

ANNUAL REPORT TO OUR COMMUNITY*ANNUAL REPORT

BUCKEYE SCHOOL – 2009-10

OUR SCHOOL

At Buckeye Elementary School (K-5) we believe in providing an environment that encourages each child to make maximum learning progress. Our mission supports students, staff, parents, and the community working together to help students be the best they can be intellectually, emotionally, socially, and physically. This cooperative process enhances lifelong learning as well as celebrating the special contributions of individuals. Our staff is committed to providing a safe and healthy learning environment for our students. Families receive a handbook that informs students and parents of our school-wide discipline plan which provides a safe and secure school environment.

Students are encouraged to develop responsibility, cooperation with others, positive self-esteem, and life-long learning habits. Students are encouraged to participate in extra-curricular activities including Choir, Cross Country, P.A.W.S. (Conflict Managers), Spelling Bee, Oral Interpretation, Variety Show, and Band. Special programs at Buckeye Elementary include intervention programs and after-school enrichment programs. Our students develop responsibility through participation in the Positive Action program.

Our school has a high degree of parent involvement and support. Parents and grandparents regularly volunteer in our classrooms. Our Parent Teacher Club (PTC) is very active in planning and carrying out events such as the Harvest Fair and the Ice Cream Social. The PTC has supplemented the school site budget by providing funds for monthly assemblies, classroom materials, and office supplies. Parents serve on the School Site Council and are actively involved with staff in aligning resources to meet identified school needs.

Buckeye Elementary students and staff are jointly accountable for high expectations and academic accountability. The staff enjoys teaching and the students enjoy learning. Our motto says it all - *together we can make a difference.*

INSTRUCTIONAL PROGRAM

Content and performance standards have been developed that specifically outline what will be taught at each grade level using State Standards and State Frameworks. Buckeye Elementary School is committed to providing an educational experience in which every child can meet or exceed state

standards. Curriculum improvement is an ongoing process. Our school-wide emphasis has been on the use of technology to monitor student progress. Teachers have been provided with up-to-date equipment, access to Data Director (an online assessment tool), and the “Educational Results Partnership” website for this purpose. The progress of underperforming groups is carefully and continually monitored by the classroom teacher, counselor, Title I staff, psychologist, and principal through the use of Student Success Team (SST) meetings and Individualized Education Plan (IEP) meetings for students with special education needs.

Many teachers integrate curriculum areas to build meaningful connections in student learning. Integrated curriculum and themes help students to understand the connection between what they learn in school and the world outside of school.

All students at Buckeye Elementary School are provided equal access to the core curriculum. Students who are having difficulty are provided remediation plans, small group instruction, and opportunities to attend specialized learning classes. Our Title I staff identifies students who need additional help in the area of Language Arts. Based upon assessed needs, the Title I staff plans programs and services to meet students’ needs in their classrooms incorporating our signature practice “Bobcat RAP.” Our SDC/Resource Program serves students with disabilities in both their general classroom and in our Learning Center.

Curriculum committees review all state adopted texts and materials, narrow selections, and work with teachers in piloting and/or evaluating the texts and materials. Curriculum areas are summarized below:

Language Arts - We use a balanced literacy approach to teaching the skills of listening, speaking, reading, and writing. Students learn to read through direct instruction and step-by-step strategies. Teacher-selected core literature books and activities have been purchased in addition to Houghton-Mifflin reading textbooks (grades K-5) adopted in the 2003-04 school year. Comprehension is developed using the adopted curriculum and supplemental materials including Read Naturally, SIPPS, and Scholastic phonics readers. Students learn communication skills by hearing and seeing good literature. Intermediate students enjoy reading a variety of genre as they participate in our Thousand’s Club and Top Ten Readers program. Our students enjoy reading as demonstrated by their successful use of our new Accelerated Reader program. Teachers regularly refine their skills in teaching reading and writing through participation in workshops,

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including Step Up to Writing. Basic language skills, daily writing and reading, spelling, and phonics are part of our language arts program. We teach students the process of editing and publishing their writing. Our 4th and 5th graders regularly use the computer lab to complete publication of their written work.

