38	43	46	33	36	37	14	18	23
Caucasian																											
School	79	88	69	77	73	80	80	86	87	75	67	80	92	98	84	77	90	90	88	91	91	60	78	80	57	52	70
District	76	78	73	63	69	70	79	80	78	77	72	72	81	85	82	76	84	82	76	72	76	66	73	71	66	65	70
State	61	65	66	51	55	56	68	69	71	63	63	64	73	74	74	70	73	72	65	68	70	58	64	63	49	52	58
Students with Disabilities																											
School	*	*	*	*	*	*	*	*	*	*	17	27	*	*	*	*	*	*	*	*	*	*	17	18	*	9	27
District	26	0	14	27	21	25	32	38	16	18	38	25	47	0	39	46	37	38	32	39	28	16	32	22	21	34	23
State	19	23	23	13	16	16	19	20	21	15	14	15	33	34	34	29	31	31	22	25	27	17	18	19	12	14	16
English Learners																											
School	72	59	50	45	36	30	*	63	59	*	7	23	83	77	70	64	43	44	*	63	65	*	20	38	*	0	15
District	44	39	43	28	33	21	33	36	31	20	16	10	49	56	47	59	50	41	41	35	28	19	23	20	17	9	10
State	23	27	30	12	15	15	19	24	24	13	13	14	43	45	46	40	41	42	32	36	39	22	24	25	6	7	11

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

Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics. Prior to 2005, all students in grades two through eleven were tested each spring. Currently, only students in grades three and seven are tested. The chart reflects the percentage of student scores at or above the national average (50th percentile) in Reading and Mathematics.

Physical Fitness

In the spring of each year, Baker Elementary is required by the state to administer a physical fitness test to all fifth grade students. The physical fitness test measures each student's ability to perform fitness tasks in six major areas:

- Aerobic Capacity
- Body Composition
- Abdominal Strength
- Trunk Extension Strength
- Upper Body Strength
- Flexibility

Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the 'healthy fitness zone' (HFZ). During the 2006-07 school year, 7.1% of the school's fifth grade students either met or exceeded state fitness standards.

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

API School Results				
	04-05	05-06	06-07	2007 API Growth Score
Statewide Rank	9	10	9	
Similar Schools Rank	9	8	6	
All Students				
Actual Growth	48	-26	9	884
Socioeconomically Disadvantaged				
Actual Growth	118	-130	-10	718
Asian				
Actual Growth	68	-8	7	951
Hispanic				
Actual Growth	-	-	-18	707
Caucasian				
Actual Growth	-1	17	6	914
English Learners				
Actual Growth	-	-	21	832

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 50 students with valid scores.

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 of school and district performance are displayed in the chart.



CAT/6 Norm Referenced Test						
% At or Above 50th Percentile						
Reading			Math			
3			3			
	05	06	07	05	06	07
All Students						
School	69	64	63	76	71	77
District	55	61	53	71	76	69
State	36	37	38	55	55	56
Males						
School	71	49	69	87	68	79
Females						
School	67	81	57	67	75	75
Socioeconomically Disadvantaged						
School	23	33	21	46	44	41
Asian						
School	81	73	72	81	87	86
Hispanic						
School	*	46	24	*	46	43
Caucasian						
School	74	74	76	74	79	88
English Learners						
School	36	36	26	64	43	41

**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 replacement of staff.

Adequate Yearly Progress (AYP)				
	School		District	
Made AYP Overall	Yes		Yes	
Met AYP Criteria	English - Language Arts	Math	English - Language Arts	Math
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	

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. **Baker Elementary does not receive Title I funds. Program Improvement designation and requirements do not apply to this school.**

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2007-08)	-	-
# of Schools Currently in PI	-	1
% of Schools Identified for PI	-	16.70%

Training & Curriculum Improvement

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. For the past three years, the district has sponsored three staff development days annually where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

All curriculum development at Moreland Elementary School District revolves around the California State Content Standards and Frameworks. Teachers work to align classroom curriculum to ensure that all students meet or exceed state proficiency levels. The implementation of the school's curriculum is an ongoing process. Principals work in conjunction with other site administrators and the district office to develop and revise curriculum guides that align with state standards, district goals, and the statewide assessment program.

Teacher Assignment

Moreland Elementary School District recruits and employs only the most qualified credentialed teachers. During the 2006-07 school year, Baker Elementary staffed 32 fully certificated teachers who met all credential requirements in accordance with the State of California guidelines.

	Teacher Credential Status			
	School			District
	04-05	05-06	06-07	06-07
Fully Credentialed	22	23	32	185
Without Full Credentials	1	0	0	6
Working Outside Subject	0	0	0	0

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching EL students) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2007-08 school year, the most current available data are reported.

	Misassignments/Vacancies		
	05-06	06-07	07-08
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include:

- Possession of a Bachelor's Degree
- Possession of an appropriate California teaching credential
- Demonstrated competence in core academic subjects

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.00%	0.00%
District	99.00%	1.00%
High-Poverty Schools in District	0.00%	0.00%
Low-Poverty Schools in District	97.70%	2.30%

Textbooks & Instructional Materials

Pursuant to the settlement of *Williams vs. the State of California*, Moreland Elementary School District thoroughly inspected each of its school sites at the start of the 2007-08 school year to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment. The date of the most recent District Resolution on the Sufficiency of Textbooks was October 2, 2007.

