



Pine Grove Elementary

School Accountability Report Card, 2005–2006
Amador County Unified School District



» An annual report to the community about teaching, learning, test results, resources, and measures of progress in our school.



SCHOOL WISE PRESS

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School Accountability Report Card, 2005–2006 Amador County Unified School District

This School Accountability Report Card (SARC) shares important facts about our school with parents, guardians, and the community at large. State and federal laws require all schools to publish a SARC each year. The purpose of the SARC is to provide the public with information that they can use to evaluate and compare schools.

In this report, you'll be able to review the academic achievement of our students; the progress we've made toward achieving our goals; and data about our students, teachers, facilities, financial resources, and educational programs.

The information in this report represents the 2005–2006 school year, not the current school year. In most cases, this is the most recent data available. You'll notice that we present our school's results next to those of the average elementary school in the county and state. We do this to provide the most meaningful and fair comparisons.

If you have any questions related to this report, please contact the school office.

How to Contact Our School

20101 State Hwy. 88

Jackson, CA 95642

Principal: Thomas Reed

Phone: (209) 296-2800

How to Contact Our District

217 Rex Ave.

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<http://www.teachnet.k12.ca.us>



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» Principal's Message

We at Pine Grove Elementary School are committed to helping all children reach their potential by providing excellent academic instruction and broad interactive experiences. We emphasize achieving "personal best" and developing character throughout the school year.

Our community is very involved in our school, providing services, materials, and supplies to assist our staff in educating our students. Our parents' organization, We Are For Kids Association (WAFKA), conducts several fund-raisers, including a spring carnival, and donates all the proceeds to our school. Community groups provide incentives for our students to improve their academic performance. Volunteers regularly help in our classrooms, in yard supervision, and with campus beautification. Volunteers make it possible for our sixth grade students to participate in a competitive basketball league. Local organizations often offer grants for such purposes as the purchase of technology and agricultural education.

For students who need an extra boost in math or reading, we have a federally funded No Child Left Behind teacher who offers one-on-one and small-group help to qualifying students. Our site also accommodates the Indian Education Program, which provides quality help in academic achievement for American Indian children and adults. The Extended Learning Program provides afterschool care, including homework help. Gifted and Talented Education (GATE) students participate in the Odyssey of the Mind program as well as in special projects under the supervision of a district-provided teacher.

Thomas Reed, PRINCIPAL

Grade Range and Calendar

K-6

TRADITIONAL

Academic Performance Index

805

County Average: 777

State Average: 757

Student enrollment

282

County Average: 308

State Average: 542

Teachers

13

County Average: 15

State Average: 27

Students per teacher

22

County Average: 20

State Average: 20

Students per computer

6

County Average: 4

State Average: 5

Major Achievements

- We are proud of our school's Academic Performance Index (API). We believe our efforts in the classroom and through special programs have been the primary contributors to this excellent performance.
- Our teachers provide a variety of enrichment activities for their students. One third grade teacher helps his students produce a play. A fourth grade teacher takes his class for an overnight experience on a tall ship. A fifth grade teacher provides an overnight learning experience at Fort Ross. Many of our teachers use the nearby Sierra Nevada hiking trails for extra-classroom education. Others take advantage of the theater performances in nearby Sacramento to enrich their curriculum. Our sixth grade students raise the funds for, and participate in, a week-long outdoor education experience. This past year the sixth grade students planned and executed a play day for the rest of the student body during the last week of school.

Focus for Improvement

- Continue to align curriculum, instruction, and materials with the California Content Standards.
- Continue evaluating student progress based on standardized test scores and classroom assessments.
- Improve achievement by retaining personnel such as resource teachers, instructional aides, special education counselors, the Indian Education tutor, and parent volunteers.
- Continue to take advantage of the computer lab and classroom computers to reinforce student learning.
- Provide staff training and additional learning opportunities in science.

MEASURES OF PROGRESS

Academic Performance Index

The Academic Performance Index (API) is California’s way of comparing schools based on student test scores. The index was created in 1999 to help parents and educators recognize schools that show progress and identify schools that need help. A school’s API determines whether it receives recognition or sanctions. It is also used to compare schools in a statewide ranking system. The California Department of Education (CDE) calculates our school’s API using student test results from the California Standards Tests, the California Achievement Test, and, for high schools, the California High School Exit Exam (CAHSEE). APIs range from 200 to 1000. The CDE expects all schools to eventually obtain APIs of at least 800. [Additional information on the API](#) can be found on the CDE Web site.

Pine Grove’s API was 805 (out of 1000). This is a decline of 12 points compared to last year’s API. All students took the test, which met the state’s required participation rate of 95 percent. You can find three years of detailed API results in the Appendix to this report.

API RANKINGS: Based on our 2004–2005 test results, we started the 2005–2006 school year with an API base score of 817. The state ranks all schools according to this score on a scale from 1 to 10 (10 being highest). Compared to all elementary schools in California, our school ranked 8 out of 10.

SIMILAR SCHOOL RANKINGS: We also received a second ranking that compared us to the 100 schools with the most similar students, teachers, and class sizes. Compared to these schools, our school ranked 5 out of 10. The CDE recalculates this factor every year. To read more about the specific elements included in this calculation, refer to the [CDE Web site](#).

API GROWTH TARGETS: Each year the CDE sets specific API “growth targets” for every school. It assigns one growth target for the entire school, and it sets additional targets for ethnic or socioeconomic subgroups of students that make up a significant portion of the student body. Schools are required to meet all of their growth targets. If they do, they may be eligible to apply for awards through the California School Recognition Program and the Title I Achieving Schools Program.

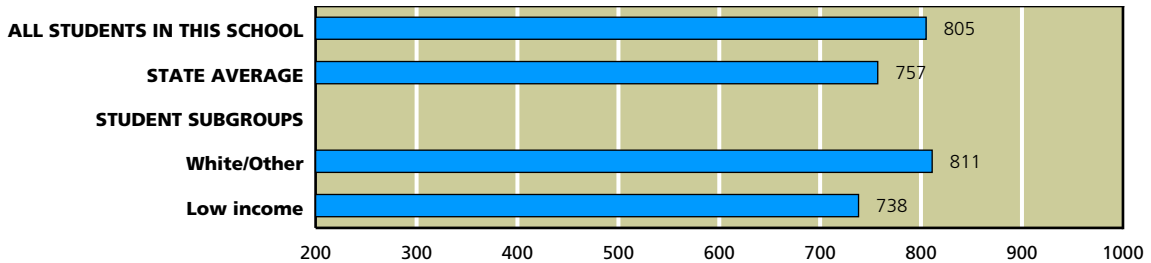
We did not meet some or all of our assigned growth targets during the 2005–2006 school year. Just for reference, 58 percent of elementary schools statewide met their growth targets.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX	
Met schoolwide growth target	Yes
Met growth target for prior school year	Yes
API score	805
Growth attained from prior year	-12
Met subgroup* growth targets	No
Underperforming school	No

SOURCE: API based on spring 2006 test cycle. Growth scores alone are displayed and are current as of March 2007.

