

Landmark Middle School

School Accountability Report Card

Data From The 2005-2006 School Year Published During 2006-2007

Principal's Message

Landmark Middle School's administration and staff are proud to serve the students and community of Moreno Valley. Our Mission Statement: *"Landmark Middle School's mission is to provide all students a comprehensive education in a safe, supportive environment while emphasizing mastery of standards in all our curricular areas."*

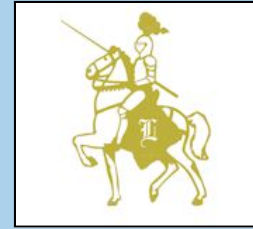
The Landmark team joins the parents and community in promoting self-discipline, individual talents and high expectations for student behavior and achievement. Landmark is based upon the following core educational values and principles:

- *That ALL Students can achieve.*
- *That the goal of our educational programs is to prepare students to become contributing members of society.*
- *That ALL Staff Members are essential to the development and achievement of our students.*
- *That ALL Parents, Students, and staff working together play a vital role in the development of all children's education.*
- *That Diversity of curriculum, which covers a broad spectrum, enriches student achievement through recognition of the contributions of a variety of ideas, skills talents, interests, aptitudes, values and cultures.*
- *That ALL Landmark Stake holders (staff, students, and parents) conduct themselves in a professional and caring manner at all times so that optimum learning can occur.*
- *That all Stakeholders promote the "Landmark Spirit" by showing respect for staff, students, facilities, grounds, and equipment.*
- *That LEARNING take place in a structured and nurturing atmosphere where children feel safe and secure.*

Landmark Middle School is located in the southeastern area, outside of the city and just below the beautiful hills surrounding Moreno Valley. Landmark ranks among the highest in enrollment (1,439) of the District's six middle schools. Various socio-economic and ethnic groups constitute our student population, including but not limited to Hispanic, African-American, Caucasian, and Asian. While some parents are employed in the Moreno Valley/Riverside area, many parents commute to work in Orange, Los Angeles, and San Diego Counties. Our attendance area includes students from the specific Landmark attendance boundary areas.

The staff implements the State frameworks and District guidelines through Interdisciplinary Teams. A variety of instructional strategies are used to assist and enhance the instructional process. These include: thematic units, directed teaching, cooperative learning, small group instruction, the use of manipulatives, and integrated technology (computers, Internet, video cameras, and video conferencing). Landmark has several categorically funded programs developed to meet the needs of all students in attendance. These programs include S.L.P., G.A.T.E., Special Education and ELL. In addition, a Language/Speech specialist, school Psychologist and Adapted PE specialist also provide services to students. A professional library is available for all staff. Conferences, workshops, and seminars are also available to staff. In addition, District support services include the District Media Center, AB75A Program, AB466 Training, and Professional Growth Advisor Program.

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"Home of the Knights"

Jackie Smith-Tafoya
Principal

Landmark Middle School
Grades 6-8

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District Mission Statement

The mission of the Moreno Valley Unified School District, embracing its diversity, is to prepare students academically and socially to contribute at the highest level as productive members of society, through a partnership of empowered students, educators, parents and community who are responsible for the learning process.



Principal's Message

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Landmark Middle School endeavors to meet the special academic, emotional and social needs of its students through a variety of support services. A Student Study Team (S.S.T.), consisting of an administrator, counselor, teachers, parents and other support personnel as needed, meets regularly to explore potential interventions and to determine those students requiring further assessment. Four guidance counselors and a Student Assistance Counselor (SAP) make themselves available for students throughout the day. Support classes are offered during the school day in the areas of Language Arts and Math and an after-school tutorial and academic assistance program is available for all students showing academic deficiency or for those students desiring extra assistance.

Landmark Middle School's shared vision of its ideal educational identity is one where students, staff, and community work together in a supportive manner to develop and maintain positive attitudes toward their own and others' uniqueness, toward their school and their community, and toward academic pursuits. Commitment to these attitudes will enhance communication, foster personal responsibility and respect for others, and promote higher levels of expectation and achievement. Students will be encouraged to work to their fullest potential enabling them to succeed in education as well as future endeavors.

