



La Tercera Elementary School

School Accountability Report Card, 2006–2007
Old Adobe Union 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

1600 Albin Way
Petaluma, CA 94954
Principal: Kenneth Schwinn
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How to Contact Our District

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Petaluma, CA 94954
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<http://www.oldadobe.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

La Tercera is a family-friendly school located in a park-like setting in Petaluma. Ongoing school improvement is a major emphasis as we prepare students for life in the 21st century. Though we value high test scores, the major thrust at La Tercera is to provide students a well-rounded education. We focus on opportunities for students to take real-life experiences and make connections to new information. Our teachers focus on developing lifelong learners whose sense of pride in achievement is intrinsically motivated by an enjoyment and appreciation of learning.

Students have opportunities to work in the greenhouse, school gardens, and computer lab and to take part in environmental restoration projects in and around the community. La Tercera has a partnership with the local high school through a program called the United Anglers. High school students mentor our students and teach them about habitat and environmental issues. We started a program called Mentor Me Petaluma this year where students have the opportunity to work with an adult mentor weekly in order to enhance the students' connection to school and the community. We have a very active Student Council that puts on regular student-led events throughout the school year. As our second-language population increases, we continually work on methods and strategies to close the achievement gap while simultaneously using our diversity as a way to strengthen the La Tercera community.

Kenneth Schwinn, PRINCIPAL

Grade range and calendar

K-6

TRADITIONAL

Academic Performance Index

804

County Average: 795
State Average: 763

Student enrollment

412

County Average: 348
State Average: 531

Teachers

19

County Average: 18
State Average: 26

Students per teacher

22

County Average: 19
State Average: 20

Students per computer

3

County Average: 5
State Average: 5

Major Achievements

- During the 2006–2007 school year, for the third straight year, we attained the state’s target for standardized test scores, with an Academic Performance Index (API) of 804. We also met our Adequate Yearly Progress (AYP) growth targets for all subgroups of students.
- We opened a 33-station computer lab, where students use touch typing programs and multimedia tools and use the Internet for research.
- The fifth and sixth grade students helped build garden boxes, haul dirt, and prepare the ground for the school garden, where all students had the opportunity to plant and harvest crops. We planted a pumpkin patch and were able to harvest close to 100 pumpkins for the harvest festival.
- We implemented Writing by Design, a new districtwide writing program that emphasizes creativity as well as increases the quality and quantity of student writing. Students have surpassed all of our expectations in the area of writing.
- The first graders learned to play three-string dulcimers and put on a performance for parents to showcase their newly acquired musical skills.
- Art Attack, a new art program, was introduced during the 2005–2006 school year. The quality of student art work improved a great deal and was displayed at the district art show in May.

Focus for Improvement

- Continue to use Writing by Design to improve the quality and depth of student writing.
- Continue to use computer-based literacy assessments such as Accelerated Reader to identify students earlier who are having difficulties in reading.
- Continue to use reading strategies and ongoing assessment to improve students’ reading fluency, reading comprehension, and English language development.
- Continue to focus on student acquisition and mastery of basic math skills.
- Meet the AYP criteria for all subgroups of students.

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	804
Growth attained from prior year	-1
Met subgroup* growth targets	No
Underperforming school	No

La Tercera’s API was 804 (out of 1000). This is a decline of 1 point 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 805. 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.

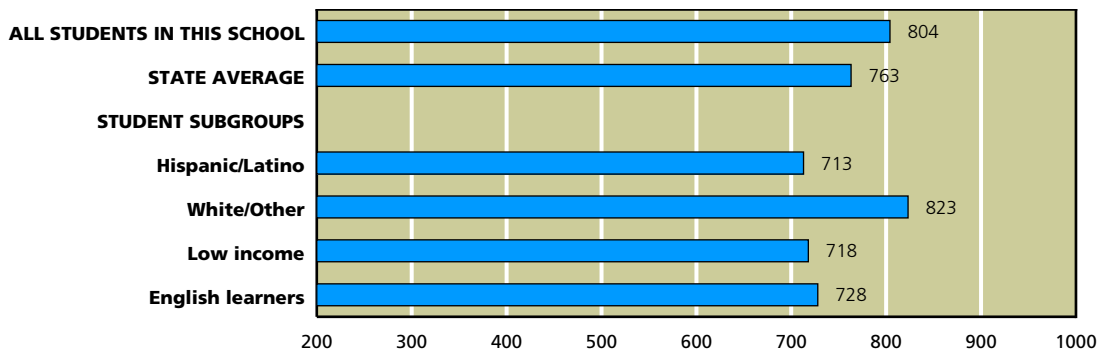
SOURCE: API based on spring 2007 test cycle. Growth scores alone are displayed and are current as of March 2008.
*Ethnic or socioeconomic groups of students that make up 15 percent or more of a school’s student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by 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 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 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 21 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 March 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 learning English	●	●	●	●
STUDENTS BY ETHNICITY				
Hispanic/Latino	●	●	●	●
White/Other	●	●	●	●

SOURCE: AYP release of March 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.