*Ethnic or socioeconomic groups of students that make up 15 percent or more of a school’s student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

API, Spring 2006



SOURCE: API based on spring 2006 test cycle. State average represents elementary schools only.
NOTE: Only groups of students that represent at least 15 percent of total enrollment are calculated and displayed as student subgroups.

Adequate Yearly Progress

In addition to California’s accountability system, which measures student achievement using the API, schools must also meet requirements set by the federal education law known as **No Child Left Behind (NCLB)**. This law requires all schools to meet a different goal: **Adequate Yearly Progress (AYP)**.

We met all 13 criteria for yearly progress. As a result, we succeeded at making AYP.

To meet AYP, elementary and middle schools must meet three criteria. First, a certain percentage of students must score at or above Proficient levels on the California Standards Tests (CST): 24.4 percent on the English/language arts test and 26.5 percent on the math test. All ethnic and socioeconomic subgroups of students also must meet these goals. Second, the schools must achieve an API of at least 590 or increase the API by one point from the prior year. Third, 95 percent of the student body must take the required standardized tests.

If even one subgroup of students fails to meet just one of the criteria, the school fails to meet AYP. While all schools must report their progress toward meeting AYP, only schools that receive federal funding to help economically disadvantaged students are actually penalized if they fail to meet AYP goals. Schools that do not make AYP for two or more years in a row in the same subject enter **Program Improvement (PI)**. They must offer students transfers to other schools in the district and, in their second year in PI, tutoring services as well.

FEDERAL AYP ADEQUATE YEARLY PROGRESS	
Met AYP	Yes
Met schoolwide participation rate	Yes
Met schoolwide test score goals	Yes
Met subgroup* participation rate	Yes
Met subgroup* test score goals	Yes
Met schoolwide API for AYP	Yes
Program Improvement School in 2006	No

SOURCE: AYP is based on the Accountability Progress Report of March 2007. A school can be in Program Improvement based on students’ test results in the 2005–2006 school year or earlier.

*Ethnic or socioeconomic groups of students that make up 15 percent or more of a school’s student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

Adequate Yearly Progress, Detail by Subgroup

● MET GOAL ● DID NOT MEET GOAL — NOT ENOUGH STUDENTS

	English/Language Arts		Math	
	DID 95% OF STUDENTS TAKE THE CST?	DID 24.4% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?	DID 95% OF STUDENTS TAKE THE CST?	DID 26.5% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?
SCHOOLWIDE RESULTS	●	●	●	●
SUBGROUPS OF STUDENTS				
Low income	●	●	●	●
STUDENTS BY ETHNICITY				
White/Other	●	●	●	●

SOURCE: AYP release of March 2007, CDE.

The table at left shows our success or failure in meeting AYP goals in the 2005–2006 school year. The green dots represent goals we met; red dots indicate goals we missed. Just one red dot means that we failed to attain Adequate Yearly Progress.

Note: Dashes indicate that too few students were in the category to draw meaningful conclusions. Federal law requires valid test scores from at least 50 students for statistical significance.

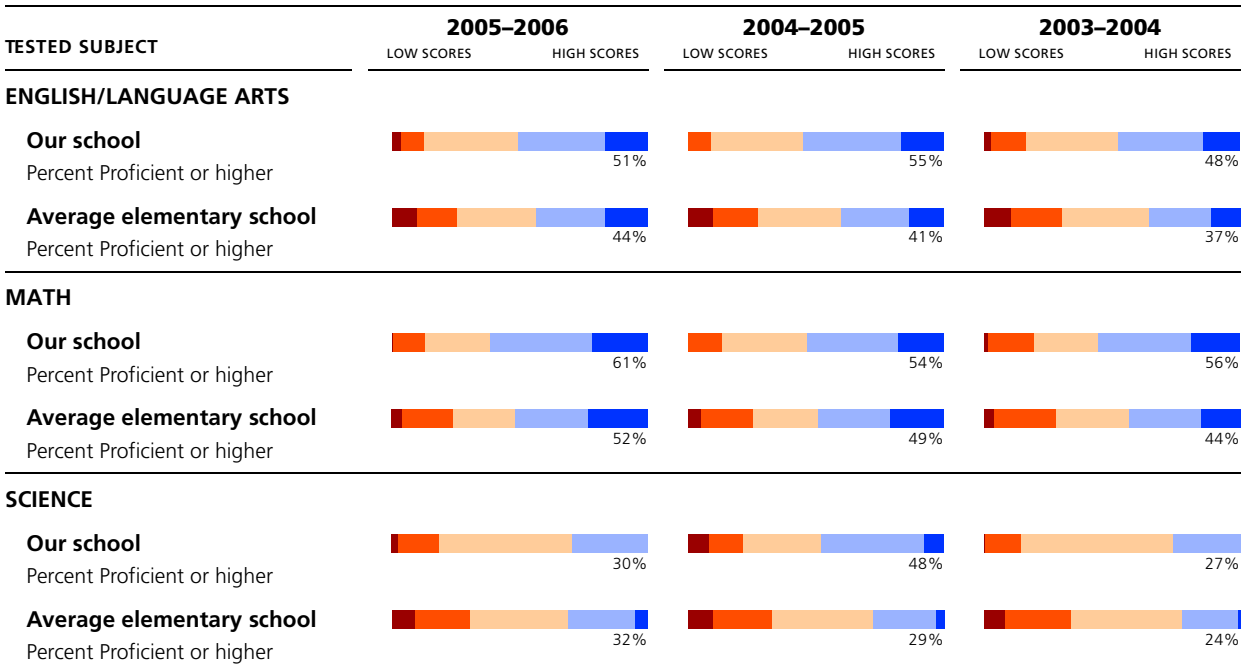
STUDENT ACHIEVEMENT

Here you'll find a three-year summary of our students' scores on the California Standards Tests (CST) in selected subjects. We compare our students' test scores to the results for students in the average elementary school in California. On the following pages we provide more detail for each test, including the scores for different subgroups of students. In addition, we provide links to the California Content Standards on which these tests are based. If you'd like more information about the CST, please contact our principal or our teaching staff. To find [grade-level-specific scores](#), you can refer to the Standardized Testing and Reporting (STAR) Web site. Other tests in the [STAR program](#) can be found on the California Department of Education (CDE) Web site.

