

School Accountability Report Card

Reported Using Data from 2009–10 School Year

Published During 2010–11

The School Accountability Report Card (SARC), which is required by law to be published by February 1 of each year, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2010–11)

This section provides the school's contact information.

School		District	
School Name	Frank E. Woodruff Elementary	District Name	Bellflower Unified
Street	15332 South Eucalyptus St.	Phone Number	562-866-9011
City, State, Zip	Bellflower, CA 90706-3706	Web Site	www.busd.k12.ca.us
Phone Number	562-804-6545	Superintendent	Rick Kemppainen
Principal	Susan Curtiss	CDS Code	19- 64303- 6011647

School Description and Mission Statement (School Year 2009–10)

This section provides information about the school, its programs, and its goals.

Frank E. Woodruff has served the northern portion of our school district for more than a half-century. We have 38 classrooms that are equipped with computers, Internet access, and Light Speed amplification sound systems. We have two computer labs with 40 computers. In addition, we have a large library with many books available for our students. A variety of intervention programs are available before, during, and after school. English Language Development sessions are provided daily for all students learning English. Accelerated Reader and Accelerated Math programs allow students to progress at their own pace. Head Start prepares preschoolers to transition successfully into kindergarten. APPLE provides after school homework support and academic enrichment. We also make a variety of human services available to our school community, such as the Kaiser Permanente sponsored school based health clinic at Woodruff. The Woodruff PTA is highly visible and supportive of the students, the school and the staff. Frank E. Woodruff School continues its long commitment to providing quality educational programs, effective resources and excellent facilities for its students.

The Frank E. Woodruff Elementary School learning community is united in providing the highest quality education for all students. We are committed to empowering students with the knowledge and skills to face the challenges of a competitive, global society as successful, responsible, and caring citizens. The vision of Frank E. Woodruff School is a united learning community that educates the whole student. Our goal is that all students will be academically proficient, healthy in body, and strong in character. Parents are encouraged and expected to be partners in providing a quality education for all students.

Opportunities for Parental Involvement (School Year 2009–10)

This section provides information about opportunities for parents to become involved with school activities, including contact information pertaining to organized opportunities for parental involvement.

Family support is an integral part of the educational process. Without this vital link, the goals set in the mission and vision statements of the school would be unachievable. Making parents feel welcome in the school and important to the success of the students has been the center of the school's strategies that send the message that family involvement is essential to advance our students' education. All family members are encouraged to attend our daily flag ceremony at the beginning of each school day. There we make important announcements and recognize students' efforts and achievements. A coordinated effort between the community and the school provides a safe and nurturing environment for all children. Parents are leaders in decision-making in the PTA, on the School Site Council, on the English Learner Advisory Committee and as parent volunteers. In order to build public confidence, monthly newsletters, special bulletins, flyers, and other forms of written communication elicit active participation and support for school programs.

Student Enrollment by Grade Level (School Year 2009–10)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	80
Grade 1	97
Grade 2	100
Grade 3	100
Grade 4	104
Grade 5	111
Grade 6	121
Total Enrollment	713

Student Enrollment by Group (School Year 2009–10)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	13.92	White	5.62
American Indian or Alaska Native	0.7	Two or More Races	2.81
Asian	1.26	Socioeconomically Disadvantaged	85
Filipino	3.09	English Learners	37
Hispanic or Latino	72.43	Students with Disabilities	11
Native Hawaiian/Pacific Islander	3.09		

Average Class Size and Class Size Distribution (Elementary)

This table displays, by grade level, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2007–08				2008–09				2009–10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.0	5	0	0	20.0	5	0	0	20	4	0	0
1	19.4	5	0	0	20.0	5	0	0	19.4	5	0	0
2	18.5	6	0	0	20.0	5	0	0	20	5	0	0
3	19.9	7	0	0	19.8	5	0	0	20	5	0	0
4	29.5	0	4	0	27.7	0	3	0	33.6	0	0	3
5	27.5	1	3	0	32.3	0	2	2	31	0	3	0
6	27.0	1	3	0	28.5	0	4	0	32.3	0	2	1
4-8	0	0	0	0	33.0	0	0	1	32	0	1	0

