



Sutter Creek Elementary

School Accountability Report Card, 2006–2007
Amador County Unified School District



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

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This School Accountability Report Card (SARC) provides information that can be used to evaluate and compare schools. State and federal laws require all schools to publish a SARC each year.

The information in this report represents the 2006–2007 school year, not the current school year. In most cases, this is the most recent data available. We present our school's results next to those of the average elementary school in the county and state to provide the most meaningful and fair comparisons. To find additional facts about our school online, please use the [DataQuest](#) tool offered by the California Department of Education.

If you are reading a printed version of this report, note that words that appear in a smaller, bold typeface are links in the online version of this report to even more information. You can find a master list of those linked words, and the Web page addresses they are connected to, at:

http://www.schoolwisepress.com/sarc/links_2007_en.html

Reports about other schools are available on the [California Department of Education Web site](#). Internet access is available in local libraries.

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

How to Contact Our School

340 Spanish St.
Sutter Creek, CA 95642
Principal: Sean Snider
Phone: (209) 257-7200

How to Contact Our District

217 Rex Ave.
Jackson, CA 95642
Phone: (209) 223-1750
<http://www.amadorcoe.org>



» Contents

ONLINE USERS: CLICK ON A TITLE TO JUMP TO THAT SECTION

- 1 Principal's Message**
- 3 Measures of Progress**
- 5 Student Achievement**
- 12 Students**
- 13 Climate for Learning**
- 15 Leadership, Teachers, and Staff**
- 19 Curriculum and Textbooks**
- 20 Resources**
- 21 District Expenditures**
- 22 School Expenditures**



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» Principal's Message

Sutter Creek Elementary School consists of two campuses: the primary campus for kindergarten through third grade and the upper campus for third grade through sixth grade. They are in the town of Sutter Creek in Amador County, a part of the beautiful Mother Lode. The two schools serve the student population of Sutter Creek and outlying areas. We currently operate on a modified traditional calendar.

Community involvement and parent participation are extremely important components of our educational program. Teachers and staff enjoy and encourage parent involvement. This cooperation between school and home has helped Sutter Creek Elementary create the feeling of an extended family, in which adults and children work together. The local community, businesses, and service clubs have helped with donations for science camp and selected classroom needs.

Our curriculum has a strong academic focus. We respect individual differences, and we believe in unlocking and supporting the strengths of each child. To complement our academic emphasis, we believe that all students benefit from a rich variety of experiences, such as art, music, physical education, and performing arts.

Sean Snider, PRINCIPAL

Grade range and calendar

K-6

MODIFIED

Academic Performance Index

819

County Average: 775
State Average: 763

Student enrollment

395

County Average: 343
State Average: 531

Teachers

17

County Average: 16
State Average: 26

Students per teacher

23

County Average: 21
State Average: 20

Students per computer

8

County Average: 6
State Average: 5

Major Achievements

- Our Academic Performance Index (API) is 819.
- Our economically disadvantaged children have kept pace with the schoolwide API.

Focus for Improvement

- Sutter Creek’s instructional programs are of the highest quality. We plan to maintain this quality by continuing to use data from state assessments to drive instruction and our district’s strategies to improve reading fluency, reading comprehension, and English language development.
- At the beginning of each school year, we look at our standardized test results to determine our areas of strength and areas that need improvement. Based on these results, we put together an instructional plan for the year. Our site goal is to meet our API growth target every year.
- We are specifically aiming to improve our writing program this year through the newly adopted Step Up to Writing program, which emphasizes a structured, grade-to-grade approach to developing writing skills.

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.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX	
Met schoolwide growth target	Yes
Met growth target for prior school year	Yes
API score	819
Growth attained from prior year	+21
Met subgroup* growth targets	Yes
Underperforming school	No

Sutter Creek’s API was 819 (out of 1000). This is an increase of 21 points compared to last year’s API. All students took the test. You can find three years of detailed API results in the Data Almanac that accompanies this report.

API RANKINGS: Based on our 2005–2006 test results, we started the 2006–2007 school year with an API base score of 798. 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 7 out of 10.

SOURCE: API based on spring 2007 test cycle. Growth scores alone are displayed and are current as of January 2008.