California Standards Tests

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED



SOURCE: The scores for the CST are from the spring 2006 test cycle. State average represents elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

Frequently Asked Questions About Standardized Tests

WHERE CAN I FIND GRADE-LEVEL REPORTS? Due to space constraints and concern for statistical reliability, we have omitted grade-level detail from these test results. Instead we present results at the schoolwide level. You can view the results of far more students than any one grade level would contain, which also improves their statistical reliability. Grade-level results are online on the [STAR Web site](#). More information about student test scores is available in the Appendix to this report.

WHAT DO THE FIVE PROFICIENCY BANDS MEAN? Test experts assign students to one of these five proficiency levels, based on the number of questions they answer correctly. Our immediate goal is to help students move up one level. Our eventual goal is to enable all students to reach either of the top two bands, Advanced or Proficient. Those who score in the middle band, Basic, have come close to attaining the required knowledge and skills. Those who score in either of the bottom two bands—Below Basic or Far Below Basic—need more help to reach the Proficient level.

WHY ARE THE CALIFORNIA STANDARDS TESTS (CST) AND THE CALIFORNIA ACHIEVEMENT TEST (CAT/6) SCORED DIFFERENTLY? When students take the CST, they are scored against five criteria. In theory all students in California could score at the top. The CAT/6 is a nationally normed test, which means that students are scored against each other nationally. This scoring method is similar to grading “on the curve.” CAT/6 scores are expressed as a ranking on a scale from 1 to 99.

HOW HARD ARE THE CALIFORNIA STANDARDS TESTS? Experts consider California’s standards to be among the most clear and rigorous in the country. Just 44 percent of elementary school students scored Proficient or Advanced on the English/language arts test; 53 percent scored Proficient or Advanced in math. You can review the [California Content Standards](#) on the CDE Web site.

ARE ALL STUDENTS’ SCORES INCLUDED? No. Only students in grades two through eleven are required to take the CSTs. When fewer than 11 students in one grade or subgroup take a test, state officials remove their scores from the report. They omit them to protect students’ privacy, as called for by federal law.

HOW STATISTICALLY RELIABLE ARE THESE RESULTS? The reliability of results depends on the number of students tested and the number of questions on the test. The larger these numbers are, the more reliable the data is. The California Department of Education (CDE) suppresses scores when fewer than 11 students are present, and we suppress scores for student subgroups when fewer than 30 students are present.

CAN I REVIEW SAMPLE TEST QUESTIONS? Sample test questions for the CST are on the [CDE’s Web site](#). These are actual questions used in previous years.

WHERE CAN I FIND ADDITIONAL INFORMATION? The CDE has a wealth of resources on its Web site. The STAR Web site publishes detailed reports for schools and districts, and assistance packets for parents and teachers. This site includes explanations of [technical terms](#), scoring methods, and the [subjects](#) covered by the tests for each grade. You’ll also find a [guide](#) to navigating the STAR Web site as well as help understanding how to [compare test scores](#).

English/Language Arts (Reading and Writing)

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			51%	100%	SCHOOLWIDE AVERAGE: About seven percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			48%	99%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			44%	99%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

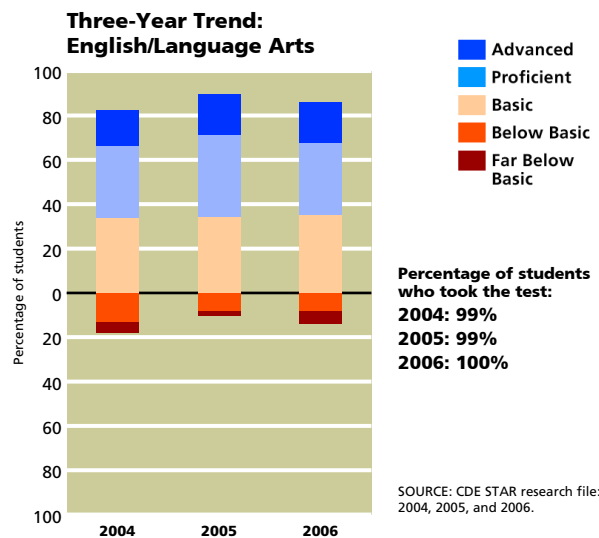
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			49%	113	GENDER: About four percent more girls than boys at our school scored Proficient or Advanced.
Girls			53%	86	
English proficient			51%	191	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of English learners tested was either zero or too small to be statistically significant.
English learners	NO DATA AVAILABLE		N/A	4	
Low income			39%	59	INCOME: About 17 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			56%	136	
Learning disabled			18%	30	LEARNING DISABILITIES: Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled			56%	169	
White/Other			54%	166	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.

SOURCE: The scores for the CST are from the spring 2006 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
 NS: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the California standards for English/language arts for **first** grade, **second** grade, **third** grade, **fourth** grade, and **fifth** grade on the CDE's Web site. The standards for **all grade levels** are also available on this site.