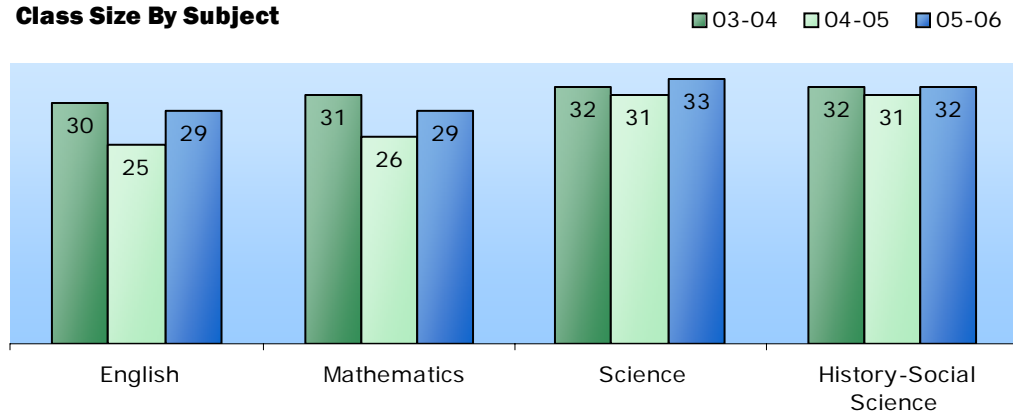
Landmark Middle School has identified the following student essential learnings:

- Students will become effective communicators.
- Students will become responsible citizens.
- Students will think critically and solve problems.
- Students will understand and practice the Rights, Responsibilities, and Respect of others.
- Students will begin to become lifelong learners.

Class Size

The three-year data for average class size is displayed below.

Class Size By Subject



Class Size Distribution — Number of Classrooms By Size									
Subject	2003-04			2004-05			2005-06		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English-Language Arts	5	30	20	18	27	15	9	37	20
Mathematics	3	21	22	13	28	12	8	36	23
Science	3	17	24	3	18	18	1	13	24
History-Social Science	3	19	23	2	23	18	1	21	26

Parental Involvement

Student achievement and success are based upon a strong school and community partnership. Landmark Middle School encourages parental and community involvement, and provides a wide variety of opportunities for participation. Parents, as members of the **Parent Teacher Student Association (PTSA)**, develop the bond between student, parent, and teacher, while contributing to a positive educational experience. Landmark's PTSA supports and promotes school spirit, special assemblies, special awards, poster/essay contests, Red Ribbon Week activities, parent volunteers, special program needs, and event supervision. The **English Learners Advisory Committee (ELAC)** provides opportunity for parental involvement in the activities of the Multilingual program at our school. Our **School Site Council**, comprised of parents, students, staff and administration working together, design a plan for and govern how categorical funds are spent for the purpose of increased student achievement.

For more information on how to become involved, contact Jackie Smith-Tafoya, Principal, at (951) 571-4220.

Positive Learning Environment

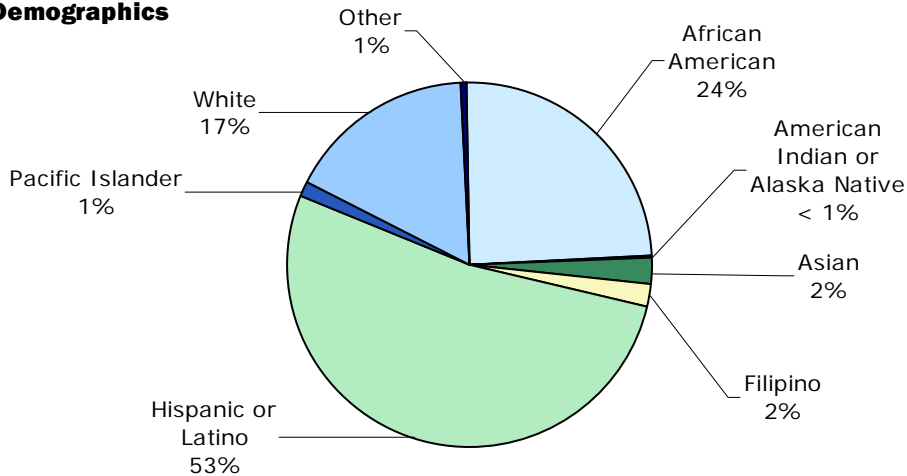
Several programs focus on providing services for students in order to create and maintain a positive learning environment. Special education programs serve students with exceptional needs. English Learner programs assist students in developing proficiency in English as rapidly and effectively as possible. Gifted and Talented programs provide services to students identified as intellectually or academically gifted or talented.