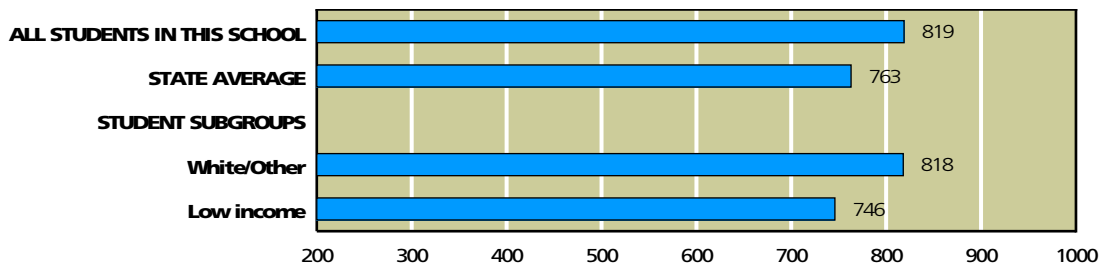
*Ethnic or socioeconomic groups of students that make up 15 percent or more of a school’s student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

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 2 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 met our assigned growth targets during the 2006–2007 school year. Just for reference, 51 percent of elementary schools statewide met their growth targets.

API, Spring 2007



SOURCE: API based on spring 2007 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 2007	No

SOURCE: AYP is based on the Accountability Progress Report of January 2008. A school can be in Program Improvement based on students' test results in the 2006–2007 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 January 2008, CDE.

The table at left shows our success or failure in meeting AYP goals in the 2006–2007 school year. The green dots represent goals we met; red dots indicate goals we missed. Just one red dot means that we failed to meet 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.

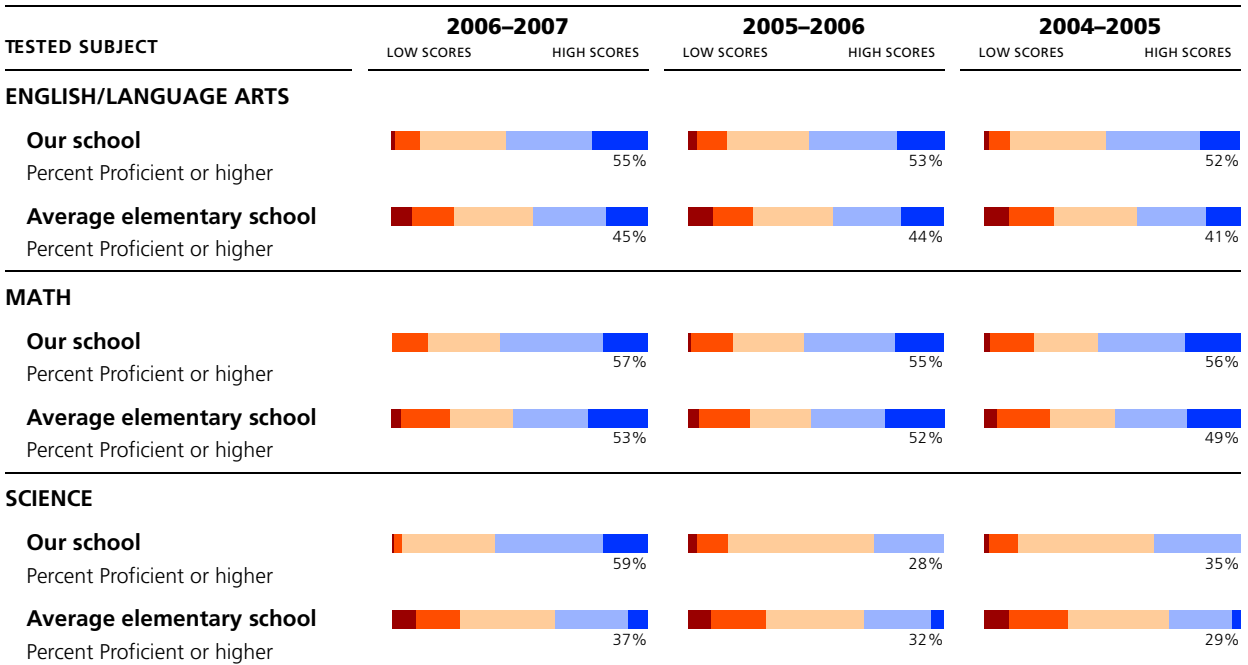
STUDENT ACHIEVEMENT

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 BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

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



SOURCE: The scores for the CST are from the spring 2007 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 Data Almanac that accompanies 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 can score at any of the proficiency levels: Advanced, Proficient, Basic, Below Basic, or Far Below Basic. 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 45 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.

