

School Accountability Report Card

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III. School Climate

School Safety Plan (School Year 2007-08)

This section provides information about the school's comprehensive safety plan.

Condit Elementary is committed to the safety and security of each student. To maintain these conditions which contribute to the best possible learning environment, the School Safety Plan includes the following elements:

- 1. School Crime Assessment:** Condit Elementary provides compiled school crime information each month for the Uniform Management Information Reporting System (UMIRS) as mandated by the State of California. This information is analyzed at each school site to determine what steps may be taken to reduce incidents of crime.
- 2. Child Abuse Reporting:** Teachers and other school employees are required by law to report any cases of suspected child abuse or child neglect. Reports are investigated by the Department of Child and Family Services to determine if any follow-up on the report is necessary.
- 3. Disaster Procedures:** In order to ensure the safety of students and school personnel, the School Safety Committee has created a comprehensive Disaster Preparedness Plan. Emergency drills are held once a month and evaluated for effectiveness. Our Parent Faculty Association regularly updates our emergency food and water supply.
- 4. School Discipline:** Condit Elementary has created a schoolwide discipline plan in order to communicate high standards and expectations and to hold students accountable for their behavior. The discipline plan is given to every student and reviewed in student assemblies or classroom presentations. Staff members consistently enforce the schoolwide standards.
- 5. Procedures to Notify Teachers of Dangerous Pupils:** If a student is deemed dangerous because of behavior at school or behavior outside of school which has been dealt with by county juvenile authorities, the teacher(s) of the student will be promptly notified of the status of the student.
- 6. Sexual Harassment Policy:** Condit Elementary strictly adheres to district policies which prohibit sexual harassment or discrimination of any kind. The sexual harassment policy is distributed to each student at the beginning of the school year, and employees are advised of their duty to take prompt action if they become aware of any incidents of sexual harassment.
- 7. Schoolwide Dress Code:** Condit Elementary believes that a clearly defined dress code contributes to a positive school environment. The primary standards for student dress and grooming include: the student should be neat and clean at school, and the student should not wear clothing that compromises safety or modesty or that is disruptive to the educational process.
- 8. Safe and Orderly Environment:** Condit Elementary believes that a safe and orderly environment is necessary to ensure a positive learning experience for all students. Regular supervision of students is the core of creating and maintaining a safe and orderly environment. Teachers, administrators, campus supervisors and parent volunteers consistently supervise and interact with students to reinforce behavioral expectations and safety standards. Staff, volunteers, and visitors wear District identification badges to assure that only authorized individuals are on campus.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08

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Suspensions	0.5	1.8	2.9	16.3	16.0	11.1
Expulsions	0.0	0.0	0.0	1.8	0.2	0.3

Date School Safety Plan last reviewed: 10/1/2008

IV. School Facilities

School Facility Conditions

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Condit School was built in 1957 and has 29 teaching stations plus a multipurpose room, library and office. To accommodate the increased enrollment plus the 20:1 Class Size Reduction program in grades K, 1, 2, and 3, eleven portable classrooms have been added to the site.

The District takes great efforts to ensure that all schools are clean, safe, and functional. While some district buildings show wear, continual work is done to assure buildings and grounds are in good, safe working order. This is done in a manner that does not distract from a positive learning environment. Head custodians undergo special training and regularly inspect schools and report needed repairs promptly. All school facilities are inspected annually by the fire department. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. Emergency Work Orders are used to ensure that emergency repairs are given the highest priority.

The district participates in the State School Deferred Maintenance Program, which 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 roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting and floor systems.

Planned Improvement

The summer of 2008 was the second year of a four year project to replace the flooring in all rooms. Eleven classrooms had the flooring from their room removed and asbestos abated. New carpet and tile was installed in each of those rooms. Our speech teacher and school psychologist had their offices moved into a temporary unit. Two rooms previously used for other purposes were reclaimed as kindergarten bathrooms. Fencing was installed to expand the kindergarten playground to accommodate the kindergarten all day program and increase in its student population.

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School Facility Good Repair Status (School Year 2008-09)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	x			
Mechanical Systems	x			
Windows/Doors/Gates (interior and exterior)	x			
Interior Surfaces (walls, floors, and ceilings)	x			
Hazardous Materials (interior and exterior)	x			
Structural Damage	x			
Fire Safety	x			
Instalación eléctrica (interior y exterior)	x			
Pest/Vermin Infestation	x			
Drinking Fountains (inside and outside)	x			
Restrooms	x			
Sewer	x			
Playground/School Grounds	x			
Roofs	x			
Overall Cleanliness	x			

Overall Summary of School Facility Good Repair Status (School Year 2008-09)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Excellent	Good	Fair	Poor
Overall Summary		x		

Date of inspection:

Completion date of inspection form:

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V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

	School			District
	2005-06	2006-07	2007-08	2007-08
Teachers				
With Full Credential	27	26	26	309
Without Full Credential	1	1	2	11
Teaching Outside Subject Area of Competence	--	--	--	n/a