Trained staff members such as school psychologists, student study team members, health service providers, and student services staff assist students, parents, and the schools in maintaining a positive learning environment.

Enrollment and Demographics

The total enrollment was 1,538 students for the 2005-2006 school year.

Demographics



Minimum Days and Instructional Minutes

For 2005-06, Landmark Middle School had five minimum days (early release) designated for staff development and parent-teacher conferences. The table below shows the minutes of study offered by grade.

Instructional Minutes		
Grade Level	Offered	State Requirement
6-8	60,336	54,000

School Facilities

The table below shows the school's most recently completed results of inspection and evaluation to determine the school facility's good repair status.

School Facility Conditions — Results of Inspection and Evaluation					
Interim Evaluation Instrument Part	Facility in Good Repair?		Interim Evaluation Instrument Part	Facility in Good Repair?	
	Yes	No		Yes	No
Gas Leaks	✓		Sewer	✓	
Mechanical Systems	✓		Restrooms	✓	
Structural Damage	✓		Fire Safety	✓	
Interior Surfaces (walls, floors, and ceilings)	✓		Pest/Vermin Infestation	✓	
Hazardous Materials (interior and exterior)	✓		Electrical (interior and exterior)	✓	
Windows/Doors/Gates (interior and exterior)	✓		Drinking Fountains (inside and outside)	✓	
Playground/School Grounds	✓		Other	✓	

* The school inspection date and Interim Evaluation Instrument completion date occurred in December, 2006.

Facilities

General

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the district office, or on the Internet at www.mvusd.k12.ca.us.

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Facilities

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Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Age of School Building

This school has 58 classrooms, (52 permanent classes and 21 portables), a multipurpose, a locker room, a library, and an administration building. The main campus was built in 1991. The school opened in 1991.

Maintenance and Repair

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 all emergency repairs are given the highest priority.

Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the District's M&O office. The District Custodial Supervisor works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget

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. For the 2006-07 school year, the district has budgeted \$2.4 million for the deferred maintenance program. This represents 0.5% of the district's general fund budget.

Textbooks and Instructional Materials

Textbooks		
Subject Area	Textbook Title	Year Adopted
English-Language Arts	<i>The Language of Literature</i> McDougal Littell	2003
Mathematics	<i>6th grade – California Math</i> Scott Foresman	2003
Mathematics	<i>7th grade – Pre Algebra, CA Edition</i> Prentice Hall	2003
Mathematics	<i>8th grade – Algebra 1</i> Prentice Hall	2003
Science	<i>6th grade – Science Explorer-Focus on Earth Science</i> Prentice Hall	2000
Science	<i>7th grade – Science Explorer-Focus on Life Science</i> Prentice Hall	2000
Science	<i>8th grade – Science Explorer-Focus on Physical Science</i> Prentice Hall	2000
History-Social Science	<i>6th grade – Social Studies</i> Harcourt Brace	2000
History-Social Science	<i>7th grade – Across the Centuries</i> McDougal Littell	2000
History-Social Science	<i>8th grade – American Journey</i> Glencoe	2000
Core Curriculum Areas	Percent of Pupils Who Lack Their Own Assigned Textbook and Instructional Materials	
Reading/Language Arts	0%	
Mathematics	0%	
Science	0%	
History-Social Science	0%	
Health	0%	
Foreign Language	0%	

* This data was most recently collected and verified in January, 2007.