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 BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

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

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			55%	100%	SCHOOLWIDE AVERAGE: About ten 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%	100%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			45%	99%	

Subgroup Test Scores

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

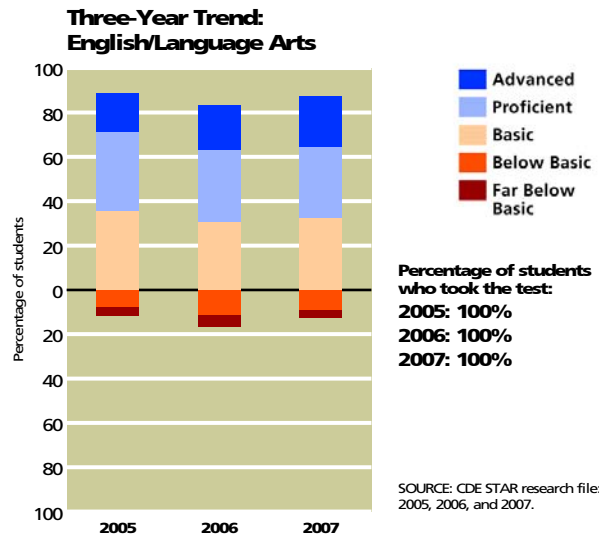
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			53%	149	GENDER: About four percent more girls than boys at our school scored Proficient or Advanced.
Girls			57%	161	
English proficient			56%	299	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	6	
Low income			44%	76	INCOME: About 15 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			59%	234	
Learning disabled	NO DATA AVAILABLE		N/A	33	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			58%	277	
White/Other			55%	251	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 2007 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](#) on the CDE's Web site.



Math

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

FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			57%	100%	SCHOOLWIDE AVERAGE: About four percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			44%	92%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			53%	96%	

Subgroup Test Scores

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

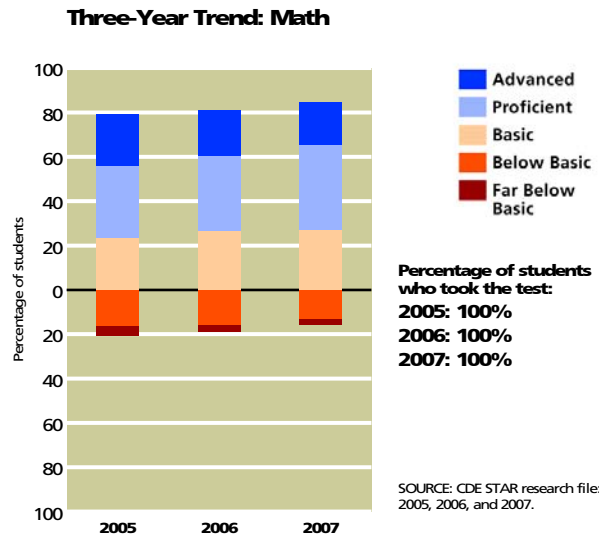
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			62%	149	GENDER: About nine percent more boys than girls at our school scored Proficient or Advanced.
Girls			53%	161	
English proficient			58%	299	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	6	
Low income			42%	76	INCOME: About 20 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			62%	234	
Learning disabled	NO DATA AVAILABLE		N/A	33	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			60%	277	
White/Other			57%	251	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** on the CDE's Web site.



Science

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

FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			59%	100%	SCHOOLWIDE AVERAGE: About 22 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			55%	98%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			37%	99%	