III. School Climate

School Safety Plan (School Year 2009–10)

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

The staff, students, parents, the Parent Teacher Association (PTA), and community members at the school strive to provide effective ways to give all students the safe, clean, healthy, and disciplined conditions that allow teachers to effectively teach and students to actively learn. The school's mission and vision statements place the physical, emotional, and psychological safety and well being of our students and staff among our highest priorities. All elements of the school, the education provided, the student support staff, the school's leadership, our parents and families, and the school's surrounding community, combine to produce a positive, safe, and secure environment for all students. The school's comprehensive safety plan establishes regular review of emergency response plans, expectations for the cleanliness and timely maintenance of facilities, and behavioral norms. The school meets its obligation to provide support systems that promote the health and safety of students and adults alike.

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		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
Suspensions	10.0	11.0	8.4	19.0	17.9	13.8
Expulsions	0.0	0.0	0.14	0.3	0.6	0.18

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010–11)

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

The appearance of a school's grounds, buildings, and classrooms influences the attitude of all who visit and use the campus. The district takes great efforts to ensure that all schools are clean, safe, and functional. The school's facilities support the special needs of all students. There are areas on campus, including the library-media center, teachers' lounges, and a teachers' workroom, for students and staff to go for collaboration and research.

Students utilize a grassy, park-like atmosphere. An attractive wrought iron fence encloses the front of the school and all gates are locked and unlocked to accommodate the daily schedule. Signs are posted at the front gate informing the public that the school is tobacco free, and the school follows a "No Trash" policy that encourages students and staff to assume personal responsibility for the appearance of the campus. The district governing board maintains high cleaning standards for all schools in the district. The school office can provide details. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. All campus restrooms are open and operational.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

School Facility Good Repair Status (School Year 2010–11)

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

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	n/a	X			n/a
Interior: Interior Surfaces	n/a		X		n/a
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	n/a	X			n/a
Electrical: Electrical	n/a	X			n/a
Restrooms/Fountains: Restrooms, Sinks/Fountains	n/a	X			n/a
Safety: Fire Safety, Hazardous Materials	n/a	X			n/a
Structural: Structural Damage, Roofs	n/a	X			n/a
External: Playground/School Grounds, Windows/Doors/Gates/Fences	n/a	X			n/a
Overall Rating	Good				n/a

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 CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007–08	2008–09	2009–10	2009–10
With Full Credential	37	34	31	638
Without Full Credential	0	1	0	12
Teaching Outside Subject Area of Competence	0	0	0	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	2008–09	2009–10	2010–11
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2009–10)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under the ESEA can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	96.41	3.59
High-Poverty Schools in District	95.37	4.63
Low-Poverty Schools in District	97.34	2.66

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009–10)

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
Library Media Services Staff (paraprofessional)	1.0
Psychologist	0.5
Speech/Language/Hearing Specialist	0.5

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010–11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	Good – Aligned to state adoption cycle	0%	K-6 - Houghton-Mifflin
Mathematics	Good – Aligned to state adoption cycle	0%	K-5 - Houghton-Mifflin 6 - McDougal-Littell
Science	Good – Aligned to state adoption cycle	0%	K-6 - Houghton-Mifflin
History-Social Science	Good – Aligned to state adoption cycle	0%	K-6 – Harcourt
Health	Good – Aligned to state adoption cycle	0%	K-6 Harcourt

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008–09)

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 on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$4,732	\$414	\$4,317	\$68,958
District	n/a	n/a	\$7,602	\$66,432
Percent Difference – School Site and District	n/a	n/a	-43.21	3.80
State	n/a	n/a	\$5,681	\$66,478
Percent Difference – School Site and State	n/a	n/a	-24.00	3.73

Types of Services Funded (Fiscal Year 2009–10)

This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school's federal Program Improvement status) that are provided at the school through either categorical funds or other sources.