Professional Development

Staff development is designed to support the implementation of the school's plan by promoting curriculum improvement training programs focusing primarily on grade level academic content standards, curriculum adoptions, instructional strategies, assessment (data analysis and content training), review processes (i.e., Program Quality Review, Focus on Learning/W.A.S.C.), school plan development, and needs of special students. Such programs focus on analysis of teaching and student learning, accountability strategies, and integration of technology into the District's curricula.

Our school also benefits from the various professional programs available to staff through District support. Some of these opportunities are:

- Teachers new to Moreno Valley are provided approximately 30 hours of staff development through the Beginning Teacher Support and Assessment Program and other District or County programs.
- Implementation of Professional Growth Plans by teachers who have earned Professional Clear Credentials provides an opportunity for 150 hours of professional growth during a five-year period.
- Local colleges and universities offer a wide variety of professional development course work.

Through the use of coordinated funding from School Improvement and numerous grants, a Staff Development Program is provided for certificated, classified, and administrative staff. Staff development occurs during the school day, after the school day, and on weekends. Legislation provides for teachers to attend and be compensated for three staff development days which are held after school or on weekends.

For the most recent three-year period, we had three days each year dedicated to staff and professional development.

Textbooks and Instructional Materials

The District provides all students with current, high-quality textbooks and instructional resources. K-8 instructional materials are reviewed and approved by state committees for local adoption. High school materials are reviewed and approved locally. All core instructional materials are reviewed by district level committees of teachers and administrators and approved by the Board of Education prior to use within district schools. This process is aligned with the State Department of Education seven-year review cycle. The District adopts new material within twenty-four months of adoption by the State Board of Education. The State Board's adoption cycle is:

- 2003-2004 Health
- 2004-2005 History-Social Science
- 2005-2006 Science and Visual and Performing Arts
- 2006-2007 Mathematics
- 2007-2008 Reading-Language Arts

Each school has a library to supplement and enrich the school's instructional program.

Funding for our grades K-12 textbooks is derived from the Instructional Materials Funding Realignment Program. The total allocation per student is approximately \$56.00. The District Media Center houses a media collection, and the Curriculum Lab facilitates our faculty's production of teaching materials to supplement basic instruction.



California Standards Test Results

The tables below show the percentage of students that scored at proficient or advanced levels in English-language arts, mathematics, science, and history-social science. For a complete report on all subgroups and their scores by grade level, please visit <http://star.cde.ca.gov/>.

Percentage of Students At Proficient or Advanced Levels									
	Landmark MS			Moreno Valley USD			California		
Year Tested	03-04	04-05	05-06	03-04	04-05	05-06	03-04	04-05	05-06
English-Language Arts	20%	25%	26%	24%	27%	28%	36%	40%	42%
Mathematics	23%	25%	26%	23%	25%	27%	34%	38%	40%
Science	*	*	20%	19%	13%	18%	25%	27%	35%
History-Social Science	13%	12%	15%	16%	17%	17%	29%	32%	33%

* The science portion of the CST was administered for the first time to 8th graders in 2005-06.

CST Subgroup Results:

English-Language Arts, Mathematics, Science, and History-Social Science

Subgroups, Spring 2006 — Percentage of Students At Proficient or Advanced Levels				
Subject	English-Language Arts	Mathematics	Science	History-Social Science
Year Tested	2005-06	2005-06	2005-06	2005-06
Male	24%	28%	23%	19%
Female	28%	24%	17%	11%
English Learners	7%	6%	1%	2%
Economically Disadvantaged	19%	20%	13%	10%
Students with Disabilities	11%	12%	5%	7%
Migrant Education Services	❖	❖	❖	❖
African American	18%	20%	9%	13%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	41%	49%	38%	31%
Filipino	60%	53%	46%	23%
Hispanic or Latino	22%	23%	16%	10%
Pacific Islander	25%	25%	❖	❖
White	42%	39%	40%	28%

❖ Data are reported only for numerically significant subgroups.