Subgroup Test Scores

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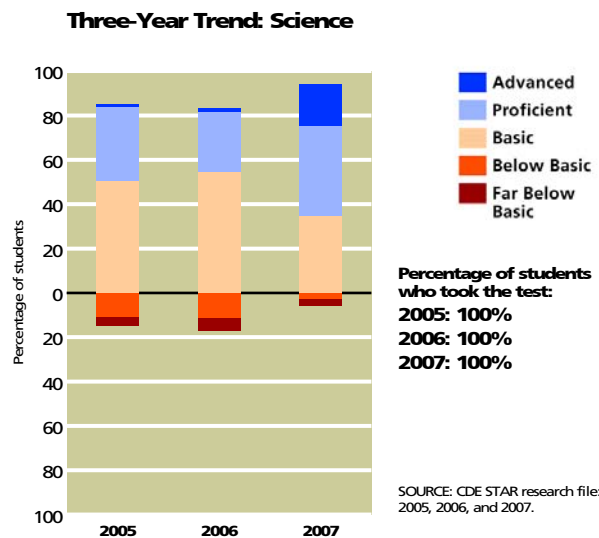
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			59%	34	GENDER: About the same percentage of boys and girls at our school scored Proficient or Advanced.
Girls			60%	35	
English proficient			60%	68	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	1	
Low income	DATA STATISTICALLY UNRELIABLE		N/S	12	INCOME: We cannot compare scores for these two subgroups because the number of students tested from low-income families was too small to be statistically significant.
Not low income			65%	57	
Learning disabled	NO DATA AVAILABLE		N/A	6	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			62%	63	
White/Other			58%	53	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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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 2007, 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)	13%	20%	15%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	49%	50%	39%
LANGUAGE				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	19%	22%	19%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	45%	49%	46%
MATH				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	38%	26%	30%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	68%	57%	56%

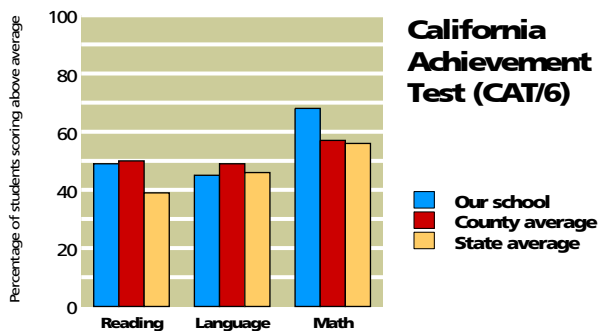
SOURCE: The scores for the CAT/6 are from the spring 2007 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, 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 Sutter Creek, 49 percent of students scored at or above average in reading (compared to 39 percent statewide); 45 percent scored at or above average in language (compared to 46 percent statewide); and 68 percent scored at or above average in math (compared to 56 percent statewide). The subject with the most students scoring at or above average was 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 Sutter Creek, 13 percent of students scored at the top in reading (compared to 15 percent statewide); 19 percent scored at the top in language (compared to 19 percent statewide); and 38 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 2007 test cycle. County and state averages represent elementary schools only.

Other Measures of Student Achievement

Our teachers evaluate students' skills using results testing, oral questioning, written tests, and project-based evaluations. They assess English learners the same way, although they provide extra assistance to these students if needed. Additionally, English learners take the California English Language Development Test each year. Report cards go home three times a year for kindergarten through third grade and four times a year for fourth through sixth grades. Teachers in grades four, five, and six also send home progress reports half way through each quarter. We encourage parents to attend a parent-teacher conference after the first reporting period, which ends in October.

STUDENTS

Students’ English Language Skills

At Sutter Creek, 98 percent of students were considered to be proficient in English, compared to 68 percent of elementary school students in California overall.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English proficient students	98%	95%	68%
English learners	2%	5%	32%

SOURCE: Language Census for school year 2006–2007. 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 seven students classified as English learners. At Sutter Creek, the language these students most often speak at home is Spanish. In California it’s common to find English learners in classes with students who speak English well. 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%	95%	85%
Vietnamese	0%	0%	2%
Cantonese	0%	1%	1%
Hmong	0%	0%	1%
Filipino/Tagalog	0%	2%	1%
Korean	0%	0%	1%
Khmer/Cambodian	0%	0%	0%
All other	0%	2%	9%

SOURCE: Language Census for school year 2006–2007. County and state averages represent elementary schools only.