The ADA dollars cited in the table above provide services budgeted from the general fund including regular classroom instruction and support, special education, counseling, psychology, child welfare and attendance and program assessment. Additional services funded as categorical programs include: Title 1 assistance to targeted populations, Caring Connections community services, services for English Learners, School Improvement Programs (SIP), Safety and Violence Prevention, Drug and Tobacco Education (DATE), Tobacco Use Prevention Education (TUPE); Safe and Drug Free Schools, and the After School Program Promoting Learning Enrichment (Project APPLE).

Teacher and Administrative Salaries (Fiscal Year 2008–09)

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 based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,684	\$41,155
Mid-Range Teacher Salary	\$66,673	\$65,379
Highest Teacher Salary	\$81,819	\$85,049
Average Principal Salary (Elementary)	\$104,809	\$106,453
Average Principal Salary (Middle)	n/a	\$111,487
Average Principal Salary (High)	\$127,917	\$121,513
Superintendent Salary	\$193,816	\$194,802
Percent of Budget for Teacher Salaries	43.7%	39.93%
Percent of Budget for Administrative Salaries	4.6%	5.15%

IX. Student Performance

Standardized Testing and Reporting Program

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 assessments under the STAR program 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, and nine through eleven. The CAPA includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

Note: Scores are not shown when the number of students tested is ten 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.

Standardized Testing and Reporting 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		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
English-Language Arts	38	39	44	45	48	50	46	50	52
Mathematics	44	53	53	41	45	47	43	46	48
Science	29	36	36	50	50	56	46	50	54
History-Social Science	n/a	n/a	n/a	35	39	43	36	41	44

Standardized Testing and Reporting 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	Percent of Students Scoring at Proficient or Advanced		
	English-Language Arts	Mathematics	Science
Male	47	55	46
Female	40	51	25
Black or African American	42	46	33
Filipino	84	89	n/a
Hispanic or Latino	40	53	36
White	53	67	n/a
Socioeconomically Disadvantaged	41	52	32
English Learners	27	44	15
Students with Disabilities	34	43	n/a

California Physical Fitness Test Results (School Year 2009–10)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the 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 on the CDE 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 ten 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		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	82.4	56.9	30.4

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state 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 on the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index 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 ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten 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 ten 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	2007	2008	2009
Statewide	4	4	4
Similar Schools	8	7	7

Academic Performance Index Growth 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. *Note: "N/A" means that the student group is not numerically significant or data were not available.*

Group	Actual API Change		
	2007–08	2008–09	2009–10
All Students at the School	19	17	11
Black or African American	14	-8	n/a
Hispanic or Latino	25	20	8
Socioeconomically Disadvantaged	26	17	7
English Learners	40	6	15

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	774	777	767
Black or African American	n/a	731	685
American Indian or Alaska Native	n/a	n/a	728
Asian	n/a	888	889
Filipino	n/a	879	851
Hispanic or Latino	756	763	715
Native Hawaiian/Pacific Islander	n/a	713	754
White	n/a	813	838
Two or More Races	n/a	820	807
Socioeconomically Disadvantaged	755	752	712
English Learners	743	735	691
Students with Disabilities	n/a	595	580

Adequate Yearly Progress

The federal Elementary and Secondary Education 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 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 on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2009–10)

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 six AYP criteria described above.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	n/a	Yes

Federal Intervention Program (School Year 2010–11)

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 (ELA 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 on the CDE Adequate Yearly Progress (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	Not in PI	n/a
Year in Program Improvement	Not in PI	n/a
Number of Schools Currently in Program Improvement	n/a	3
Percent of Schools Currently in Program Improvement	n/a	21

XII. Instructional Planning and Scheduling

Professional Development

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

Professional development activities are essential to the maintenance of a quality educational program for all students. Over the past three years, the district has provided more than 200 hours per year of professional development activities for teachers and classified staff. These programs have emphasized a standards-based approach to the core subject areas of English Language Arts, mathematics, science and social studies. Over the past three years the district has also provided 14 shortened days per year for schools to use in school-based planning and professional development activities. The school-based instructional time and staff development program has addressed technology-based instruction; early literacy, shared decision-making, the utilization of standardized tests in the instructional program, and instruction for underachieving subgroups.