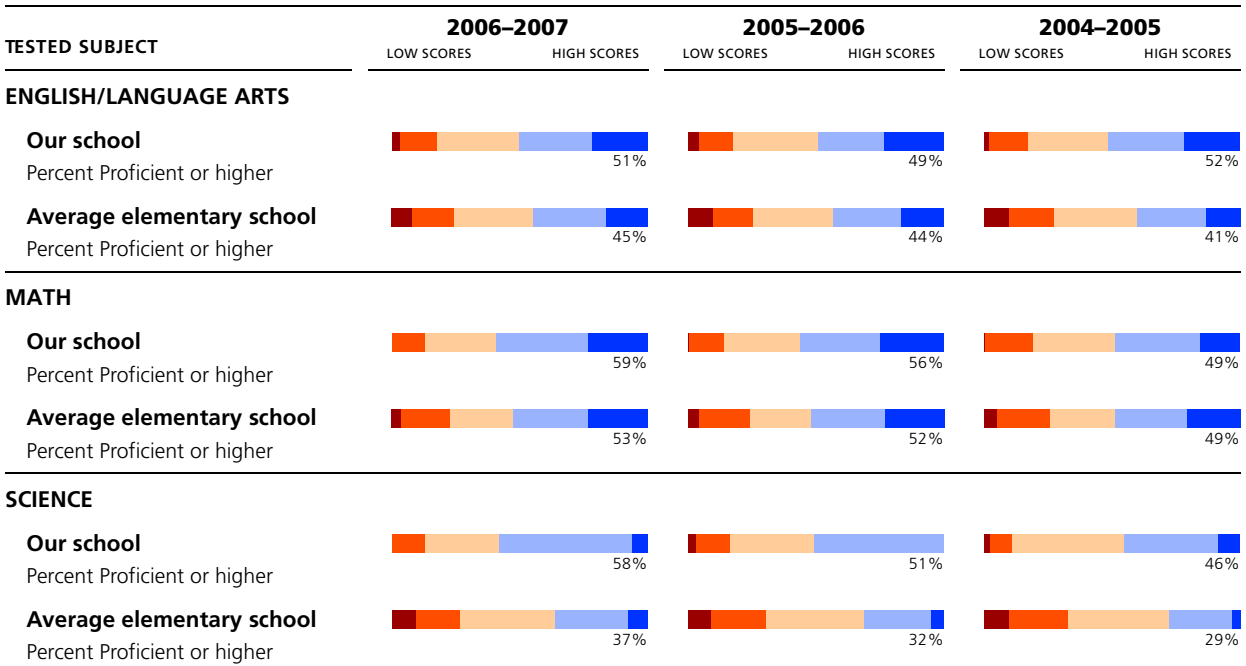
STUDENT ACHIEVEMENT

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			51%	100%	SCHOOLWIDE AVERAGE: About six percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			50%	99%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			45%	99%	

Subgroup Test Scores

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

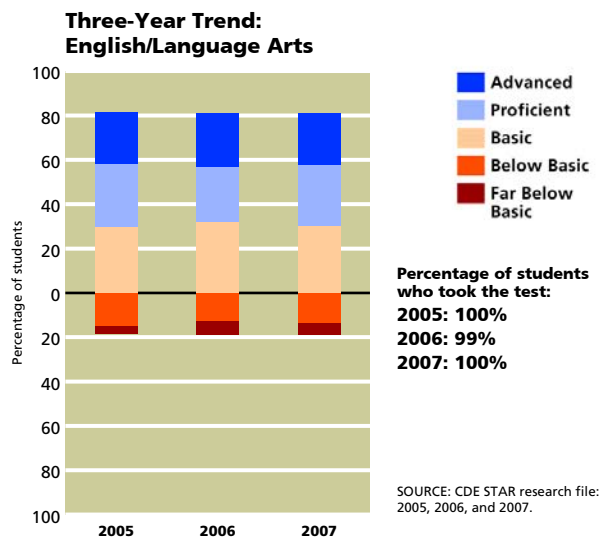
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			47%	144	GENDER: About eight percent more girls than boys at our school scored Proficient or Advanced.
Girls			55%	131	
English proficient			58%	216	ENGLISH PROFICIENCY: English learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English learners tend to be at a disadvantage.
English learners			26%	59	
Low income			34%	80	INCOME: About 23 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			57%	195	
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			52%	242	
Hispanic/Latino			28%	69	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.
White/Other			55%	178	