Math

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			61%	100%	SCHOOLWIDE AVERAGE: About nine percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			52%	94%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			52%	96%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

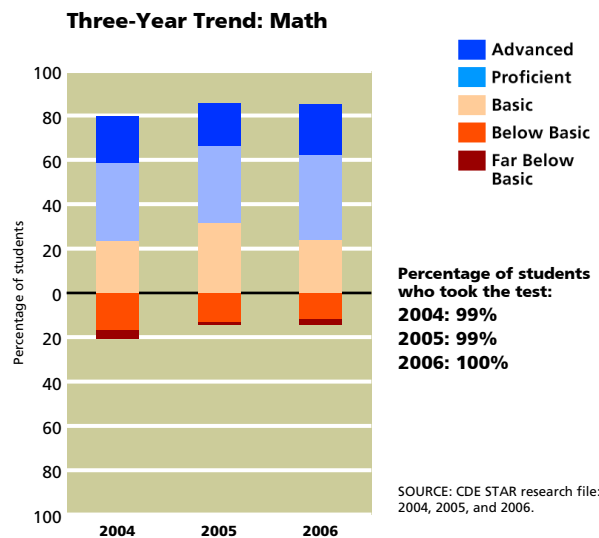
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			61%	113	GENDER: About the same percentage of boys and girls at our school scored Proficient or Advanced.
Girls			62%	86	
English proficient			61%	191	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of English learners tested was either zero or too small to be statistically significant.
English learners	NO DATA AVAILABLE		N/A	4	
Low income			58%	59	INCOME: About five percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			63%	136	
Learning disabled			27%	30	LEARNING DISABILITIES: Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled			68%	169	
White/Other			63%	166	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.

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You can read the math standards for **first** grade, **second** grade, **third** grade, **fourth** grade, and **fifth** grade on the CDE’s Web site. The standards for **all grade levels** are also available on this site.



Science

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			30%	100%	SCHOOLWIDE AVERAGE: About two percent fewer students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			27%	97%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			32%	98%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

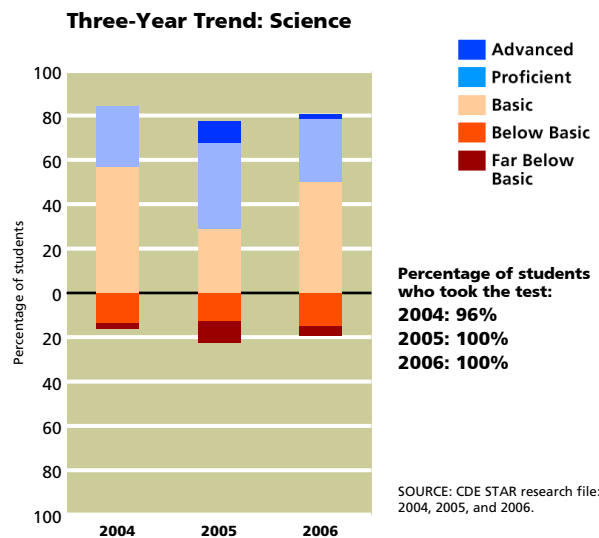
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys	DATA STATISTICALLY UNRELIABLE		N/S	28	GENDER: We cannot compare scores for these two subgroups because the number of students tested was too small to be statistically significant.
Girls	DATA STATISTICALLY UNRELIABLE		N/S	18	
English proficient			30%	46	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of English learners tested was either zero or too small to be statistically significant.
English learners	NO DATA AVAILABLE		N/A	N/A	
Low income	DATA STATISTICALLY UNRELIABLE		N/S	21	INCOME: We cannot compare scores for these two subgroups because the number of students tested was too small to be statistically significant.
Not low income	DATA STATISTICALLY UNRELIABLE		N/S	25	
Learning disabled	NO DATA AVAILABLE		N/A	3	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			33%	43	
White/Other			32%	41	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.

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 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

The science standards test was administered only to fifth graders. Of course, students in all grade levels study science in these areas: physical science, life science, earth science, and investigation and experimentation. For background, you can review the **science standards** by going to the CDE's Web site.



California Achievement Test (CAT/6)

The CAT/6 differs from the CST in three ways. First, in the spring of 2006, only students in grades three and seven took this test. Second, the CAT/6 is taken by students in other states, which enables us to see how our students are doing compared to other students in the nation. Third, the CAT/6 is scored by comparing students to each other on a scale from 1 to 99, much like being graded “on the curve.” In contrast, the CST scores students against five defined criteria.

SUBJECT	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
READING				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	17%	19%	15%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	50%	50%	38%
LANGUAGE				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	25%	18%	19%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	64%	51%	45%
MATH				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	39%	30%	30%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	64%	64%	55%

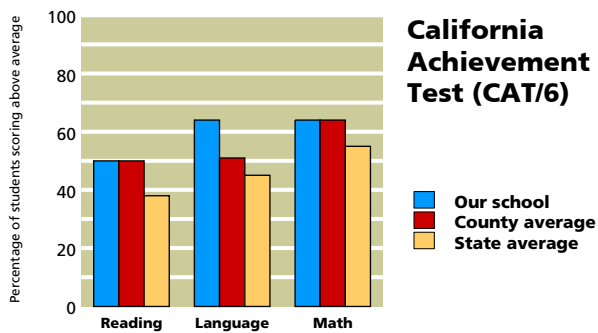
SOURCE: The scores for the CAT/6 are from the spring 2006 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, our test score results may vary from other CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.

STUDENTS SCORING ABOVE AVERAGE: This view of test scores shows the percentage of our students who scored in the top half of students nationally (at the 50th percentile and higher). At Pine Grove, 50 percent of students scored at or above average in reading (compared to 38 percent statewide); 64 percent scored at or above average in language (compared to 45 percent statewide); and 64 percent scored at or above average in math (compared to 55 percent statewide). The subjects with the most students scoring at or above average were language and math.

HIGH-SCORING STUDENTS: This view of test scores shows the percentage of our students who scored in the top fourth of students nationally (above the 75th percentile). At Pine Grove, 17 percent of students scored at the top in reading (compared to 15 percent statewide); 25 percent scored at the top in language (compared to 19 percent statewide); and 39 percent scored at the top in math (compared to 30 percent statewide). The subject with the most students scoring at the top was math.

Our CAT/6 Results Compared

Students take this test only in grades three and seven. The values displayed to the right represent the percentage of our students who scored at or above average compared to their peers in the county and state.



SOURCE: Spring 2006 test cycle. County and state averages represent elementary schools only.

Other Measures of Student Achievement

We evaluate students' skills using results testing, oral questioning, written tests, and project-based evaluations. We assess English learners the same way, although we provide extra assistance to these students if needed. Additionally, English learners take the California English Language Development Test each year. We encourage parents to attend parent-teacher conferences on an ongoing basis. We send home progress reports approximately every four weeks. Most teachers send home weekly updates as well.