All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in core subjects), for use in the classroom and to take home if necessary. Additionally, all textbooks and instructional materials used within the district must be aligned with the California State Content Standards and frameworks, with final approval by the Board of Education. The textbook chart displays data collected in May 2008 in regards to the textbooks in use at the school during the current year (2007-08). At the time of publication, the district did have an officially adopted Visual & Performing Arts (VAPA) text or curriculum.

District-Adopted Textbooks				
Grade Levels	Subject	Publisher	Adoption Year	Sufficient
K-5	English/ Language Arts	Houghton Mifflin	2003	Yes
K-5	Mathematics	McGraw-Hill	2001	Yes
K-5	Science	MacMillan/ McGraw Hill	2008	Yes
K-5	Social Science/ History	Houghton Mifflin	2007	Yes

The school's library/media center, staffed by a full-time Library Media Specialist, is stocked with hundreds of books that are available for students to check out. The library also contains a large collection of video- and audio-tapes for classroom use, as well as periodicals and reference materials that tie into curricular areas of study. Students visit the library on a weekly basis with their classes and are encouraged to visit during recess and lunch. Five computer workstations within the library are connected to the Internet so students may access resources and information online.

Computer skills and concepts are integrated throughout the standard curriculum to prepare students for technological growth and opportunities. Each classroom contains a minimum of two computers for student use. Students also have weekly access to the computer lab, which houses 33 Internet-accessible workstations.



For additional research materials and Internet availability, students are encouraged to visit San Jose's public libraries which contain numerous computer workstations. For locations and hours of these branches, please visit <http://www.sjlibrary.org/about/contacts/branches.htm>.

Computer Resources			
	04-05	05-06	06-07
Computers	23	23	65
Students per computer	19.9	20.2	9.8
Classrooms connected to Internet	23	23	33

District Expenditures & Revenue Sources

Based on 2005-06 audited financial statements, Moreland School District spent an average of \$7,329 to educate each student. The chart provides a comparison of the school's per pupil funding (from both restricted and unrestricted sources) with district and state (unrestricted) sources.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,266
From Restricted Sources	\$966
From Unrestricted Sources	\$4,300
District	
From Unrestricted Sources	\$5,691
Percentage of Variation between School & District	24.44%
State	
From Unrestricted Sources	\$4,943
Percentage of Variation between School & State	13.01%

In addition to general state funding, Moreland Elementary School District received state and federal categorical funding for the following support programs:

- Class Size Reduction
- Gifted & Talented Education
- School Improvement Program
- Drug, Alcohol and Tobacco Prevention Education
- Title I
- Economic Impact Aid
- Peer Assistance & Review

Restricted source means money whose use is restricted by legal requirement or by the donor. Examples include, but are not limited to: instructional materials, economic impact aid, and teacher and principal training funds.

Unrestricted source means money that can be used for any lawful purpose, whose use is not restricted by legal requirement or by the donor. Examples include, but are not limited to: class size reduction, state lottery (not instructional materials portion), and undesignated local parcel tax funds.

School Site Teacher Salaries

State law requires comparative salary and budget information to be reported to the general public. At the time of publication, the most recent salary comparison data from the State of California was for the 2005-06 school year.

For comparison purposes, the California Department of Education has provided average salary data from unified school districts statewide. The chart illustrates the average teacher salary at the school and compares it to the average teacher salaries at the district and state levels.

Average Teacher Salaries	
School & District	
School	\$83,163
District	\$57,769
Percentage of Variation	43.95%
School & State	
All Elementary School Districts	\$58,519
Percentage of Variation	42.11%

Teacher & Administrative Salaries

The chart displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. Teacher and administrative salaries as a percent of a district's budget are also listed.

Average Salary Information		
Teachers - Principal - Superintendent		
2005-06		
	District	State
Beginning Teachers	\$41,676	\$38,159
Mid-Range Teachers	\$58,335	\$59,148
Highest Teachers	\$78,223	\$73,514
Elementary School Principals	\$96,067	\$91,903
Middle School Principals	\$107,874	\$95,855
Superintendent	\$159,543	\$132,994
Salaries as a Percentage of Total Budget		
Teacher Salaries	42.8%	41.6%
Administrative Salaries	6.4%	5.9%



Data Sources

Data within the SARC was provided by Moreland Elementary School District, retrieved from the 2006-07 SARC 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.

Parent & Community Involvement

Parents and the community are very supportive of the educational programs at Baker Elementary. Parents are encouraged to volunteer at the school, chaperone field trips, serve as art docents, organize fundraisers, and participate in the ABC Reading Program. Additional opportunities for involvement include: Home & School Club, School Site Council, and English Learner Advisory Committee.

The school receives additional support from the Moreland Educational Foundation, local business, and community service organizations throughout the San Jose area.

Contact Information

Parents or community members who wish to participate in leadership teams, committees, activities, or become a volunteer may contact the school office at (408) 874-3200.