Mathematics – We provide a balanced curriculum that includes basic skill instruction and understanding of mathematical concepts. The district adopted the Houghton-Mifflin textbook series in May 2008. Houghton Mifflin utilizes hands-on materials to build student understanding of concepts. Supplemental problem solving materials are used one or more times per week. Specific math intervention services are available for identified students. District trimester math assessments have been implemented.

Science - The science curriculum is based on a hands-on learning approach in conjunction with the teaching of the scientific process. We use the newly adopted Pearson Scott Foresman text/materials for grades K-5. The adopted program and accompanying teacher-developed materials provide a complete science program with activities and experiments in earth, physical, and life sciences. Staff and parents have developed an outdoor science laboratory and school gardens where students conduct experiments and practice scientific methods.

History/Social Science - We make social studies projects and history come alive through field trips and projects. The content is often correlated with the language arts curriculum. Curriculum materials are designed to help students recognize the connection between the past and the present. In 2006, we adopted Harcourt for grades K-3 and Scott Foresman for grades 4-5.

Health - Health is taught by the classroom teacher and the physical education teacher with assistance from the school nurse and school counselor. We have a school-wide program, Positive Action, which teaches the benefits of positive behavior and gives everyone the opportunity to build a stronger self-concept.

Visual and Performing Arts - Classes study the works of many artists and composers representing a variety of styles. The Arts Attack curriculum has been purchased and implemented in all classrooms. Students have opportunities to participate in music/drama productions during each school year. Students attend performances by guest artists each year. Music specialists teach vocal music in grades 1-5. An instrumental music program is offered to all interested 4th and 5th grade students.

Physical Education - A physical education specialist works with classroom teachers to offer a well-defined program. The focus is on developing motor skills and movement exploration for grades K-3 and introduction of team sports for grades 4-5. A cross country after school sports program is offered for grades 3-5.

Technology - The district technology committee is exploring means to expand technology resources. Staff members are using interactive white boards. Our lab is outfitted with 36 computers, and a projection system

and software have increased instructional opportunities. Teachers are receiving training in use of technology. Classroom computers are frequently used as students conduct research online and complete Accelerated Reader quizzes. With the addition of hubs, classroom computers are frequently used as students conduct research online. Currently, our primary students spend 30 minutes per week in the lab, and our intermediate students spend a minimum of 45 minutes per week in the lab. Three district computer technicians support technology at schools. The school is wired with fiber optic cable.

CURRICULUM IMPROVEMENT

Parents and school staff on the School Site Council (SSC) conduct an annual self-study and based on their findings, develop a Single Plan for Student Achievement. The School Site Council also reviews the School Safety Plan annually to update any areas necessary. The SSC meets monthly to review progress toward the plans. Grade level meetings are held on a regular basis to coordinate and improve curriculum and instruction. District committees also provide leadership on curriculum and assessment.

LEARNING OPPORTUNITIES

Our focus is on student learning and building confidence and self-discipline. We support our students by offering recognition for academic achievement and positive behavior. We offer site-sponsored tutorial assistance during the school day. Based on students' scores on standardized assessments and teacher recommendations, students who qualify are encouraged to attend intervention programs. All students participate in Bobcat RAP, our signature program providing language arts intervention and enrichment. Students who demonstrate positive behavior and actions are rewarded with Buckeye Bucks. Students use these Bucks to shop at the Student Store sponsored by our PTC.

We encourage our students to participate in countywide competitions such as the Spelling Bee and Oral Interpretation. Approximately twenty percent of our students participate in Cross Country. We encourage student participation in choral and instrumental music programs and our site variety show.

Our kindergarten, 1st and 2nd grade classes have an older "buddy" class with whom they write, read, and interact. Many classes attend field trips which enrich the science and social science curriculum.