STUDENTS

Students’ English Language Skills

At Pine Grove, 99 percent of students were considered to be proficient in English, compared to 68 percent of elementary school students in California overall. Of the students who were still learning English in 2004–2005, none advanced to English proficiency.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English proficient students	99%	96%	68%
English learners	1%	4%	32%

SOURCE: Language Census for school year 2005–2006. County and state averages represent elementary schools only.

Languages Spoken at Home by English Learners

Please note that this table describes the home languages of just the four students classified as English learners. At Pine Grove, the language these students most often speak at home is Spanish. In California it’s common to find English learners in classes with students whose native language is English. When you visit our classrooms, ask our teachers how they work with language differences among their students.

LANGUAGE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Spanish	100%	97%	85%
Vietnamese	0%	0%	2%
Cantonese	0%	0%	2%
Hmong	0%	0%	1%
Filipino/Tagalog	0%	0%	1%
Korean	0%	0%	1%
Khmer/Cambodian	0%	0%	0%
All other	0%	3%	9%

SOURCE: Language Census for school year 2005–2006. County and state averages represent elementary schools only.

Ethnicity

Most students at Pine Grove identify themselves as White/European American/Other. In fact, there are about 13 times as many White/European American/Other students as Latino/Hispanic students, the second-largest ethnic group at Pine Grove. The state of California allows citizens to choose more than one ethnic identity, or to select “multiethnic” or “decline to state.” As a consequence, the sum of all responses rarely equals 100 percent.

ETHNICITY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
African American	1%	1%	7%
Asian American/Pacific Islander	1%	2%	11%
Latino/Hispanic	7%	11%	50%
White/European American/Other	91%	87%	32%

SOURCE: CBED5 census of October 2005. County and state averages represent elementary schools only.

Family Income and Education

The free or reduced-price meal subsidy goes to students whose families earned less than \$35,798 a year (based on a family of four) in the 2005–2006 school year. At Pine Grove, 30 percent of the students qualified for this program, compared to 57 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	30%	33%	57%
Parents with some college	63%	66%	53%
Parents with college degree	28%	28%	29%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2005–2006 school year. Parents’ education level is collected in the spring at the start of testing. Rarely do all students answer these questions. County and state averages represent elementary schools only.

The parents of 63 percent of the students at Pine Grove have attended college, and 28 percent have a college degree. This information can provide some clues to the level of literacy children bring to school. One precaution is that the students themselves provide this data when they take the battery of standardized tests each spring, so it may not be completely accurate. About 61 percent of the students who took the standardized tests provided this information.

CLIMATE FOR LEARNING

Average Class Sizes

Because funding for class-size reduction was focused on the early grade levels, our school’s class sizes, like those of most elementary schools, differ across grades.

The average class size at Pine Grove varies across grade levels from a low of 17 students to a high of 34. Our average class size schoolwide is 22 students. The average class size for elementary schools in the state is 23 students.

AVERAGE CLASS SIZE BY GRADE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Kindergarten	17	18	20
First grade	17	18	19
Second grade	18	19	19
Third grade	19	19	20
Fourth grade	30	28	29
Fifth grade	33	31	29
Sixth grade	34	29	30

SOURCE: CBED5 census, October 2005. County and state averages represent elementary schools only.

Safety

We require visitors to sign in at the office and wear a visitor’s badge while on campus. We supervise students before school, during recesses, and after school. Teachers and instructional aides monitor the campus during regular school hours.

We revise our safety plan every August, just before the beginning of the school year.

The key elements of our safety plan are the explanation of the Standardized Emergency Management System responsibilities and the procedures for fire, earthquakes, and wind storms. All staff receives refresher training at the beginning of each school year, and safety is always the first item discussed at every staff meeting.

As required by law, our school conducts a fire drill every month, an earthquake drill every quarter, and some type of disaster drill at least once per year.

Discipline

Our staff maintains high expectations for student behavior and trains students in conflict resolution and anger management, beginning in kindergarten. All classroom teachers post a list of simple rules to follow in the classroom and on the playground, and these rules are reviewed as needed. Teachers attempt to deal with all discipline issues, counseling students and contacting parents before sending the student to the principal’s office. The principal emphasizes resolution and responsibility, parental involvement, and positive reinforcement whenever possible. All teachers reward good behavior throughout each day. We also give out special awards at quarterly assemblies. We believe prevention is more efficient than treatment.

Serious infractions of school rules always result in a visit with the principal. Suspensions are handed out only when other means of correcting behavior have failed or when the infraction is of a serious nature. We suspend students only for the 17 offenses listed in the California Education Code, Section 48900.

At times we find it necessary to suspend students who break school rules. We report only suspensions in which students are sent home for a day or longer. We do not report in-school suspensions, in which students are removed from one or more classes during a single school day. Expulsion is the most serious consequence we can impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning here.

SUSPENSIONS AND EXPULSIONS	YEAR	OUR SCHOOL	DISTRICT AVERAGE
Suspensions per 100 students	2005–2006	4	5
	2004–2005	4	12
	2003–2004	2	9
Expulsions per 100 students	2005–2006	0	0
	2004–2005	0	0
	2003–2004	0	0

SOURCE: This data is reported by school district staff. It represents incidents, not the number of students involved. District averages represent elementary schools only.

During the 2005–2006 school year, we had 11 suspension incidents. We had no incidents of expulsion. To make it easy to compare our suspensions and expulsions to those of other schools, we represent these events as a ratio (incidents per 100 students) in this report.

Homework

We follow the district homework guidelines, which encourage interaction between students and parents. For kindergartners and first through third graders, teachers assign 20 to 30 minutes of homework Monday through Thursday; for fourth through sixth graders, 30 to 45 minutes. Teachers also assign monthly projects and expect students to read or be read to for at least 30 minutes per night. We offer homework assistance through our extended-day program.

Physical Fitness

Students in grades five, seven, and nine take the California Fitness Test each year. This test measures students’ aerobic capacity, body composition, muscular strength, endurance, and flexibility using six different tests. The table at right shows the percentage of students at our school who scored within the “healthy fitness zone” on all six tests. Our results are compared to other students’ results in the county and state. More information about [physical fitness testing and standards](#) is available on the CDE Web site.

CATEGORY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Boys in Fitness Zone	22%	17%	24%
Girls in Fitness Zone	12%	22%	28%
All students in Fitness Zone	18%	21%	26%

SOURCE: 2005–2006 physical fitness test data is produced annually as schools test their students on the six Fitnessgram Standards. Data is reported by Educational Data Systems. County and state averages represent elementary schools only.