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			59%	100%	SCHOOLWIDE AVERAGE: About six percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			51%	96%	
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**

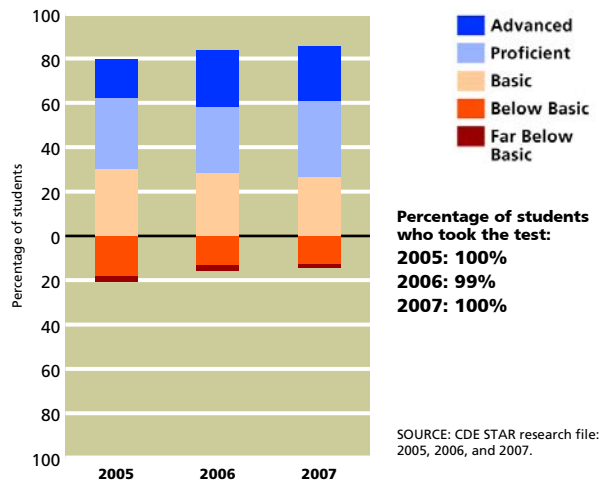
GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			56%	144	GENDER: About six percent more girls than boys at our school scored Proficient or Advanced.
Girls			62%	131	
English proficient			66%	216	ENGLISH PROFICIENCY: English learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English learners tend to be at a disadvantage.
English learners			37%	59	
Low income			46%	80	INCOME: About 19 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			65%	195	
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			62%	242	
Hispanic/Latino			40%	69	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.
White/Other			65%	178	

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You can read the **math standards** on the CDE's Web site.

Three-Year Trend: Math



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			58%	100%	SCHOOLWIDE AVERAGE: About 21 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			43%	99%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			37%	99%	

Subgroup Test Scores

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

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

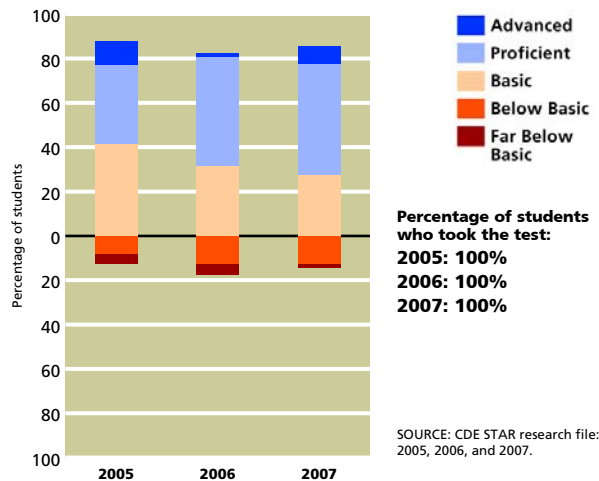
GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			52%	33	GENDER: The number of girls who took this test is too small to be counted in this analysis.
Girls	DATA STATISTICALLY UNRELIABLE		N/S	29	
English proficient			73%	48	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of English learners tested was too small to be statistically significant.
English learners	DATA STATISTICALLY UNRELIABLE		N/S	14	
Low income	DATA STATISTICALLY UNRELIABLE		N/S	15	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			70%	47	
Learning disabled	NO DATA AVAILABLE		N/A	5	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%	57	
Hispanic/Latino	DATA STATISTICALLY UNRELIABLE		N/S	15	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.
White/Other			73%	40	

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.
 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.

Three-Year Trend: Science



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)	17%	22%	15%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	46%	47%	39%
LANGUAGE				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	29%	23%	19%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	51%	52%	46%
MATH				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	24%	32%	30%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	49%	60%	56%

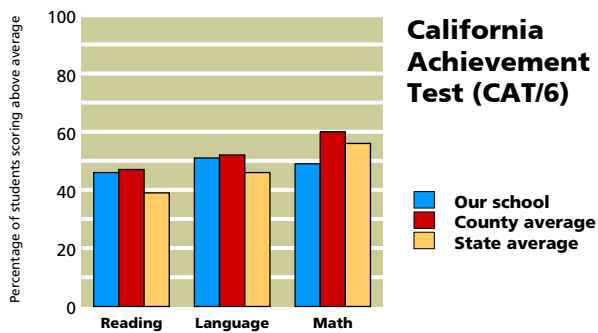
SOURCE: The scores for the CAT/6 are from the spring 2007 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, 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 La Tercera, 46 percent of students scored at or above average in reading (compared to 39 percent statewide); 51 percent scored at or above average in language (compared to 46 percent statewide); and 49 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 language.

