

Desert Sands Unified School District Harry S Truman Elementary School

Grades K through 5
Carol Bishop, Principal



78-870 Avenue 50
La Quinta, CA 92253
PH: (760) 777-4240 FAX: (760) 777-4237

2009-10 School Accountability Report Card *Published January 2011*

Desert Sands Unified School District
47-950 Dune Palms Road
La Quinta, CA 92253-4000
(760) 777-4200

Website Address
www.dsusd.k12.ca.us

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Contents

Principal's Message
Mission Statement
School Profile
Student Achievement
Parent Involvement
School Facilities & Maintenance
Classroom Environment
Curriculum & Instruction
Professional Staff
District Expenditures
SARC Data

Principal's Message

Welcome to Harry S Truman Elementary School where our motto of "Soaring to Excellence" describes the atmosphere of high expectations for student success. I am extremely proud of the school and staff and I am excited to be associated with such "Terrific Truman Tigers." Recognized as a California Distinguished School in 2006, Truman creates a strong foundation of reading, writing, mathematics, and science through the use of technology, direct instruction, and hands-on lessons. One of our goals is to provide students with a caring and safe learning environment, one that positively enhances and maximizes their learning capacity.

Truman teachers and support staff are highly trained professionals who go "above and beyond" for children. We all know that a key element to a child's education lies in the role of the parent. Thus, ongoing parental contact and communication is critical between parent and teacher. School communications involve the annual Parent/Student Handbook, monthly principal's newsletter ("Tiger Tales") teacher letters, and many other materials sent home to keep families updated on school and classroom activities. Parents also have the opportunity to meet monthly for PTO meetings to discuss student progress, school goals and objectives, fundraising projects, and to address any questions that they may have. Parents are encouraged to look for the "Truman Tiger" folder used by all students for homework and school communication. We ask that a part of your regular routine be to check this folder for letters, notes, announcements, and/or homework.

If parents have any questions or concerns regarding the classroom, we encourage you to please contact the teacher involved with your child. Without direct input to the teacher, questions or concerns may take longer to clarify. I, of course, am available, as is our counselor, Ms. Persall. We must all work as a "Truman Tiger Team" to oversee the safe educational journey of our most precious cargo—our students and your children!

Carol E. Bishop, Proud Truman Tiger Principal

Mission Statement

The mission of the Desert Sands Unified School District, a dynamic system of challenging educational choices, is to ensure that every student develops the skills and knowledge to succeed as an independent thinker, life-long learner, and productive, ethical global citizen, by creating collaborative learning communities of caring, committed, qualified staff, working in partnership with diverse families and our community to assure each student equal access to student-focused learning environments.

School Profile

Harry S Truman Elementary School is located in the northwestern region of La Quinta and serves students in grades kindergarten through five following a traditional calendar. At the beginning of the 2009-10 school year, 682 students were enrolled, including 12% in special education, 19% qualifying for English Language Learner support, and 60% qualifying for free or reduced price lunch. Harry S Truman Elementary School achieved a 2010 Academic Performance Index (API) score of 830.

Student Enrollment by Ethnicity / Grade Level 2009-10			
Ethnic Group	%	Grade Level	#
African-Amer.	1.76 %	Kindergarten	87
Amer. Indian or Alaskan Native	0.59 %	Grade 1	90
Asian	0.88 %	Grade 2	106
Filipino	0.73 %	Grade 3	152
Hisp. or Latino	67.16 %	Grade 4	121
Pacific Islander	0.00 %	Grade 5	126
Caucasian	28.45 %		
Multi-Racial	0.29 %		
Total Enrollment			682

Student Achievement

Standardized State Assessments

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 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 two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, ten, and eleven.

Student scores are reported as performance levels. Detailed information regarding the STAR program results for each grade and performance level, including percent of students not tested, can be found on CDE's Standardized Testing and Reporting Results website at <http://star.cde.ca.gov>. Program information regarding the STAR program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf.

Physical Fitness

The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart disclosed in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. Physical fitness testing data for the 2009-10 school year was not available at the time of publication of this report.