Ethnicity

Most students at Sutter Creek identify themselves as White/European American/Other. In fact, there are about 11 times as many White/European American/Other students as Latino/Hispanic students, the second-largest ethnic group at Sutter Creek. 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%	1%	11%
Latino/Hispanic	8%	11%	50%
White/European American/Other	90%	87%	32%

SOURCE: CBEDS census of October 2006. 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 \$37,000 a year (based on a family of four) in the 2006–2007 school year. At Sutter Creek, 26 percent of the students qualified for this program, compared to 56 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	26%	32%	56%
Parents with some college	80%	67%	54%
Parents with college degree	37%	29%	30%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2006–2007 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 80 percent of the students at Sutter Creek have attended college, and 37 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 69 percent of our students 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 Sutter Creek varies across grade levels from a low of 18 students to a high of 31. Our average class size schoolwide is 23 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	19	18	20
First grade	20	19	19
Second grade	19	19	19
Third grade	18	19	20
Fourth grade	29	30	29
Fifth grade	29	28	29
Sixth grade	31	31	29

SOURCE: CBED5 census, October 2006. County and state averages represent elementary schools only.

Safety

Sutter Creek Elementary is a very safe school. Communication is essential to maintaining a safe school, so all classrooms have access to phones that connect with the office, other classrooms, and outside lines. In addition to the phones, we provide two-way radios for office and maintenance personnel. Classroom teachers use a buddy system and have assigned duties in case of an emergency. Evacuation maps are updated and posted throughout the campus. During an evacuation, staff members hold up a green or red card to provide a quick indication of the status of their class. This is a very effective means of determining where there is a problem, injury, or missing student. Staff and instructional aides discuss safety issues and strategies during meetings. We conduct safety drills monthly and review the School Safety Plan yearly.

Discipline

At Sutter Creek Elementary, we reward students for displaying positive behavior and try to prevent problems before they happen. We give written Positives to students when they are caught doing what is right. When a student receives four Positives in one school year, the principal takes that student to lunch off campus and also calls the parent. We regularly address issues such as bullying. We encourage conflict resolution and anger management at every level. If a consequence is needed, our discipline plan includes a sequence of steps ranging from lost recess, to detention, to a negative conduct report, to suspension.

KEY FACTOR	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
Suspensions per 100 students			
2006–2007	7	10	5
2005–2006	5	11	5
2004–2005	4	6	5
Expulsions per 100 students			
2006–2007	0	0	2
2005–2006	0	0	0
2004–2005	0	0	0

SOURCE: Data is from the California Department of Education, SARC research file. Data represents the number of incidents reported, not the number of students involved. District and state averages represent elementary schools only.

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.

During the 2006–2007 school year, we had 26 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

Our teachers assign homework four days a week. Some teachers send home a packet on Monday for students to complete during the week and return on Friday. Many teachers require parents to review and sign the packet each week. Other teachers may assign homework on a nightly basis to finish what was started in class that day. We provide planners to help students in grades three through six track their homework. 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 and afterschool programs.

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	6%	25%	25%
Girls in Fitness Zone	19%	32%	30%
Fifth graders in Fitness Zone	13%	21%	27%
Seventh graders in Fitness Zone	N/A	47%	29%
Ninth graders in Fitness Zone	N/A	N/A	23%
All students in Fitness Zone	13%	29%	27%

SOURCE: 2006–2007 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

We are on a modified traditional school schedule that starts in August and ends in June. The school year includes 180 instructional days. Classes begin at 8 a.m. and end at 2 p.m. for kindergarten through third grade and 2:10 p.m. for grades four through six. Our extended-day program runs from 2 p.m. to 6 p.m. Office hours are from 7:30 a.m. to 4 p.m.

LEADERSHIP, TEACHERS, AND STAFF

Leadership

Principal Sean Snider has a degree in elementary education, with a specialization in education administration. He has ten years of experience in our district; four of them as a teacher, and is in his sixth year as a principal. This is his first year at Sutter Creek.

In order to maintain a high level of instruction, it is essential that a strong, collaborative leadership team work together to provide effective educational programs. The entire Sutter Creek Elementary staff works closely to create a wonderful learning environment for children. They participate in the School Site Council (SSC), our parent group, district curriculum committees, and the District Advisory Committee. Quality leadership and improved instruction require keeping current with new teaching methods, instructional policies, frameworks, and standards. Sutter Creek staff read professional literature, attend conferences, and collaborate with peers.

Our SSC, which includes parent members as well as teachers and the principal, and our parent group, SCEPTOR, also play a key role in shaping our students’ educational experience.