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 La Tercera, 17 percent of students scored at the top in reading (compared to 15 percent statewide); 29 percent scored at the top in language (compared to 19 percent statewide); and 24 percent scored at the top in math (compared to 30 percent statewide). The subject with the most students scoring at the top was language.

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

In addition to standardized test results, we use informal classroom observations, homework, class work, quizzes, and end-of-unit tests. Teachers also listen carefully to students as they read aloud in class to measure student progress. Our English learners take the California English Language Development Test every year.

At the beginning and end of each school year, our students take district writing assessments that measure the degree to which they are meeting our own rigorous learning goals. In grades kindergarten through three students take the Dynamic Indicators of Basic Early Literacy Skills twice a year to measure early literacy development. In grades one through three we use running records to assess reading performance.

We send home progress reports in the middle of each trimester and report cards at the end of each trimester. We hold parent conferences twice per year and more frequently for students who are struggling at school.

STUDENTS

Students’ English Language Skills

At La Tercera, 75 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	75%	68%	68%
English learners	25%	32%	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 105 students classified as English learners. At La Tercera, 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	90%	93%	85%
Vietnamese	4%	1%	2%
Cantonese	0%	0%	1%
Hmong	0%	0%	1%
Filipino/Tagalog	0%	0%	1%
Korean	0%	0%	1%
Khmer/Cambodian	0%	1%	0%
All other	6%	5%	9%

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

Ethnicity

Most students at La Tercera identify themselves as White/European American/Other. In fact, there are about two times as many White/European American/Other students as Latino/Hispanic students, the second-largest ethnic group at La Tercera. 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	3%	2%	7%
Asian American/Pacific Islander	6%	5%	11%
Latino/Hispanic	29%	38%	50%
White/European American/Other	62%	54%	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 La Tercera, 30 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	30%	44%	56%
Parents with some college	70%	59%	54%
Parents with college degree	33%	35%	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 70 percent of the students at La Tercera have attended college, and 33 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 58 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 La Tercera varies across grade levels from a low of 19 students to a high of 32. 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	19	20
First grade	19	19	19
Second grade	20	20	19
Third grade	20	20	20
Fourth grade	26	27	29
Fifth grade	32	27	29
Sixth grade	32	27	29

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

Safety

Staff and/or parent volunteers monitor the school grounds for 20 minutes before and after school as well as at all recesses and at lunch time. Teachers regularly review the rules for safe, responsible behavior in school and on the playground. Visitors must sign in at the office, where they receive a visitor sticker which they must keep visible throughout their stay.

Our School Safety Plan is reviewed at the beginning of each school year. It was last revised on April 13, 2007. In addition, portions of the School Safety Plan (e.g., discipline, bullying, dismissal procedures, emergency planning) are reviewed at staff meetings. We set aside two to four Wednesday afternoons (staff development/early release afternoons) to review specific jobs/expectations for our emergency response plan. Our PTA has helped finance the purchase of emergency response supplies. This year a dedicated group of parents is focusing on improving pedestrian and traffic safety at La Tercera School. The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies.

We conduct monthly fire or earthquake drills and hold trainings for staff on emergency preparedness in late April.

Discipline

In order to create and maintain a safe, orderly, and respectful environment for all who enter La Tercera Elementary we have developed a comprehensive schoolwide discipline plan.

As an elementary school, we must lay a foundation of responsibility and self-control in each child. Our expectations for appropriate behavior are consistent throughout the grades, but our disciplinary approach depends on the age of the child. In kindergarten and first grade we concentrate on redirection rather than punishments and rewards.

KEY FACTOR	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
Suspensions per 100 students			
2006–2007	7	4	5
2005–2006	8	4	5
2004–2005	5	3	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.

Our teachers focus on the positive and maintain warm and constructive atmospheres in their classrooms. We rarely have serious disciplinary problems. We find that brief time-outs, loss of recess, and “natural” consequences (for example, picking up litter around the school if a student throws her milk carton on the ground instead of in the trash) take care of most misbehavior.