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Harry S Truman Elementary School			District			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
Language Arts	52	63	59	47	50	53	46	50	52
Math	62	68	65	44	46	49	43	46	48
Science	56	70	80	48	50	58	46	50	54
Social Science	0	0		30	34	42	36	41	44

STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels								
	Harry S Truman Elementary School							
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Caucasian	Filipino	Hisp. or Latino	Multi-Racial	Pacific Islander
Language Arts	*	*	*	72	*	53	*	
Math	*	*	*	78	*	58	*	
Science	*		*	92		73	*	
Social Science								

STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels								
	DSUSD	Harry S Truman Elementary School						
	All	All	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Educ.
Lang. Arts	53	59	55	63	30	50	39	*
Math	49	65	65	64	39	56	41	*
Science	58	80	87	72	*	70	*	*
Social Science	42							

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2009-10			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Fifth			
Seventh			
Ninth			

Academic Performance Index

California uses the results of STAR testing to calculate the Academic Performance Index (API) which is used to measure school performance, set academic growth targets, and monitor progress over time. The API is a numeric index between 200-1000 that measures student performance in grades two through eleven. An API score of 800 is the state's designated performance target for all schools. Test results are weighted and a formula is applied to determine API.

Growth Targets: For schools with an API under 800, the state requires a gain of 5% of the difference between the school's actual API and 800. Growth Targets apply not only schoolwide, but to each numerically significant subgroup as well. Schools/subgroups that have achieved an API of 800 or above must maintain their scores.

Statewide Rank: All schools in California are categorized according to type (elementary, middle, high) and are placed on a scale of 1 to 10, with 10 being the highest.

Similar Schools Rank: School performance is also compared to other similar schools in the state, based on demographic characteristics, and ranked 1 to 10 within a grouping of 100 schools.

Academic Performance Index (API) Three Year Rank Comparison			
	2007	2008	2009
Statewide Rank	7	7	8
Similar Schools Rank	4	6	9

Results generated from 2007, 2008, and 2009 Base API Reports

Academic Performance Index (API) Three Year Performance Comparison			
Results	Increase/Decrease in API Score		
	2007-08	2008-09	2009-10
Schoolwide - All Students	8	39	-19
Ethnic Subgroups			
African-Amer.	*	*	*
Amer. Indian or Alaskan Native	*	*	*
Asian	*	*	*
Filipino	*	*	*
Hisp. or Latino	16	46	-19
Multi-Racial	N/A	N/A	*
Pacific Islander	*	*	*
Caucasian	7	32	-14
Other Subgroups			
Students with Disabilities	*	*	*
Economically Disadvantaged	15	39	-15
English Learners	*	51	7

Results generated from 2008, 2009, and 2010 Growth API Reports

Academic Performance Index (API) Growth by Student Group			
Group	2010 Growth API		
	School	District	State
African-Amer.		785	685
Amer. Indian or Alaskan Native			728
Asian		900	889
Filipino		894	851
Hisp. or Latino	803	751	715
Pacific Islander			754
Caucasian	886	863	838
Multi-Racial		878	807
Economically Disadvantaged	793	745	610
English Learners	790	713	691
Students with Disabilities		663	580
All Students	830	787	767

Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

For the 2009-10 AYP cycle, elementary and middle schools must achieve a 56.8% or

higher proficiency rate in all subgroup populations for English/Language Arts and 58% or higher proficiency rate in math on the California Standards Test (CST). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CST and obtaining an API growth score of 680 or increasing the API growth by 1 point.

More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2009-10		
<i>Did the school and district meet or exceed 2010 AYP performance criteria in each of the areas listed below?</i>		
AYP Indicator	HSTS	DSUSD
Overall Results	No	No
<i>Participation Rate</i>		
Language Arts	Yes	Yes
Math	Yes	Yes
<i>Percent Proficient</i>		
Language Arts	No	No
Math	Yes	No
API Score	Yes	Yes
Graduation Rate	N/A	Yes

Reported data based upon performance of all subgroups for each of the areas listed

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2009-10, Harry S Truman Elementary School qualified for Title I Targeted Assistance funding and is subject to comply with Title I program requirements.

Any school receiving Title I funds 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. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

Title I Program Improvement (PI) Status		
	HSTS	DSUSD
PI Status	Not in PI	In PI
Implementation Year	N/A	2004-2005
Year in PI	N/A	Year 3
No. of Schools Currently in PI		6
% of Schools Currently Identified for PI		N/A

Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through flyers, school newsletters, and SynerVoice (automated telephone message delivery system). Contact the school office at (760) 777-4240 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Classroom Helper
Adult Reading Mentors
Parent Teacher Organization
Chorus
Tools For Tomorrow

Committees

English Learner Advisory Council
GATE Advisory Council
Parent Teacher Organization
School Site Council
Leadership Team

School Activities

Family Night
Spelling Bee
Reading Celebration Day
School Wide Recycling
Student Council
Student of the Month Assemblies
Science Fair
Parenting For Success
Outreach Program
Martha's Village
Relay For Life
Math Field Day

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Harry S Truman Elementary School's original facilities were built in 1987. Ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests.