Suspensions and Expulsions

The table below shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

Suspension and Expulsion Rates						
	Landmark MS			Moreno Valley USD		
	03-04	04-05	05-06	03-04	04-05	05-06
Suspension Rate	0.175	0.178	0.423	0.112	0.115	0.240
Expulsion Rate	0.014	0.009	0.010	0.007	0.007	0.007

California Standards Test

The California Standards Tests (CST) are administered only to students in California public schools. These tests determine students' achievement of the California Academic Content Standards and provide feedback on their success given what they are expected to know in each grade level and subject.

The multiple-choice California Standards Tests are part of the Standardized Testing and Reporting (STAR) program, used to measure student achievement in relation to meeting educational standards and goals. Students in grades 2-11 take an English language arts and mathematics test. Students in grades 4 and 7 also participate in an essay writing test. History/social science tests are given to students in grades 8, 10, and 11, and students in grades 5, and 8 through 11 take a science test.

Because tests are meant to measure how well students achieve standards rather than how well they do compared to other students, the results are reported as performance levels. The five performance levels are:

- **Advanced** (exceeds State Standards)
- **Proficient** (meets Standards)
- **Basic**
- **Below basic**
- **Far below basic**

Students scoring at the proficient or advanced level meet State Standards in that content area.



Testing Note: Data are reported only for numerically significant subgroups. Data may not appear if ethnic/racial, socioeconomically disadvantaged, or other subgroups (1) contain less than 100 students with valid test scores OR (2) comprise less than 15% of the school population tested and contain less than 50 students with valid scores.

Norm Referenced Tests

Norm referenced tests (NRT) are nationally administered multiple-choice achievement tests that provide statistical feedback on a national level. The purpose of these tests is to determine how well California students are achieving academically compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The current norm referenced test adopted by the State Board of Education is the California Achievement Test, Sixth Edition, or CAT/6. For a complete report on all subgroups and their scores by grade level, please visit <http://star.cde.ca.gov/>.

NRT Results

The tables below show the percentage of students that scored at or above the 50th percentile (national average) in reading and math.

Percentage Scoring At or Above the 50th Percentile						
Subject	Reading			Mathematics		
Year Tested	03-04	04-05	05-06	03-04	04-05	05-06
Landmark MS	37%	29%	35%	44%	37%	42%
Moreno Valley USD	32%	30%	30%	38%	40%	41%
California	43%	41%	42%	51%	52%	53%

NRT Subgroup Results: Reading and Math

Subgroups, Spring 2006 — Percentage At or Above the 50th Percentile		
Subject	Reading	Mathematics
Year Tested	2005-06	2005-06
Male	37%	45%
Female	34%	38%
English Learners	12%	13%
Economically Disadvantaged	28%	35%
Students with Disabilities	17%	22%
Migrant Education Services	❖	❖
African American	25%	31%
American Indian or Alaska Native	❖	❖
Asian	54%	69%
Filipino	83%	100%
Hispanic or Latino	33%	38%
Pacific Islander	❖	❖
White	51%	56%

❖ Data are reported only for numerically significant subgroups.

Academic Counselors

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
4.0	384.5

Instruction and Leadership

All students in Moreno Valley receive core curriculum in Reading/Language Arts, mathematics, science, and social science based on Board adopted content standards. Additionally, students take physical education and may take an assortment of visual and performing arts and career technical subjects. Periodically, schools undergo a complete review of all programs. As a part of this process, staff and parents work together to analyze the instructional program, determining its strengths and weaknesses. A school wide plan is then written as a guide for continual process of school improvement. Yearly, staff reviews student achievement and will revise or adjust the school improvement plan to enhance student achievement.

Each school in the Moreno Valley Unified School District has a leadership team that consists of the principal and teachers. This team provides input regarding the direction of professional development at the school site, safety concerns, team building, and instruction.

Jackie Smith-Tafoya has been principal of Landmark Middle School since 2005, and has 26 years of experience in education.