We expect parents to be active partners in helping their children to conduct themselves responsibly. When necessary, our principal meets with children and their parents to devise a behavior plan. Students are only suspended or expelled for extremely serious problems, such as chronic outbursts, physical violence, or repeated acts of vandalism.

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 27 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

For kindergartners and first graders, homework consists of reading with parents or other family members every night for at least half an hour. They also receive a weekly packet of homework to be worked on throughout the week. Second and third graders complete weekly homework packets that may include unfinished class work, math problems, or assignments in writing and reading. Homework should take no more than half an hour each night. Fourth, fifth, and sixth graders receive more homework to begin preparing them for middle school. Homework includes unfinished class work, math problems, or assignments in writing and reading. There are also long-term assignments that occasionally require students to work over the weekend. We expect all students to read nightly. We encourage parents to supervise homework and support their children’s efforts.

Schedule

The school year begins the third week in August and ends the first or second week of June. It includes 180 days of instruction. Classes begin at 8:25 a.m. and end at 2:50 p.m. for grades kindergarten through three and at 3 p.m. for grades four through six except on Wednesdays, when school ends at 1:45 p.m. for all students to make time for teacher meetings. We offer a reading club before and after school as well as a homework club and small group intervention classes.

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	33%	27%	25%
Girls in Fitness Zone	45%	33%	30%
Fifth graders in Fitness Zone	39%	30%	27%
Seventh graders in Fitness Zone	N/A	31%	29%
Ninth graders in Fitness Zone	N/A	11%	23%
All students in Fitness Zone	39%	30%	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.

LEADERSHIP, TEACHERS, AND STAFF

Leadership

Ken Schwinn has been our principal for four years. He has six years of experience as a principal and 12 years of experience as a teacher for grades four through nine. He holds a BA in geology from UC Santa Cruz and a MA in educational leadership from Sonoma State University. His interests include playing music (guitar and drums), hiking, cycling, camping, traveling, reading; his favorite hobby is playing with three-year-old and five-year-old sons.

Many groups help to make decisions that affect our school. Parent volunteers, the administration, and staff compose the School Site Council (SSC), which makes many important budgetary decisions. Our English Language Advisory Committee (ELAC) includes many parents of English learners, as well as one teacher who is bilingual in English and Spanish. The ELAC helps to shape our program for English learners. Our school leadership committee consists of teacher representatives from each grade level who determine how staff development will be designed on the shortened Wednesdays.

Teacher Experience and Education

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Teaching experience	Average years of teaching experience	16	15	13
Newer teachers	Percentage of teachers with one or two years of teaching experience	5%	7%	11%
Teachers holding an MA degree or higher	Percentage of teachers with a master's degree or higher from a graduate school	18%	19%	33%
Teachers holding a BA degree alone	Percentage of teachers whose highest degree is a bachelor's degree from a four-year college	82%	81%	67%

SOURCE: Professional Assignment Information Form (PAIF), October 2006, completed by teachers during the CBEDS census. County and state averages represent elementary schools only.

About five percent of our teachers have 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 82 percent of our teachers hold only a bachelor's degree from a four-year college or university. About 18 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%	99%	97%
Trainee credential holders	Percentage of staff holding an internship credential	0%	1%	2%
Emergency permit holders	Percentage of staff holding an emergency permit	0%	1%	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 La Tercera hold a full credential. This number is close to the average for all elementary schools in the state. None of the faculty at La Tercera 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 La Tercera 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%	1%	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 zero percent, compared to five percent statewide. For schools with the lowest percentage of low-income students, this factor is zero 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)	0%	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	0%	3%

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

Staff Development

Our teachers attend one day of staff development before school begins and two days during the school year. These days are devoted to aligning our curriculum to state standards, learning how to analyze standardized test results, exploring techniques for creating constructive classroom environments, and discussing the latest research in child development and its application to the elementary school. Teachers and administrators look at test scores and review the most pressing issues of the previous year to choose specific topics. In 2006–2007 we held trainings designed to fully implement the Writing by Design program as well as ways to improve our math program. In addition to the staff development days, we dismiss students at 1:45 p.m. on Wednesdays to allow time for teachers to collaborate, both within and across grade levels.

YEAR	PROFESSIONAL DEVELOPMENT DAYS
2006–2007	15.0
2005–2006	15.0
2004–2005	15.0

Evaluating and Improving Teachers

Our principal evaluates teachers who are temporary or probationary every year and permanent teachers every two years. Every fall he meets with the teachers to be evaluated to agree upon objectives. The principal conducts one formal and several informal, spontaneous observations during the year. The overall evaluation is in accordance with the teacher’s contract and the guidelines of the California Commission on Teacher Credentialing. During the observation the principal notes the students’ level of engagement, the organization of the classroom, and the effectiveness of the lesson under way. He checks the teacher’s lesson plans and student work as well.