In the last 12 months, installation of an electronic school marquee was completed. Every morning before school begins, the custodian inspects the facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and one evening custodian are assigned to Harry S Truman Elementary School. The day custodian is responsible for:

- Classroom cleaning
- Cafeteria setup/cleanup
- Office area cleaning
- Restroom cleaning

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodian is responsible for:

- Classroom cleaning
- Cleaning desktops and whiteboards
- Office area cleaning
- Restroom cleaning

The principal communicates with the custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	1987
Acreage	17
Square Footage	74709
	Quantity
Permanent Classrooms	45
Portable Classrooms	0
Restrooms (sets)	20
Teacher Lounge(s)	2
Cafeteria	1
Multipurpose Room(s)	1
Library/Media Center	1
Resource Room(s)	1
Administrative Offices	2

Deferred Maintenance

Harry S Truman Elementary School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2009-10 school year, Harry S Truman Elementary School received \$66,615 in deferred maintenance funds for the repair and/or maintenance of:

- Other Systems

Facilities Inspection

The district's maintenance department inspects Harry S Truman Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Harry S Truman Elementary School uses a school site inspection survey to identify unsafe or

hazardous conditions and facility improvement needs. The most recent school inspection took place on Wednesday, December 15, 2010. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2009-10, all restrooms were fully functional and available for student use.

School Facility Good Repair Status			
Most Recent Inspection: Wednesday, December 15, 2010			
Item Inspected	Repair Status		
	Good	Fair	Poor
1. Gas Leaks	✓		
2. Mechanical Systems	✓		
3. Windows/ Doors/ Gates (Interior and Exterior)	✓		
4. Interior Surfaces (Walls, Floors, & Ceilings)			✓
5. Hazardous Materials (Interior & Exterior)	✓		
6. Structural Damage	✓		
7. Fire Safety	✓		
8. Electrical (Interior & Exterior)		✓	
9. Pest/ Vermin Infestation	✓		
10. Drinking Fountains (Interior & Exterior)	✓		
11. Restroom			✓
12. Sewer	✓		
13. Playgrounds/ School Grounds	✓		
14. Roofs	✓		
15. Overall Cleanliness	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(4)	Rm501 stained ceiling tile in center of room, some spider webs below cabinets; Rm510 register dirty, stained ceiling tile by large cabinets; Rm601 four stained ceiling tiles near vents/register; Rm709 two stained ceiling tiles-one over t.v. other near register; Rm718 three stained ceiling tiles-one near register, two near sink, spider webs below cabinets; Rm818 one stained ceiling tile over t.v., spider webs below cabinets; K4 missing one ceiling tile over t.v., two stained ceiling tiles-one near sink, one over filing cabinet near workroom, close open light cover completely, clean up dead ants near back door and spider webs below cabinets; K5 three stained ceiling tiles-one over sink, two between sink and register.
(5)	Rm501 disinfectant cleaner needs to be stored in cabinet.
(8)	Rm501 change flickering light next to door; Rm709 replace light flickering by window.
(11)	600 boys restroom third faucet from the door inoperable; K5 boys toilet leaking.

Overall Summary of School Facility Good Repair Status			
Exemplary	Good	Fair	Poor
	✓		

Rating Description

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or result from minor wear and tear, and/or are in the process of being mitigated.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, yard duty supervisors are strategically assigned to designated entrance areas and the playground. During recess, teachers and yard duty supervisors supervise playground activity. Yard duty supervisors monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, the principal, teachers, yard duty supervisors, and the counselor monitor student behavior to ensure a safe and orderly departure.

Harry S Truman Elementary School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Harry S Truman Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan will be reviewed, updated, and discussed with school staff in October 2010.

Classroom Environment

Instructional Time

All instructional time offered at Harry S Truman Elementary School either meets or exceeds California's Education Code requirements. For the 2009-10 school year, Harry S Truman Elementary School offered 180 days of instruction comprised of 171 regular days and 9 minimum days. Minimum days were used for parent conferences, staff meetings, and teacher planning.