School Support Staff

The following is a list of the support staff at the school and their full-time equivalent (FTE):

• Library Media Teacher (Librarian)	0.5
• Library Media Services Staff (paraprofessional)	0.0
• Psychologist	1.0
• Social Worker	0.0
• Nurse	1.0
• Speech/Language/Hearing Specialist	0.5
• Resource Specialist (non-teaching)	7.0
• Other	1.0
• Student Assistance Counselor	1.0
• English Learner Program Specialist	0.4

Teacher Qualifications

The table below displays information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

Teacher Credential Information				
	Moreno Valley USD	Landmark MS		
Teachers	05-06	03-04	04-05	05-06
With Full Credential	1,522	53	57	59
Without Full Credential	146	3	1	1
Teaching Outside Subject Area of Competence		0	7	10
		04-05	05-06	06-07*
Teacher Misassignments of English Learners—English Language Learner (ELL) teachers without ELL certification		0	0	9
Total Teacher Misassignments		0	0	9
Vacant Teacher Positions—teacher in a position that was vacant at the beginning of the year for a full year or an entire semester		0	2	1

* Data displayed is what is most currently available.

NCLB-Compliant Teachers

NCLB requires that all teachers of core academic subject areas be “highly qualified.” In general, for a teacher to be considered highly qualified, they must have a bachelor’s degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

Core Academic Courses Taught by No Child Left Behind (NCLB) Compliant Teachers		
	% of Classes Taught by NCLB Compliant Teachers	% of Classes Taught by Non-NCLB Compliant Teachers
This School	81.6%	18.4%
All Schools in District	87.0%	13.0%
High-Poverty Schools	86.0%	14.0%
Low-Poverty Schools	32.0%	68.0%

Teacher Evaluations

The District evaluates probationary, temporary and intern employees every year and permanent employees every other year. Effective instructional delivery is based upon substantial articulation and planning between school administration and faculty. Principals, assistant principals, and teachers collaborate to plan and develop instructional strategies to address the educational needs of students. Once these objectives and strategies are in place, the staff assesses their effectiveness and makes adjustments as needed.

The evaluator will conduct formal and informal classroom visitations. District evaluation guidelines are adhered to as agreed upon with the teachers’ bargaining unit. This agreement sets the following criteria:

- The progress of students toward the standards of expected student achievement at each grade level in each area of study.
- The instructional techniques and strategies used by the employee.
- The employees’ adherence to curricular objectives.
- The establishment and maintenance of a suitable learning environment within the scope of the employee’s responsibilities, including the performance of assigned adjunct duties.

The above indicators incorporate the California Standards for the Teaching Profession and include the concepts of appropriateness and effectiveness in job responsibilities.

Substitute Teachers

The District is actively involved with the teacher’s association to ensure quality substitute coverage for all our classes. A baccalaureate degree and passage of California Basic Skills Test (CBEST) is required. However, with the Board of Education’s approval, individuals who possess a bachelor’s or higher degree can be hired on a CBEST Waiver, which allows them to substitute teach while giving them one year to take and pass the CBEST.

A goal of the Human Resources Division is to conduct ongoing recruitment for substitute teachers. Through the use of an automated substitute calling system and continuous recruitment efforts, the District is able to more effectively utilize the substitute staff available.

School Safety

Comprehensive school safety plans include, but are not necessarily limited to, assessing the current status of school crime committed on school campuses and at school-related functions, identifying appropriate strategies and programs that will provide or maintain a high level of school safety and addressing procedures for complying with existing laws related to school safety. Fire drills are held at least twice a year at the secondary schools and once a month at the elementary schools. Disaster and earthquake drills are done as needed. The plan also includes the district discipline policy which gives the consequences for student misconduct (i.e. detention, Saturday School, suspension, and expulsion).

The School Safety Plan was last reviewed, updated, and discussed with staff in August 2006.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000, with 800 set as the statewide target. Schools are ranked in ten categories of equal size from 1 (lowest) to 10 (highest). A similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." The table below shows the school's three-year data for API rank and API growth. For more detailed information, please visit <http://www.cde.ca.gov/ta/ac/ap>.