Ordinarily the principal, teacher, and head of the district Human Resources Department are the only people to see the reviews. We pair beginning teachers with mentor teachers and enroll them in our support program for new teachers.

Substitute Teachers

In addition to retired teachers who substitute for us, we use the district sub finder system. All subs have taken the California Basic Educational Skills Test and have bachelor’s degrees. When possible we hire substitutes whom our teachers request specifically. If a teacher is absent on short notice, our principal takes over the class. Teachers leave detailed lesson plans for our substitutes to follow, and we experience a minimal loss of learning time.

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	1.0
Resource specialists	0.0

SOURCE: CBEDS census, October 2006.

Specialized Programs and Staff

A retired teacher comes in weekly to teach third graders song flutes. One parent teaches the kindergarten students folkloric dance on a weekly basis. We have periodic resident artists who teach students ceramics along with other art mediums. A parent who is a musician and storyteller works with all grade levels during the year.

We have an afterschool Homework Help Club for students who need a quiet place to do homework or who need tutoring. A counselor comes to our school one day a week to work with individual and small groups of students on a variety of topics ranging from friendship issues to family crises. A nurse conducts vision and hearing screenings every fall.

GIFTED AND TALENTED EDUCATION (GATE): Our GATE program begins in the fourth grade. Students with high scores on standardized tests or whose teachers have recommended them because of exceptional academic abilities join this program. Students in grades four through six are bussed to a school in the district each Wednesday to work on activities and projects with students from other schools. In addition, our teachers differentiate instruction regularly to accommodate the needs of GATE students.

SPECIAL EDUCATION PROGRAM: We have one full-time Resource Specialist Program (RSP) teacher and one assistant who work with our special education students. We have a speech therapist four days a week and a psychologist one day a week. Resource students stay in the regular classroom as much as possible but come to the RSP classroom to work in small groups or one on one in their area of difficulty. In the regular classroom they receive accommodations according to their Individualized Education Plans (IEPs). Examples include more time to take tests, sitting close to the teacher, or less homework. Our resource students have mild or moderate learning differences such as dyslexia, visual or auditory processing problems, and language delays.

ENGLISH LEARNER PROGRAM: We have two part-time fully credentialed bilingual teachers who work with our English learners in small groups according to skill level. We place all of our English learners in regular classrooms. One full-time aide and one part-time Spanish reading aide also help these students with class work and verbal skills. We encourage the parents of English learners to join our English Language Advisory Committee (ELAC). We depend on the ELAC to help improve and expand our ELD program as our English learner population continues to grow.

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

Our buildings are adequate for the size of our population.

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

We have a spacious, inviting library that holds approximately 10,000 volumes and has six student computer stations. Our library manager works five days a week. Students have the opportunity to visit and check out books from the library weekly. Every year we add approximately 500 books, audiovisual materials, and other resources to our collection via proceeds from our annual Book Fair. We also encourage children to donate a book in honor of their birthdays.

Computers

We have 119 computers available for student use, which means that, on average, there is one computer for every three students. There are 20 classrooms connected to the Internet.

RESOURCES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Students per computer	3	5	5
Internet-connected classrooms	20	20	30

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

We have 32 computers in our computer lab and a part-time computer technician who maintains the computers. Teachers bring their classes to our computer lab regularly, where they learn to type, conduct research on the Internet, do math on simple spreadsheets, and create PowerPoint presentations. All of our classrooms have at least four work stations. In kindergarten through third grade, students build their math, reasoning, and reading skills using special software that complements the curriculum. All of the computers are networked and can access a host of instructional programs from the network. All teachers have access to email and the Internet.

Parent Involvement

We have many ways for parents to participate in the life of our school, and we depend on parents to keep our programs running smoothly. Parents can join our SSC, which works with administration to help make financial decisions. Parents of English learners are vital to our ELAC and to our outreach efforts on behalf of new families. Room parents organize parent volunteers to help with special projects in the classroom and chaperone on field trips. The PTA sponsors a variety of community events as well as fund-raisers to support classroom instruction and professional development for teachers. We ask all parents to attend Back-to-School Night in the fall, Open House in the spring, and parent-teacher conferences in November. We always need new volunteers!