Schedule

Our school year consists of 180 days of instruction. A regular day begins at 7:50 a.m. and ends at 1:45 p.m. The school year generally begins around the middle of August and ends in the first part of June. There is a break of at least one week between quarters. Afterschool programs usually meet from 2 p.m. to 3 p.m. We generally schedule minimum days, which end two hours early, at the end of the first quarter, to accommodate parent conferences, and at the end of the school year.

Our extended-day program runs from 1:45 p.m. to 6 p.m. Office hours are from 7:30 a.m. to 3:30 p.m.

Time Spent Teaching Each Year

Our school year includes the required amount of instructional minutes mandated by the California State Board of Education. This is true at every grade level. Please note that the numbers we show do not include several days when school closes for teacher conferences.

TIME PLANNED FOR INSTRUCTION BY GRADE LEVEL (IN MINUTES)	OUR DISTRICT	STATE MINIMUM
Kindergarten	36,360	36,000
Grades 1–3	53,335	50,400
Grades 4–5	54,027	54,000
Grade 6	54,027	54,000

SOURCE: This data is reported by school district staff.

LEADERSHIP, TEACHERS, AND STAFF

Leadership

Pinegrove Elementary’s principal has 17 years’ experience as a teacher and three as a principal, one of them at Pinegrove. Our principal has a bachelor’s degree in sociology and a master’s degree in divinity.

In order to maintain a high quality of instruction, it is essential that a strong, collaborative leadership works diligently to provide educational programs that are effective and set reasonable expectations for each student’s achievement and success. All Amador County schools recognize that a true partnership must exist between home and school. We encourage parents and community members to participate actively in the educational process.

Our School Site Council (SSC) meets at least monthly to analyze data and develop a plan of action for our school. Members are elected according to state guidelines and include credentialed and other employees and parents.

The School Safety Committee meets at the beginning of each year and near the beginning of the second semester. Members are interested volunteers from the parent group and staff.

We hold faculty meetings at least once each month to address academic, facility, and student needs. Grade-level teachers meet to plan as needed. Other staff members meet periodically when questions or problems arise that need their attention.

Communication is ongoing via email, school mail boxes, and the principal’s open-door policy.

Teacher Experience and Education

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Teaching experience	Average years of teaching experience	16	17	13
Newer teachers	Percentage of teachers with one or two years of teaching experience	0%	5%	11%
Teachers holding an MA degree or higher	Percentage of teachers with a master’s degree or higher from a graduate school	38%	16%	31%
Teachers holding a BA degree alone	Percentage of teachers whose highest degree is a bachelor’s degree from a four-year college	62%	84%	69%

SOURCE: Professional Assignment Information Form (PAIF), October 2005, completed by teachers during the CBEDS census. County and state averages represent elementary schools only.

None of our teachers has less than three years of teaching experience, which is below the average for new teachers in other elementary schools in California. Our teachers have, on average, 16 years of experience. About 62 percent of our teachers hold only a bachelor’s degree from a four-year college or university. About 38 percent have completed a master’s degree or higher.

Credentials Held by Our Teachers

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Fully credentialed teachers	Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level	100%	100%	97%
Trainee credential holders	Percentage of staff holding an internship credential	0%	0%	2%
Emergency permit holders	Percentage of staff holding an emergency permit	0%	0%	2%
Teachers with waivers	Lowest level of accreditation, used by districts when they have no other option	0%	0%	0%

SOURCE: PAIF, October 2005. This is completed by teachers during the CBEDS census. County and state averages represent elementary schools only. A teacher may have earned more than one credential. For this reason, it is likely that the sum of all credentials will exceed 100 percent.

All of the faculty at Pine Grove hold a full credential. This number is close to the average for all elementary schools in the state. None of the faculty at Pine Grove holds a trainee credential, which is reserved for those teachers who are in the process of completing their teacher training. In comparison, two percent of elementary school teachers throughout the state hold trainee credentials. None of our faculty holds an emergency permit. Very few elementary school teachers hold this authorization statewide (just two percent). All of the faculty at Pine Grove hold the elementary (multiple-subject) credential. This number is above the average for elementary schools in California, which is 92 percent. You can find three years of data about teachers’ credentials in the Appendix to this report.

Indicators of Teachers Who May Be Underprepared

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Core courses taught by a teacher not meeting NCLB standards	Percentage of core courses not taught by a “highly qualified” teacher according to federal standards in NCLB	0%	21%	11%
Teachers lacking a full credential	Percentage of teachers without a full, clear credential	0%	0%	3%

SOURCE: Percentage of courses taught by teachers not meeting NCLB standards is derived from the Consolidated Application filed by districts with the CDE. Average represents median. Data on teachers lacking a full credential is derived from the Professional Assignment Information Form (PAIF) of October 2005.

“HIGHLY QUALIFIED” TEACHERS: The federal law known as No Child Left Behind (NCLB) requires districts to report the number of teachers considered to be “highly qualified.” These “highly qualified” teachers must have a full credential, a bachelor’s degree, and, if they are teaching a core subject (such as reading, math, science, or social studies), they must also demonstrate expertise in that field. The table above shows the percentage of core courses taught by teachers who are considered to be less than “highly qualified.” There are exceptions, known as the **High Objective Uniform State Standard of Evaluation (HOUSSE)** rules, that allow some veteran teachers to meet the “highly qualified” test who wouldn’t otherwise do so.

CREDENTIAL STATUS OF TEACHERS: Teachers who lack full credentials are working under the terms of an emergency permit, an internship credential, or a waiver. They should be working toward their credential, and they are allowed to teach in the meantime only if the school board approves. None of our teachers was working without full credentials, compared to three percent of teachers in elementary schools statewide.

More facts about our teachers, called for by the recent Williams legislation of 2004, are available on our Accountability Web page, which is accessible from our district Web site. What you will find are specific facts about **misassigned teachers** and **teacher vacancies** in the 2006–2007 school year.

Districtwide Distribution of Teachers Who Are Not “Highly Qualified”

Here, we report the percentage of core courses in our district whose teachers are considered to be less than “highly qualified” by NCLB’s standard. We show how these teachers are distributed among schools according to the percentage of low-income students enrolled.