API Ranks — Three Year Comparison			
	2003-04	2004-05	2005-06
Statewide API Rank	4	3	2
Similar Schools API Rank	6	2	3

API Growth by Student Group — Three Year Comparison				
Group	Actual API Change			2005-06 API Score
	2003-04	2004-05	2005-06	
All Students at the School	4	7	15	655
African American	17	-1	-5	607
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	11	11	24	643
Pacific Islander	❖	❖	❖	❖
White	-3	16	36	727
Socioeconomically Disadvantaged	19	2	17	615
English Learners	✦	✦	8	599
Students with Disabilities	✦	✦	30	471

✦ API scores for English learners and students with disabilities were first reported in the 2005-06 API cycle.

❖ Data are reported only for numerically significant subgroups.

Adequate Yearly Progress

Adequate Yearly Progress Criteria				
	Landmark MS		Moreno Valley USD	
Met Overall AYP Status	No		No	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	Yes
API	Yes		Yes	
Graduation Rate	❖		No	

❖ n/a Not applicable. The graduation rate for AYP criteria applies to high schools.

California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test. The test measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Abdominal Strength
4. Trunk Extension Strength
5. Upper Body Strength
6. Flexibility

To meet fitness standards, students must score in the Healthy Fitness Zone (HFZ) on all six fitness tests. For 2005-06, 42.8% of students in the seventh grade scored in the HFZ. For more information on the California Physical Fitness Test, please visit www.cde.ca.gov/ta/tg/pf/.

State Award and Intervention Programs

State award and intervention programs are currently in the California Education Code. However, the programs were not funded for the period addressed in this report, so there is no data to present.

Adequate Yearly Progress

NCLB requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments
2. Percent of students scoring proficient on statewide assessments
3. API scores
4. Graduation rate for high schools

For a detailed report on Adequate Yearly Progress, please visit www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program

Schools who receive Title I funding can enter Program Improvement (PI) if they don't reach Adequate Yearly Progress over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year that they don't meet AYP, they advance to the next level of intervention. For more information, please visit www.cde.ca.gov/ta/ac/ay.

Federal Intervention Program		
	Landmark MS	Moreno Valley USD
Program Improvement Status	Not In PI	In PI
First Year of Program Improvement	✧	2004-2005
Year in Program Improvement	✧	Year 2
Number of Schools Identified for Program Improvement	6	
Percent of Schools Identified for Program Improvement	15.8%	

✧ n/a Not applicable.

Financial Information

The data displayed is from the 2004-05 school year because the most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report.

District Salary Information — Does not include benefits		
Range	Moreno Valley USD	Similar Sized District
Beginning Teacher Salary	\$39,252	\$37,540
Mid-Range Teacher Salary	\$60,287	\$59,426
Highest Teacher Salary	\$78,508	\$73,925
Average Principal Salary	\$110,415	\$100,144
Superintendent Salary	\$166,892	\$185,251
% of Budget for Teacher Salaries	43.6%	40.9%
% of Budget for Administrative Salaries	4.4%	5.3%

Financial Data				
	Total Expenditures Per Pupil	Expenditures Per Pupil From Restricted Sources	Expenditures Per Pupil From Unrestricted Sources	Average Teacher Salary
Landmark MS	\$3,913	\$284	\$3,629	\$60,831
Moreno Valley USD			\$3,276	\$58,999
California			\$4,743	\$57,560
Percent Difference Between School Site and District			10%	3%
Percent Difference Between School Site and State			-31%	5%

Types of Services Funded

The ADA dollars 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 I and Title VI assistance to targeted populations, services for English Learners, Gifted and Talented Education (GATE), School Improvement Programs (SIP), Safety and Violence Prevention, Drug and Tobacco Education (DATE), Tobacco Use Prevention Education (TUPE), Safe and Drug Free Schools, and before- and after-school tutorial programs.



The information contained herein is provided by the California Department of Education (CDE): Enrollment and Demographics, Class Size, Counselors and Support Staff, California Standards Tests (CST), Norm Referenced Tests (NRT), Academic Performance Index (API), State Awards and Intervention Programs, Program Improvement, Adequate Yearly Progress (AYP), CA Physical Fitness Test (PFT), Teacher Qualifications, and some Financial Information. All other information is provided by the school and the district office.

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