DISTRICT EXPENDITURES

CATEGORY OF EXPENSE	OUR DISTRICT	SIMILAR DISTRICTS	ALL DISTRICTS
FISCAL YEAR 2005–2006			
Total expenses	\$12,830,938	N/A	N/A
Expenses per student	\$7,023	\$7,229	\$7,521
FISCAL YEAR 2004–2005			
Total expenses	\$13,080,033	N/A	N/A
Expenses per student	\$6,976	\$6,897	\$7,127

SOURCE: Fiscal Services Division, California Department of Education.

Our district spent an average of \$7,023 per student in the 2005–2006 school year, compared to an average of \$7,229 per student spent by similar (elementary school district) districts in the state. Our total operating expenses for the 2005–2006 year were \$12,830,938. 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	\$37,779	\$38,159
Midrange teacher’s salary	\$59,248	\$59,148
Highest-paid teacher’s salary	\$66,001	\$73,514
Average principal’s salary (elementary school)	\$89,435	\$91,903
Superintendent’s salary	\$111,650	\$132,994
Percentage of budget for teachers’ salaries	43%	42%
Percentage of budget for administrators’ salaries	7%	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 used Title III funding to hire two part-time bilingual teachers and buy supplemental materials for our English learners.

Our PTA raises funds for classroom supplies, field trips, technology, teacher education, classroom minigrants, and special assemblies through our annual Dinner Dance, Walk-a-Thon, pasta dinners, Spell-a-thon, and wrapping paper sales.

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 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	412
African American	3%
American Indian or Alaska Native	1%
Asian	4%
Filipino	1%
Hispanic or Latino	29%
Pacific Islander	0%
White (not Hispanic)	61%
Multiple or no response	0%
Socioeconomically disadvantaged	28%
English learners	21%
Students with disabilities	12%

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	77
Grade 1	56
Grade 2	39
Grade 3	60
Grade 4	53
Grade 5	64
Grade 6	63
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	20	19	19
Grade 1	20	20	19
Grade 2	19	20	20
Grade 3	20	20	20
Grade 4	32	31	26
Grade 5	30	31	32
Grade 6	32	29	32
Grade 7	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A
Combined K–3	N/A	N/A	N/A
Combined 3–4	N/A	N/A	N/A
Combined 4–8	32	18	N/A
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	2	0	0	4	0	0
Grade 1	5	0	0	3	0	0	4	0	0
Grade 2	3	0	0	3	0	0	2	0	0
Grade 3	4	0	0	3	0	0	4	0	0
Grade 4	0	2	0	0	3	0	0	3	0
Grade 5	0	1	0	0	2	0	0	2	0
Grade 6	0	2	0	0	2	0	0	2	0
Combined K–3	0	0	0	0	0	0	0	0	0
Combined 3–4	0	0	0	0	0	0	0	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	21	19	22	N/A
Without Full Credential	1	1	0	N/A

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

STUDENT PERFORMANCE

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are learning what the state content standards require. The CST include English/language arts and mathematics in grades two through five and science in grade five.

CST Results for All Students: Three-Year Comparison

The percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most current three-year period.

SUBJECT	SCHOOL PERCENT PROFICIENT OR ADVANCED			DISTRICT PERCENT PROFICIENT OR ADVANCED			STATE PERCENT PROFICIENT OR ADVANCED		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English/ Language Arts	52%	49%	51%	51%	54%	52%	40%	42%	43%
Mathematics	49%	56%	59%	50%	59%	56%	38%	40%	40%
Science	46%	51%	58%	39%	42%	46%	27%	35%	38%

SOURCE: California Standards Tests (CST) results, spring 2007 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

CST Results by Student Group: Most Recent Year

The percentage of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

STUDENT GROUP	PERCENTAGE OF STUDENTS SCORING PROFICIENT OR ADVANCED		
	ENGLISH/ LANGUAGE ARTS 2006–2007	MATHEMATICS 2006–2007	SCIENCE 2006–2007
African American	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A
Asian	85%	69%	N/A
Filipino	N/A	N/A	N/A
Hispanic or Latino	28%	38%	20%
Pacific Islander	N/A	N/A	N/A
White (not Hispanic)	55%	65%	72%
Boys	47%	56%	52%
Girls	55%	62%	66%
Economically disadvantaged	34%	44%	20%
English Learners	24%	34%	7%
Students with disabilities	39%	36%	N/A
Students receiving migrant education services	N/A	N/A	N/A

SOURCE: California Standards Tests (CST) results, spring 2007 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

California Achievement Test, Sixth Edition (CAT/6)

The California Achievement Test, Sixth Edition (CAT/6), a national, norm-referenced test, shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics. It is taken only by third and seventh graders. We report only reading and math below. The results are reported as the percentage of students scoring at or above the national average (the 50th percentile).