Teacher Experience and Education

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Teaching experience	Average years of teaching experience	19	16	13
Newer teachers	Percentage of teachers with one or two years of teaching experience	0%	7%	11%
Teachers holding an MA degree or higher	Percentage of teachers with a master's degree or higher from a graduate school	12%	13%	33%
Teachers holding a BA degree alone	Percentage of teachers whose highest degree is a bachelor's degree from a four-year college	88%	87%	67%

SOURCE: Professional Assignment Information Form (PAIF), October 2006, 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, 19 years of experience. About 88 percent of our teachers hold only a bachelor’s degree from a four-year college or university. About 12 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%	3%
Teachers with waivers	Lowest level of accreditation, used by districts when they have no other option	0%	0%	0%

SOURCE: PAIF, October 2006. 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 Sutter Creek hold a full credential. This number is close to the average for all elementary schools in the state. None of the faculty at Sutter Creek 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 three percent). All of the faculty at Sutter Creek hold the elementary (multiple-subject) credential. This number is above the average for elementary schools in California, which is 91 percent. You can find three years of data about teachers’ credentials in the Data Almanac that accompanies 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%	N/A	0%
Teachers lacking a full credential	Percentage of teachers without a full, clear credential	0%	0%	3%

SOURCE: Professional Assignment Information Form (PAIF) of October 2006. Data on NCLB standards is from the California Department of Education, SARC research file.

“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 2007–2008 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.

The CDE has divided schools in the state into four groups (quartiles), based on the percentage of families who qualify and apply for free or reduced-price

lunches. The one-fourth of schools with the most students receiving subsidized lunches are assigned to the first group. The one-fourth of schools with the fewest students receiving subsidized lunches are assigned to the fourth group. We compare the courses and teachers assigned to each of these groups of schools to see how they differ in “highly qualified” teacher assignments.

The average percentage of courses in our district not taught by a “highly qualified” teacher is five percent, compared to five percent statewide. For schools with the lowest percentage of low-income students, this factor is four percent, compared to three percent statewide.

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)	5%	5%
Schools with the most low-income students	First quartile of schools whose core courses are not taught by “highly qualified” teachers	N/A	5%
Schools with the fewest low-income students	Fourth quartile of schools whose core courses are not taught by “highly qualified” teachers	4%	3%

SOURCE: Data is from the California Department of Education, SARC research file.

Evaluating and Improving Teachers

Teachers set group and individual goals each year. We base evaluations on these goals and observation of teaching techniques. We informally evaluate all teachers every year through in-class visits and review of job performance. New and probationary teachers are evaluated at least once each semester. Permanent teachers are evaluated at least once every five years. We encourage each employee to grow professionally through the evaluation process and self-reflection. In addition, our district participates in the Peer Assistance Review program, in which experienced teachers help others meet standards for proficient teaching.

Staff Development

Teachers meet in grade-level groups to work on curriculum, assessment, and standards. These meetings are opportunities for teachers to share their ideas and experiences and to collaborate on lesson planning.

All staff members have the opportunity to attend workshops and training conferences. They share information and strategies in our regularly scheduled meetings. We use staff development days to review student work and identify, by grade level, where improvement is needed and how to make such improvements. A prime focus is how to provide a setting and a type of instruction that will enable all students to be successful.

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Here you'll see the amount of time each year we set aside for their continuing education and professional development.

YEAR	PROFESSIONAL DEVELOPMENT DAYS
2006–2007	12.0
2005–2006	7.0
2004–2005	7.0

Substitute Teachers

We are fortunate to have a district pool of qualified teachers who serve as substitutes. We often use substitutes so that our teachers can attend trainings, conferences, and field trips. 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	0.0
Librarians	0.0
Psychologists	0.0
Social workers	0.0
Nurses	0.0
Speech/language/hearing specialists	0.0
Resource specialists	0.0

SOURCE: CBEDS census, October 2006.

Specialized Programs and Staff

Sutter Creek Elementary School has a speech and language specialist, a nurse, and a psychologist. We also have a music teacher at the primary campus, allowing students to receive music instruction once a week for 30 minutes. At the upper campus our art instructor provides seven one-hour art lessons for each class.

GIFTED AND TALENTED EDUCATION (GATE): A district Gifted and Talented Education (GATE) program serves the needs of our gifted students. Students qualify for the GATE program through a combination of high intellectual ability, academic achievement, and/or creativity or talent in visual and performing arts. Students who qualify through their standardized test scores take the Raven intelligence test. Parent-recommended students take the Hawthorne school readiness test. Student selection for the GATE program will not occur before the fourth grade, and students can enter or exit at any level. Our district GATE plan calls for differentiated instruction in grades four and above. We also offer enrichment classes in our school and districtwide.