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	0	0	0
Vacant Teacher Positions	0	0	0
Total Teacher Misassignments	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2006-07)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the NCLB Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0%	0.0%
All Schools in District	98.1%	1.9%
High-Poverty Schools in District	--	--
Low-Poverty Schools in District	99.8%	0.2%

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VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2007-08)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	--	--
Library Media Teacher (Librarian)	--	--
Library Media Services Staff (paraprofessional)	1.0	--
Psychologist	0.6	--
Social Worker	--	--
Nurse/a	--	--
Speech/Language/Hearing Specialist	1.0	--
Resource Specialist (non-teaching)	--	--
Other	--	--

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2008-09)

Textbook Information

This section provides information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Every single student has access to their own textbooks and instructional materials, including English Learners. The quality, currency and availability of textbooks and other instructional materials is ample for our entire student population. Textbooks are adopted from State approved lists. As a district, it was decided to delay the 07-08 mathematics adoption in favor of addition research and pilot programs. Due to budgetary concerns, it is unlikely CUSD will adopt ELA on schedule. The selection process for textbooks and instructional materials include a thorough analysis of all state adopted materials by staff, parents and students. All school sites have the opportunity to inspect and trial lessons before giving input. Rubrics are developed for all publishers that addresses each critical component of the textbook.

This section provides information if any insufficiency exists, and the reason that each pupil does not have sufficient textbooks or instructional materials.

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Textbook Availability

Textbooks and instructional materials used in the district in the core subject areas of English-Language Arts, Mathematics, Science, and History-Social Science

Subject Area	Textbook Title and/or Publisher	Year of Adoption
English-Language Arts	Legacy of Literacy - Houghton/Mifflin	2003
History-Social Science	Reflections CA Series - Harcourt	2006
Mathematics	CA Mathematics - Pearson Scott Foresman	2002
Science	K-5: Pearson Scott Foresman, 6th Harcourt	2007

Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials

This table displays information about the percent of pupils who lack their own assigned textbooks and instructional materials

Core Curriculum Area	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	n/a
Health	n/a
Visual and Performing Arts	n/a
Science Laboratory Equipment (grades 9-12)	n/a

Textbook Information Collection Date:

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Subject Area	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School	n/a	n/a	\$5,819	\$48,715
District	n/a	n/a	\$5,817.00	\$64,827.00
Percent Difference – School Site and District	--	--	0.0%	33.1%
State	n/a	n/a	\$5,300.00	\$62,157.00
Percent Difference – School Site and State	--	--	8.9%	27.6%

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Types of Services Funded (Fiscal Year 2007-08)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Condit's Parent-Faculty Association conducts annual fund raisers to provide materials that support and enrich instruction. During the 2007-08 school year, the PFA will be funding for Art Masters, art supplies, instructional materials and technology related items.

The Claremont Education Foundation (CEF) is a city wide fund raising association created by concerned Claremont residents. It was initially created to support the elementary after school music program. However, today it funds numerous programs district-wide and Condit specifically. Condit staff and parents in our community are encouraged to join the CEF, as our Fine-Arts programs are a direct benefit of its generosity. Additionally, every summer CEF offers "enrichment" courses for students district wide.

When available, General Fund/Resource Allocation funds are distributed through Shared Decision Making to classrooms to purchase supplemental instructional materials.

Best-B.E.T. (Business and Education Together) grants were created as a way for local businesses to give back to the schools. Each year approximately \$25,000 is awarded to local classrooms for innovative teacher projects. Best-BET Grants have provided many of our grade levels with funds that enable them to provide their students with activities and resources that support curriculum.

Claremont Unified School District currently spends approximately 71% of its general operating budget directly in the classroom. This includes funds expended for teachers, instructional assistants, books, materials, supplies and equipment.

Another 20% of the operating budget is made up of direct support to the classroom including expenditures for principals, site staff, student support staff, curriculum support, maintenance of school buildings, and grounds maintenance.

The remainder of the operating budget is expended for the Board of Education, the Superintendent, and District and Central Support Departments.

Teacher and Administrative Salaries (Fiscal Year 2006-07)

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 a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Range	District	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,781.00	\$39,692.00
Mid-Range Teacher Salary	\$63,135.00	\$62,830.00
Highest Teacher Salary	\$86,825.00	\$80,472.00
Average Principal Salary (Elementary)	\$99,793.00	\$98,460.00
Average Principal Salary (Middle)	\$106,567.00	\$104,522.00
Average Principal Salary (High)	\$110,960.00	\$114,549.00
Superintendent Salary	\$154,904.00	\$166,547.00
Percent of Budget for Teacher Salaries	40.7%	40.2%
Percent of Budget for Administrative Salaries	6.1%	5.8%

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IX. Student Performance

California Standards Tests

The California Standards Tests (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 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the Standardized Testing and Reporting (STAR) Results Web page 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	75%	72%	68%	59%	60%	62%	42%	43%	46%
Mathematics	78%	77%	73%	54%	52%	55%	40%	40%	43%
Science	72%	68%	75%	51%	56%	59%	35%	38%	46%
History-Social Science	--	--	--	47%	52%	53%	33%	33%	36%