CAT/6 Test Results for Third Grade Students: Three-Year Comparison

The percentage of students scoring at or above the national average in reading and mathematics for the most current three-year period.

SUBJECT	SCHOOL PERCENT PROFICIENT OR ADVANCED			DISTRICT PERCENT PROFICIENT OR ADVANCED			STATE PERCENT PROFICIENT OR ADVANCED		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	53%	50%	46%	49%	51%	55%	41%	42%	42%
Mathematics	57%	60%	49%	58%	63%	64%	52%	53%	53%

SOURCE: The California Achievement Test, Sixth Edition, spring 2007 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

CAT/6 Test Results for Third Grade Students by Group: Most Recent Year

The percentage of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

STUDENT GROUP	PERCENT PROFICIENT OR ADVANCED	
	READING 2006–2007	MATHEMATICS 2006–2007
African American	N/A	N/A
American Indian or Alaska Native	N/A	N/A
Asian	N/A	N/A
Filipino	N/A	N/A
Hispanic or Latino	33%	28%
Pacific Islander	N/A	N/A
White (not Hispanic)	49%	56%
Boys	48%	58%
Girls	43%	39%
Economically disadvantaged	33%	33%
English learners	25%	25%
Students with disabilities	N/A	N/A
Students receiving migrant education services	N/A	N/A

SOURCE: The California Achievement Test, Sixth Edition, spring 2007 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

ACCOUNTABILITY

California Academic Performance Index (API)

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1000, with a statewide target of 800. Detailed information about the API can be found on the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks: Three-Year Comparison

The state assigns statewide and similar-schools API ranks for all schools. The API ranks range from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all elementary schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all elementary schools in the state. The similar-schools API rank reflects how a school compares to 100 statistically matched schools with similar teachers and students.

API RANK	2004–2005	2005–2006	2006–2007
Statewide rank	7	7	7
Similar-schools rank	4	4	5

SOURCE: The API Base Report from July 2007.

API Changes by Student Group: Three-Year Comparison

API changes for all students and student groups: the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

STUDENT GROUP	ACTUAL API CHANGE			API SCORE
	2004–2005	2005–2006	2006–2007	2006–2007
All students at the school	+24	+4	-1	804
African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	+39	+6	+2	713
Pacific Islander	N/A	N/A	N/A	N/A
White (non Hispanic)	+20	+3	+2	823
Economically disadvantaged	+48	+24	-34	718
English learners	N/A	+24	-6	728
Students with disabilities	N/A	N/A	N/A	N/A

SOURCE: The API Growth Report as released in the Accountability Progress Report in March 2008.

Federal Adequate Yearly Progress (AYP) and Intervention Programs

The federal law known as No Child Left Behind requires that all schools and districts meet all three of the following criteria in order to attain Adequate Yearly Progress (AYP): (a) a 95-percent participation rate on the state’s tests; (b) a CDE-mandated percentage of students scoring Proficient or higher on the state’s English/language arts and mathematics tests; and (c) an API of at least 590 or growth of at least one point.

AYP for the District

Whether the district met the federal requirement for AYP overall, and whether the school and the district met each of the AYP criteria.

AYP CRITERIA	DISTRICT
Overall	Yes
Graduation rate	N/A
Participation rate in English/language arts	Yes
Participation rate in mathematics	Yes
Percent Proficient in English/language arts	Yes
Percent Proficient in mathematics	Yes
Met Academic Performance Index (API)	Yes

SOURCE: The AYP Report as released in the Accountability Progress Report in March 2008.

Intervention Program: District Program Improvement (PI)

Districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/language arts or mathematics) and for each grade span or on the same indicator (API or graduation rate). After entering PI, districts advance to the next level of intervention with each additional year that they do not make AYP.

INDICATOR	DISTRICT
PI stage	Not in PI
The year the district entered PI	N/A
Number of schools currently in PI	0
Percentage of schools currently in PI	0%

SOURCE: The Program Improvement Report as released in the Accountability Progress Report in March 2008.

TEXTBOOKS

Textbook Adoption List (TABLE 0)

TITLE	SUBJECT	DATE OF PUBLICATION	ADOPTION DATE
Houghton Mifflin	Language Arts	2003	2002
Saxon	Math	2001	2001
MacMillan/McGraw-Hill	Science	2007	2007
MacMillan/McGraw-Hill	Social Studies	2007	2007

SOURCE: Textbook data is supplied by the district.