We’ve divided the schools into four groups (quartiles), based on the percentage of families who qualify and apply for free and reduced-price lunches. We compare the first quartile of schools (most low-income students), the middle two quartiles, and the fourth quartile (fewest low-income students). N/As appear in the table if our district has two schools or fewer and is not suitable for this analysis. You may also see N/As if all of our schools fall into one quartile.

DISTRICT FACTOR	DESCRIPTION	CORE COURSES NOT TAUGHT BY HQT IN DISTRICT	CORE COURSES NOT TAUGHT BY HQT IN STATE
Districtwide	Percentage of core courses not taught by “highly qualified” teachers (HQT)	17%	14%
Schools with the most low-income students	First quartile of schools whose core courses are not taught by “highly qualified” teachers	18%	13%
Schools with a moderate number of low-income students	Middle two quartiles of schools whose core courses are not taught by “highly qualified” teachers	10%	14%
Schools with the fewest low-income students	Fourth quartile of schools whose core courses are not taught by “highly qualified” teachers	21%	14%

SOURCE: Data comes from the federal form known as the Consolidated Application. School Wise Press calculates which schools fall into each quartile, based on students’ rates of requests for subsidized meals. Districts with two schools or fewer are not suitable for this analysis because they have too few schools to analyze them in this manner.

The average percentage of courses in our district not taught by a “highly qualified” teacher is 17 percent, compared to 14 percent statewide. For schools with the highest percentage of low-income students, this factor is 18 percent, compared to 13 percent statewide. For schools with the lowest percentage of low-income students, this factor is 21 percent, compared to 14 percent statewide.

Evaluating and Improving Teachers

We evaluate tenured teachers with ten or more years of experience in the district at least every five years; tenured teachers with fewer than ten years’ work experience in the district, every other year; and nontenured teachers, in each of their first two years of employment. Evaluations are based on criteria from the California Standards for the Teaching Profession. Teachers who wish to gain additional feedback concerning their teaching methods or other matters related to their daily tasks may apply for experienced peer help under the Peer Assistance and Review program.

Staff Development

The district provides teachers with two days of staff development time before the beginning of school. Our SSC also provides funds for teachers to attend workshops or conferences that will help them improve their teaching techniques or increase their knowledge in a relevant subject area. This year teachers attended math, language arts, and fine arts conferences.

Substitute Teachers

We are fortunate to have a district pool of qualified teachers who serve as substitutes. Some of the substitutes we employ are retired credentialed teachers, and some are newly credentialed teachers looking for a full-time position. When we cannot find a substitute for a class, the principal steps in to teach.

Specialized Resource Staff

Our school may employ social workers, speech and hearing specialists, school psychologists, nurses, and technology specialists. These specialists often work part time at our school and some may work at more than one school in our district. Their schedules will change as our students’ needs change. For these reasons, the staffing counts you see here may differ from the staffing provided today in this school. For more details on [statewide ratios of counselors, psychologists, or other pupil services](#) staff to students, see the California Department of Education (CDE) Web site. [Library facts](#) and frequently asked questions are also available there.

STAFF POSITION	STAFF (FTE)
Counselors	0.5
Librarians	0.0
Psychologists	0.0
Social workers	0.0
Nurses	0.0
Speech/language/hearing specialists	0.0
Resource specialists	1.0

SOURCE: CBEDS census, October 2005.

Specialized Programs and Staff

A nurse and a special education psychologist spend one day each week at our campus. A resource specialist works here full time. A speech/language/hearing specialist spends every day at our site for six weeks at a time, every other six weeks. We employ a librarian for 20 hours per week. A band teacher provides 50-minute lessons for fifth and sixth graders an average of every other day. Our parent club hired a local artist to teach a special art lesson.

GIFTED AND TALENTED EDUCATION: Educators identify academically gifted or talented students based on teacher recommendations or tests for inclusion in enrichment programs called **Gifted and Talented Education (GATE)**. Our school has 12 students who qualify for this program.

We identify GATE students beginning in the third grade and give them opportunities to participate in special programs throughout the school year. GATE students have the opportunity to participate in the Odyssey of the Mind program.

SPECIAL EDUCATION PROGRAM: Students with moderate to severe **learning differences** are sometimes entitled to individual education plans and extra attention. Our school has 29 students who qualify for these special education programs.

In addition to our full-time resource specialist and her aide, we have a full-time teacher and three full-time aides to teach a severely handicapped Special Day Class (SDC). Lessons are based on each student's Individualized Education Plan (IEP). A special education occupational therapist works with the SDC students in hourly sessions twice a week.

ENGLISH LEARNER PROGRAM: Most students not yet fluent in English enroll in special classes that help them gain fluency. We strive to advance our **English learners** into regular classes as soon as possible.

We have a part-time bilingual aide who tests and instructs students designated as English learners. Four of our teachers have their Cross-cultural Language and Academic Development (CLAD) credentials or equivalents.

CURRICULUM AND TEXTBOOKS

For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation. You can find the [content standards](#) for each subject at each grade level on the Web site of the California Department of Education (CDE).

Reading and Writing

By third grade, we expect our students to be able to read and write. By fourth grade, we're teaching students to read full-length books and to use a dictionary and encyclopedia when they write. By fifth grade, students should be able to write poems, plays, true-life adventures, and personal journals. You can read the California standards for English/language arts for [first](#) grade, [second](#) grade, [third](#) grade, [fourth](#) grade, and [fifth](#) grade on the CDE's Web site.

Math

Because the math standards have become more rigorous, our goal now is to prepare our elementary school graduates to start middle school ready to master algebra in the eighth grade. You can read the math standards for [first](#) grade, [second](#) grade, [third](#) grade, [fourth](#) grade, and [fifth](#) grade on the CDE's Web site.

Science

Students learn the science standards starting in first grade. The curriculum covers physical, earth, and life sciences. The scientific method of experimentation and investigation is woven through all of our science courses. Read more about the science standards for [first](#) grade, [second](#) grade, [third](#) grade, [fourth](#) grade, and [fifth](#) grade on the CDE's Web site.

Social Science

Students learn about citizenship starting in first grade. In second grade, we explore the lives of people who affect our students' everyday lives and learn about extraordinary people from history. The theme in third grade is continuity and change. California is the subject of our studies in fourth grade, and American history is our focus in fifth grade. Our students also learn about geography. They learn to research topics on their own, develop their own point of view, and interpret history. To read more about the social studies standards for [first](#) grade, [second](#) grade, [third](#) grade, [fourth](#) grade, and [fifth](#) grade, see the CDE's Web site.