The table below is a comparison of the instructional minutes offered and the state's instructional time requirements.

Instructional Minutes 2009-10		
Grade Level	Actual Minutes Offered	State Requirement
K	36,900	36,000
1-3	51,660	50,400
4-5	55,170	54,000

Discipline & Climate for Learning

Harry S Truman Elementary School's discipline practices and behavior management strategies comply with approved board

policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

Suspensions & Expulsions			
	HSTS		
	07-08	08-09	09-10
Suspensions (#)	1	8	2
Suspensions (%)	0.13 %	1.08 %	0.29 %
Expulsions (#)	0	0	0
Expulsions (%)	0.00 %	0.00 %	0.00 %
DSUSD Elementary Schools			
Suspensions (#)	370	531	349
Suspensions (%)	2.84 %	4.07 %	2.66 %
Expulsions (#)	2	5	5
Expulsions (%)	0.02 %	0.04 %	0.04 %

This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for 2 days and then suspended a month later for three days is counted as two cases of suspension.

Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Harry S Truman Elementary School participates in the state's Class Size Reduction Program (CSR), which provides funding to reduce K-3 class sizes to 20 students or less. During the 2009-10 school year, 100% of Harry S Truman Elementary School's K-3 classes participated in the CSR Program. The "Percentage of K-3 Classrooms Participating in the Class Size Reduction Program" table in this report illustrates the participation rate of classrooms in the CSR by grade level.

Percentage of K-3 Classrooms Participating in the Class Size Reduction Program			
Grade	2007-08	2008-09	2009-10
K	100 %	100 %	100 %
1	100 %	100 %	100 %
2	100 %	100 %	100 %
3	100 %	100 %	100 %

Class Size Distribution Self-Contained Classes				
Grade	2007-08			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	25.0		5	
1	19.1	7		
2	19.0	5		
3	17.9	7		
4	32.0		5	
5	28.2		5	
Combo K-3	19.0	2		
2008-09				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	27.0		3	
1	17.0	6		
2	19.3	6		
3	27.8		4	
4	24.8		6	
5	32.4		3	2
Combo K-3	20.0	2		
2009-10				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	17.2	5		
1	23.0	1	4	
2	23.7		3	
3	28.8		5	
4	29.3		4	
5	26.4	1	4	

Combo classes are any combination of the grades shown.

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Harry S Truman Elementary School revolve around the California State Content Standards and Frameworks. During the 2009-10 school year, Harry S Truman Elementary School held staff development training devoted to:

- Data Analysis
- Instructional Strategies
- Interventions
- English Learner Development & Core Instruction

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Harry S Truman Elementary School supports ongoing professional growth throughout the year on minimum days. Teachers met in both grade level and department level teams to conduct data analysis to identify areas of need.

Harry S Truman Elementary School offers support to new and veteran teachers through

peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Staff Development Days Three-Year Trend		
2007-08	2008-09	2009-10
3	1	0

Instructional Materials

All textbooks used in the core curriculum at Harry S Truman Elementary School are aligned to the California Content Standards and Frameworks. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Tuesday, October 19, 2010, the Desert Sands Unified's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No. 16/2010-2011 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2010-11 school year, Desert Sands Unified provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
History-Social Science		
2007	Harcourt, <i>Reflections</i>	0 %
Language Arts		
2003	Houghton Mifflin, <i>Houghton Mifflin Reading: A Legacy of Literacy</i>	0 %
2002	Open Court, <i>Open Court Reading</i>	0 %
Math		
2009	Houghton Mifflin Company, <i>Houghton Mifflin California Math</i>	0 %
Science		
2008	Harcourt School Publishers, <i>California Science</i>	0 %

The textbooks and instructional materials used by the school are the most recently SBE adopted instructional materials.