SPECIAL EDUCATION PROGRAM: Students enrolled in our special education program meet periodically with a special education teacher who provides instruction based on the student's Individualized Education Program (IEP). We have a Resource Specialist Program teacher for students who are diagnosed with specific learning disabilities. The resource specialist may work with students for up to 49 percent of their day. We have a speech therapist for students who are experiencing difficulties with speech and/or language. We also have a Special Day Class for students in grades four through six who need more intensive assistance than the resource specialist can provide.

ENGLISH LEARNER PROGRAM: Our English learners spend their days in classes composed entirely of students learning English. All teachers of English learners have the proper credentials to teach them.

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](#) 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](#) 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](#) 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](#), 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 Data Almanac that accompanies 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 2007–2008 school year, and whether those [textbooks](#) covered the California Content Standards.

RESOURCES

Buildings

Sutter Creek Elementary School is almost 50 years old. Recent upgrades include resurfacing the staff parking in front of and behind the school. Each classroom is cleaned every day. Our maintenance staff picks up garbage and takes care of our landscaping weekly.

More facts about the [condition of our school buildings](#) are available in an online supplement to this report called for by the Williams legislation of 2004. 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

All students at Sutter Creek Elementary visit the library once a week to check out books. Our goal is to provide a print-rich environment that will encourage students to become lifelong readers. Our two libraries contain a collection of more than 15,000 books, managed by the computerized Winnebago Spectrum Catalog System designed for school libraries. We use the Accelerated Reader computer program for grades one through six, which helps students determine their own reading-skill level and choose appropriate books. Our libraries are open five days a week, and we have two part-time librarians.

Computers

We have 48 computers available for student use, which means that, on average, there is one computer for every eight students. There are eight classrooms connected to the Internet.

RESOURCES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Students per computer	8	6	5
Internet-connected classrooms	8	7	30

SOURCE: CBEDS census of October 2006. County and state averages represent elementary schools only.

We have almost met our goal of having two working computers and a laser printer in each classroom at the upper campus. Each classroom uses the Accelerated Reader program for reading success. The upper-campus library also has four new computers for student use. Some of the upper-campus teachers use Accelerated Math as well.

We have the same goal at the primary campus. Each classroom has two working computers and a laser printer. The primary campus also has a brand-new Dell computer lab with 12 computers for lab-time use.

Parent Involvement

SCEPTOR, our parent-teacher organization, is very strong and supportive of all school activities and student success. Parents volunteer in the classrooms and participate in school activities and fund-raising events, including Sixth Grade Science Camp fund-raisers, the Harvest Carnival, the Christmas Program, the Christmas Gift Fair, the Annual Book Fair, Open House, Back-to-School Night, and the Family BBQ. Over the past several years, SCEPTOR has raised thousands of dollars for projects within the school, ranging from school beautification to computer purchases.

If you are interested in helping out at our school, please contact our principal, Sean Snider, at (209) 257-7200 or (209) 257-7100.

DISTRICT EXPENDITURES

CATEGORY OF EXPENSE	OUR DISTRICT	SIMILAR DISTRICTS	ALL DISTRICTS
FISCAL YEAR 2005–2006			
Total expenses	\$26,931,519	N/A	N/A
Expenses per student	\$6,170	\$7,583	\$7,521
FISCAL YEAR 2004–2005			
Total expenses	\$26,394,418	N/A	N/A
Expenses per student	\$6,082	\$7,172	\$7,127

SOURCE: Fiscal Services Division, California Department of Education.

Our district spent an average of \$6,170 per student in the 2005–2006 school year, compared to an average of \$7,583 per student spent by similar (unified school district) districts in the state. Our total operating expenses for the 2005–2006 year were \$26,931,519. Facts about the 2006–2007 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, 2005–2006

This table reports the salaries of teachers and administrators in our district for the 2005–2006 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	\$36,990	\$36,572
Midrange teacher's salary	\$53,309	\$55,815
Highest-paid teacher's salary	\$70,223	\$70,985
Average principal's salary (elementary school)	\$77,370	\$86,995
Superintendent's salary	\$123,754	\$128,495
Percentage of budget for teachers' salaries	39%	39%
Percentage of budget for administrators' salaries	6%	6%

SOURCE: This financial data is from the Statewide Average Salaries and Expenditure Percentages report, 2005–2006, the Fiscal Services Division, CDE.