Textbooks

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the appendix to this report.

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2006–2007 school year, and whether those [textbooks](#) covered the California Content Standards.

RESOURCES

Buildings

The oldest building on campus was built in 1958 and currently houses four classrooms, two small offices, four student rest rooms, one staff rest room, and the cafeteria and kitchen. Another permanent building was added later and currently houses two classrooms, an office, a library, a computer lab, and two staff restrooms. Nine portable/modular classrooms, a portable student rest room, and a portable staff room with a rest room currently sit on the rest of our five-acre campus. This year we will add another portable classroom and resurface the playground.

Our school includes 14 buildings, of which 11 are portables. On an average day, 295 students and staff occupy these buildings.

The bathrooms in our school contain 17 toilets, all of which were in good working order when we surveyed the building. More information about the [condition and cleanliness of bathrooms](#) can be found in the supplement to this report called for by the Williams legislation of 2004.

More facts about the [condition of our school buildings](#) are available in an online supplement to this report. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the [Office of Public School Construction \(OPSC\)](#), and were brought about by the legislation known as Williams. If you'd like to see the six-page [survey form](#) used for the assessment, you will find it on the Web site of the OPSC.

Library

Each class can visit the library for 25 minutes each week, and individual or small groups of students can check out books at various times during the week. The librarian is part time.

Computers

We have 45 computers available for student use, which means that, on average, there is one computer for every six students. There are 18 classrooms connected to the Internet.

RESOURCES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Students per computer	6	4	5
Internet-connected classrooms	18	5	29

SOURCE: CBED5 census of October 2005. County and state averages represent elementary schools only.

Our computer lab is networked and has controlled Internet access. Teachers may bring their classes to the lab to complete language arts, science, or math projects. Every classroom has at least one networked computer. We use many software programs, including Accelerated Reader/Math, Excel, PowerPoint, Math Facts, and Kid Pix. The district provides training for teachers to increase their ability to integrate computer technology into the academic curriculum.

Parent Involvement

Our parent group, WAFKA, raises funds to support our school. It has provided student scholarships, helped subsidize the cost of aides' salaries and classroom supplies, and paid for such campus improvements as the new, safer recycled rubber chips for the playground. The Spring Carnival is a major fund-raising activity.

The SSC meets monthly and continuously re-evaluates the School Site Plan, including its goals and budget.

We welcome parental help in the classrooms. The contact person for parent involvement is Melissa Case, and she can be reached at (209) 295-2273.

DISTRICT EXPENDITURES

CATEGORY OF EXPENSE	OUR DISTRICT	SIMILAR DISTRICTS	ALL DISTRICTS
FISCAL YEAR 2004–2005			
Total expenses	\$26,394,418	N/A	N/A
Expenses per student	\$6,082	\$7,172	\$7,127
FISCAL YEAR 2003–2004			
Total expenses	\$25,793,935	N/A	N/A
Expenses per student	\$5,927	\$6,987	\$6,919

SOURCE: Fiscal Services Division, California Department of Education.

Our district spent an average of \$6,082 per student in the 2004–2005 school year, compared to an average of \$7,172 per student spent by similar (unified school district) districts in the state. Our total operating expenses for the 2004–2005 year were \$26,394,418. Facts about the 2005–2006 fiscal year were not available at the time we published this report. Additional details about our expenditures can be found on the [Ed-Data Partnership's Web site](#).

Total expenses include only the costs related to direct educational services to students. This figure does not include food services, land acquisition, new construction, and other expenditures unrelated to core educational purposes. The expenses-per-student figure is calculated by dividing total expenses by the district's average daily attendance (ADA). More information is available on the [CDE's Web site](#).

District Salaries, 2004–2005

This table reports the salaries of teachers and administrators in our district for the 2004–2005 school year. More current information was not available at the time we published this annual report. This table compares our average salaries to those in districts like ours, based on both enrollment and the grade level of our students. In addition, we report the percentage of our district's total budget dedicated to teachers' and administrators' salaries. The costs of health insurance, pensions, and other indirect compensation are not included.

SALARY INFORMATION	DISTRICT AVERAGE	STATE AVERAGE
Beginning teacher's salary	\$36,265	\$36,796
Midrange teacher's salary	\$52,264	\$54,062
Highest-paid teacher's salary	\$68,846	\$68,679
Average principal's salary (elementary school)	\$72,207	\$83,916
Superintendent's salary	\$116,749	\$121,387
Percentage of budget for teachers' salaries	41%	40%
Percentage of budget for administrators' salaries	5%	6%

SOURCE: This financial data is from the Statewide Average Salaries and Expenditure Percentages report, 2004–2005, the Fiscal Services Division, CDE.

SCHOOL EXPENDITURES

Last year several teachers provided afterschool math and reading clinics for students at risk of falling below grade level in those subjects. WAFKA provided funds to keep the same number of instructional aides and to increase the part-time librarian’s hours. A safer surface for the playground equipment area was purchased with WAFKA funds and funds from a grant written by a WAFKA member.

A new law passed in 2005 required schools to report school-specific expenditures for the first time. In prior years, schools reported only the districtwide average for these expenditures. This year we have provided a comparative analysis of our [school’s expenditures](#), along with the [average salaries of our teachers](#). You can view this information from the preceding links or on our Accountability Web page, which is accessible through our district’s Web site.

TECHNICAL NOTE ON DATA RECENCY: All data is the most current available as of March 2007. The CDE may release additional or revised data for the 2005–2006 school year after the publication date of this report. We rely on the following sources of information from the California Department of Education: California Basic Education Data System (CBEDS) (October 2005 census); Language Census (April 2006); California Achievement Test and California Standards Tests (spring 2006 test cycle); Academic Performance Index (February 2007 growth score release); Adequate Yearly Progress (February 2007).

DISCLAIMER: School Wise Press, the publisher of this accountability report, makes every effort to ensure the accuracy of this information but offers no guarantee, express or implied. While we do our utmost to ensure the information is complete, we must note that we are not responsible for any errors or omissions in the data. Nor are we responsible for any damages caused by the use of the information this report contains. Before you make decisions based on this information, we strongly recommend that you visit the school and ask the principal to provide the most up-to-date facts available.

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