Professional Staff

Counseling & Support Staff

Harry S Truman Elementary School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Harry S Truman Elementary School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Counselors & Support Personnel (Nonteaching Professional Staff) 2009-10		
	No. of Staff	FTE
Counselor	1	0.5
Health Clerk	1	*
Library Media Technician	1	0.6
Psychologist	1	0.5
Speech/Language/Hearing Specialist	1	0.5
TRAC Coach	1	1.0

* as needed
FTE = Full-Time Equivalent

Teacher Assignment

During the 2009-10 school year, Harry S Truman Elementary School had 31 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. In the table below, which identifies the number of

classrooms taught by NCLB-compliant and non-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Percentage of Core Classes 2009-10		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB-Compliant Teachers
Harry S Truman Elementary School	100.0 %	0.0 %
District Totals		
All Schools	96.8 %	3.2 %
High-Poverty	0.0 %	0.0 %
Low-Poverty	97.2 %	2.8 %

Teacher Credentials & Assignments				
	HSTS			DSUSD
	07-08	08-09	09-10	09-10
Total Teachers	42	37	31	1312
Teachers with full credentials	42	37	31	1302
Teachers without full credentials	0	0	0	10
Teachers in alternate routes to certification	0	0	0	0
Pre-Internship	0	0	0	0
Teachers with emergency permits	0	1	0	0
Teachers with waivers	0	0	0	0
Teachers teaching outside subject area	0	0	0	19
Total teacher misassignments	0	0	0	0
Teacher misassignments for English learners	0	0	0	0
Other misassignments of certificated staff	0	0	0	0
Teacher vacancies	0	0	0	15

Teacher Credentials & Assignments (cont'd)		
	HSTS	DSUSD
	10-11	10-11
Total teacher misassignments	0	0
Teacher misassignments for English learners	0	0
Other misassignments of certificated staff	0	0
Teacher vacancies	0	4

Teacher Education Levels 2009-10		
	HSTS	DSUSD
Doctorate	0.0 %	0.9 %
Master's degree plus 30 or more semester hours	29.0 %	13.7 %
Master's degree	29.0 %	33.2 %
Bachelor's degree plus 30 or more semester hours	0.0 %	0.0 %
Bachelor's degree	41.9 %	52.1 %
Less than Bachelor's degree	0.0 %	0.0 %

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2008-09 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2008-09		
	DSUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$42,678	\$42,377
Mid-Range Teacher Salary	\$69,129	\$67,667
Highest Teacher Salary	\$84,793	\$87,102
Superintendent Salary	\$210,000	\$223,323
Average Principal Salaries:		
Elementary School	\$107,692	\$108,894
Percentage of General Fund Expenditures for:		
Teacher Salaries	42.8%	40.2%
Administrative Salaries	3.9%	5.5%

Expenditures Per Student

For the 2008-09 school year, Desert Sands Unified spent an average of \$8,265 of total general funds to educate each student (based on 2008-09 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Desert Sands Unified receives state and federal categorical funding for special programs. For the 2008-09 school year, the district received categorical, special education, and support programs funds for:

- After School Learning & Safety
- Agricultural Vocational Incentive Grants
- ARRA: State Fiscal Stabilization Fund
- California Peer Assistance & Review Program for Teachers (CPARP)
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Indian Education
- Instructional Materials
- Lottery: Instructional Materials

- Partnership Academies Program
- Quality Education Investment Act
- School Community Violence Prevention Grant
- Special Education
- Teacher Recruitment/Incentives
- Title I
- Title II
- Title III
- Title IV
- Title V
- Tobacco-Use Prevention Education
- Transportation
- Transportation: Special Education

Expense of Education Per Pupil 2008-09					
	Dollars Spent per Student				
			State Avg., Dist.	% Diff. School Size & Type	% Diff. School & State
	HSTS	DSUSD	% Diff. School & Dist.		
ADA*	719	27434	N/A	N/A	N/A
Total**	\$6,243	\$6,365	98.09	N/A	N/A
Restr.†	\$895	\$1,104	81.07	N/A	N/A
Unrestr.††	\$5,349	\$5,261	101.66	\$5,681	94.15
Avg. Teacher Salary	\$80,749	\$72,157	111.91	\$57,352	140.80

* Average Daily Attendance

** Total Restricted and Unrestricted \$ per student

† Restricted (Supplemental) \$ per student

†† Unrestricted (Basic) \$ per student

SARC Data

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Harry S Truman Elementary School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to API, AYP, STAR results, enrollment, and staffing.

Public Internet Access Location

Parents may access Harry S Truman Elementary School's SARC and access the internet at any of the county's public libraries. The closest public library to Harry S Truman Elementary School is La Quinta Branch Library, a branch of Riverside County Library System.

Address: 78-225 Calle Tampico, La Quinta

Phone Number: (760) 564-4767

WebSite: <http://rivilib.com>

Number of Computers Available: 22

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Desert Sands Unified. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials and school facilities sections were acquired in December 2010.