SCHOOL EXPENDITURES

We receive unrestricted funds for ordinary expenditures such as salaries, staff benefits, books, supplies, equipment purchases, maintenance and repair of facilities and equipment, transportation costs, and utilities. A portion of this money also goes to the school's site budget and is spent at the discretion of the school's administration. Our principal makes these decisions in cooperation with the school staff.

We also receive funds from state and federal programs that can be used only for specific purposes. These funds consist of the School and Library Improvement Block Grant, Arts and Music Block Grant, Economic Impact Aid, Discretionary Block Grant, Arts, Music, and PE Block Grant, and GATE. Our SSC discusses and approves expenses from these accounts. Membership in the SSC is by election and includes school personnel, parents, and community members.

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 January 2008. The CDE may release additional or revised data for the 2006–2007 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 2006 census); Language Census (March 2007); California Achievement Test and California Standards Tests (spring 2007 test cycle); Academic Performance Index (October 2007 growth score release); Adequate Yearly Progress (October 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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» Data Almanac

This Data Almanac provides more detailed information than the School Accountability Report Card or data that covers a period of more than one year. It presents the facts and statistics in tables without narrative text. We hope it provides information that will be useful to your school community.



STUDENT AND TEACHERS

Student Enrollment by Ethnicity and Other Characteristics

The ethnicity of our students, estimates of their family income and education level, their English fluency, and their learning-related disabilities.

GROUP	ENROLLMENT
Number of students	395
African American	1%
American Indian or Alaska Native	2%
Asian	1%
Filipino	1%
Hispanic or Latino	8%
Pacific Islander	0%
White (not Hispanic)	77%
Multiple or no response	11%
Socioeconomically disadvantaged	24%
English learners	2%
Students with disabilities	11%

SOURCE: All but the last three lines are from the annual census, CBEDS, October 2006. Data about students who are socioeconomically disadvantaged, English learners, and learning disabled come from the School Accountability Report Card unit of the California Department of Education.

Student Enrollment by Grade Level

Number of students enrolled in each grade level at our school.

GRADE LEVEL	STUDENTS
Kindergarten	28
Grade 1	56
Grade 2	60
Grade 3	45
Grade 4	56
Grade 5	72
Grade 6	78
Grade 7	0
Grade 8	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0

SOURCE: CBEDS, October 2006.

Average Class Size by Grade Level

GRADE LEVEL	2004–2005	2005–2006	2006–2007
Kindergarten	19	16	19
Grade 1	20	20	20
Grade 2	18	17	19
Grade 3	18	20	18
Grade 4	27	23	29
Grade 5	28	28	29
Grade 6	28	26	31
Grade 7	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A
Combined K–3	19	17	19
Combined 3–4	27	19	20
Combined 4–8	N/A	28	28
Other	N/A	N/A	N/A

SOURCE: CBEDS, October 2006.

Average Class Size by Grade Level, Detail

The number of classrooms that fall into each range of class sizes.

GRADE LEVEL	2004–2005			2005–2006			2006–2007		
	1–20	21–32	33+	1–20	21–32	33+	1–20	21–32	33+
Kindergarten	2	0	0	3	0	0	1	0	0
Grade 1	2	0	0	3	0	0	2	0	0
Grade 2	3	0	0	2	0	0	2	0	0
Grade 3	2	0	0	2	0	0	2	0	0
Grade 4	0	1	0	1	1	0	0	2	0
Grade 5	0	2	0	0	2	0	0	1	0
Grade 6	0	4	0	0	2	0	0	3	0
Combined K–3	2	0	0	1	0	0	2	0	0
Combined 3–4	0	1	0	1	0	0	1	0	0
Other	0	0	0	0	0	0	0	0	0

SOURCE: CBEDS, October 2006.

Teacher Credentials

The number of teachers assigned to the school with a full credential and without a full credential, for both our school and the district.

TEACHERS	SCHOOL			DISTRICT
	2004–2005	2005–2006	2006–2007	2006–2007
With Full Credential	20	20	17	203
Without Full Credential	0	0	0	3

SOURCE: CBEDS, October 2006, Professional Assignment Information Form (PAIF) section.