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CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percentage of Students Scoring At Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	59%	53%	*	--
American Indian or Alaska Native	*	*	*	--
Asian	76%	91%	79%	--
Filipino	*	*	--	--
Hispanic or Latino	56%	65%	68%	--
Pacific Islander	*	*	--	--
White (not Hispanic)	72%	74%	77%	--
Male	61%	70%	79%	--
Female	73%	77%	68%	--
Economically Disadvantaged	41%	49%	53%	--
English Learners	26%	58%	*	--
Students with Disabilities	39%	50%	50%	--
Students Receiving Migrant Education Services	--	--	--	--

California Physical Fitness Test Results (School Year 2007-08)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Fitness Standards
5	44.10%
7	0.00%
9	0.00%

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

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API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005	2006	2007
Statewide	10	10	9
Similar Schools	9	10	9

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score 2007-08
	2005-06	2006-07	2007-08	
All Students at the School	13	-1	-11	878
African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	15	-6	-17	835
Pacific Islander	--	--	--	--
White (not Hispanic)	0	12	0	894
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	765

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- 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)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the AYP Web page <http://www.cde.ca.gov/ta/ac/ay/>.

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AYP Overall and by Criteria (School Year 2007-08)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	n/a	Yes

Federal Intervention Program (School Year 2008-09)

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 AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement	n/a	
Yearh in Program Improvement	n/a	
Number of Schools Currently in Program Improvement	--	
Percent of Schools Currently in Program Improvement	--	

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XI. Instructional Planning and Scheduling

Professional Development

This section provides information on how teachers and staff are trained for instructional improvement.

Our teachers are leaders in their profession. They regularly present at conferences, district trainings and give community presentations. They are mentors, neighbors and, in some cases, Condit parents themselves. Collectively, they have over 400 years of classroom experience; all teachers with the exception of one full time and one part time teacher have met the criteria of "highly qualified". Sixty-one percent of our teachers have Masters' degrees. Yet, our teachers are life-long learners and committed to bettering themselves and their profession. Professional Learning Communities are at the heart of our 2007-08 Single School Plan and professional development plan. Our school-wide objectives are 5.1 – Establish and communicate learning goals for all students and 5.4 – Using the results of assessments to guide instruction. To achieve those objectives, each grade level is applying a content area to the school-wide focus. Teachers will be looking at student learning as indicated by formative assessments to determine future instruction and their own personal needs for growth in their delivery of instructional strategies. Opportunities for individual, team, or school-wide staff development will be directed by student needs.

The professional development opportunities have and will come in a variety of forms. The current academic year began with all teachers being given the choice of participating in one of several different in-services on August 31st. Workshop themes on that day were Essential Standards, Critical Thinking, Differentiated Instruction and Technology Instruction. Individuals that participated in these areas have since come back to share their knowledge and experiences with their grade level and staff as a whole. Individual teachers have shared their expertise in creating websites, utilizing their LCD projectors and other technology related supports. Teachers have also been given an individual laptop (from the site block grant for technology) and in-serviced on using the Data Director data management program.

One of the greatest opportunities for staff development is created in the sharing of ideas amongst staff members. An atmosphere of mutual respect and encouragement is fostered by our staff through bi-monthly team meetings, articulation of curriculum among and between grade levels, team work, cross grade level partnerships, grade level planning time and open communication during PLC time during music instruction. Grade levels work together to provide a team teaching approach to standards-based instruction. Additionally, teachers participate on other subcommittees specializing in the promotion and development of subgroup interests: i.e., English Learners, Technology, Student Success Team, Student Guidance Team, Response to Intervention, Student Council, Social Committee, District Writing Committee, District ELA, Math, and Science Essential Standards.

The district has focused on the identification of the essential standards for the core content areas of Mathematics, English Language Arts, Science, and Social Science as a key to providing students with the opportunity for academic success. In conjunction with the identification of the essential standards, teachers analyze student achievement results and reflect on the effectiveness of the instructional strategies utilized. They then seek out professional conferences or other teacher mentors for ongoing instructional support. For example, during the past six months, some of our teachers have completed AB2913 training and learned Specially Designed Academic Instruction in English (SDAIE) for students learning to be proficient in English. All Condit teachers have received additional certification to provide Cross-cultural Language & Academic Development (CLAD) instruction. New teachers are given additional resources from BTSAs Support Providers. Also, grade level lead teachers provide guidance and support to new teachers during grade level team meetings and individual mentoring. Our staff embraces the concept that the success of every child involves every teacher and staff member. Our teachers are proud to work at Condit and are committed to doing whatever is necessary to ensure student learning occurs.

Professional Development Days

This table displays information on the annual number of school days dedicated to staff development for the most recent three-year period.

	Instructional Days With At Least 180 Instructional Minutes		
	2005-06	2006-07	2007-08
Annual number of school days dedicated to staff development	1	1	0