SUPPORT SERVICES

GATE – (Gifted and Talented Education) A Gifted and Talented Education (GATE) coordinator is available on a limited basis to work with GATE students, their teachers, and their parents on modifying the instructional program to meet the specific needs and the abilities of GATE students. Teachers have been trained to differentiate the curriculum to challenge GATE students. Every student who has been identified to participate in GATE has a Differentiated Learning Plan (DLP) written with input from the child’s teacher, parents, and the child. Supplementary opportunities occur throughout the school year to provide students with experiences beyond the classroom including the use of the Renzulli Learning System for 4th and 5th grade students.

Special Education Classes - A Resource Specialist Program (RSP)/Special Day Class (SDC), taught by two teachers and two instructional aides, is available on site for special education students. In addition, the services of a speech/language therapist are available on site for eligible students. The needs of special education students are met through both a pullout program and a collaborative approach.

Health/Counseling Services - We have a Health Clerk (4 hours/day), a Nurse (1 day/week), a Psychologist (1.5 days/week), a Speech and Language Specialist (5 days/week), and a school counselor (2 days/week).

Library Services - We have a Library Associate who is supported by the District Librarian. The library is open from 8:30-3:00, Monday through Friday.

Intervention Program – The intervention program serves identified students in areas of language arts and math. Credentialed teachers provide supplemental instruction during the school day. Our teachers advise the tutors of individual student needs. The program is supported by our School Site Council and is funded through the School Library Block Grant. The program operates from late October through May.

Reading Assistance – The Title I reading program helps students who need additional reading assistance in grades K-5. The Title I staff work closely with classroom teachers.

Head Start/State Preschool – This is a new site program at Buckeye School, operated through the Department of Early Childhood Education at the El Dorado County Office of Education. Priority preschool placement is offered to low income families.

Buckeye School is one of seven schools in the K-8 Buckeye Union School District. The district serves the communities of Shingle Springs, Cameron Park, and El Dorado Hills in El Dorado County. This report was prepared with assistance from the School Site Council. For further information on Buckeye School, please contact the Principal, Deedra Devine, at (530)677-2277. For more information on the Buckeye Union School District, please contact the Superintendent, Teresa M. Wenig, or the Assistant Superintendent, Gabrielle Marchini, at (530) 677-2261 or (916) 985-2183. Our website address is <http://buckeyeusd.org>

Statistical data regarding student performance, teachers, school facilities, textbooks, class size and enrollment, and school finances may be found on the following pages.

SCHOOL STATISTICS

Suspensions: 4.2% (08-09), 3.6% (07-08), 4.2% (06/07)

Expulsions: 0 (08-09), 0 (07-08), 0 (06/07)

School Days: 180

Inservice Days: 3 (09/10), 3 (08/09), 3 (07/08)

STUDENT PERFORMANCE

Student performance is a high priority in the Buckeye Union School District. The district developed a comprehensive assessment and accountability plan to ensure that information on student performance is used to continuously improve the instructional program and to communicate with parents about their child’s achievement. The Buckeye School District continues to be a leader in developing student performance standards. We have adopted standards for English/language arts, mathematics, history, science, and are adding standards in other curriculum areas as well. We use information from the STAR testing program and district developed assessments to determine whether each student is performing below, at, or above grade level standards. Parents are notified about their child’s performance relative to district/state standards for English/ language arts, mathematics, science, and social science. The district report card is based upon standards.

CALIFORNIA STANDARDS TEST (CST)

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE [Standardized Testing and Reporting \(STAR\) Results](#) Web site. Program information regarding the STAR Program can be found in the [Explaining 2008 STAR Program Summary Results to the Public guide](#). Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	55	55	69	69	71	75	43	46	50
Mathematics	64	68	77	69	72	74	40	43	46
Science	54	64	79	67	78	79	38	46	50
History-Social Science	0	0	0	70	68	67	33	36	41

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results by Student Group (School Year 2008-09)

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
Hispanic or Latino	53	80	*	
Pacific Islander	*	*		
White (not Hispanic)	70	77	79	
Male	70	80	80	
Female	67	72	78	
Economically Disadvantaged	55	65	65	
English Learners	*	*	*	
Students with Disabilities	51	55	54	

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

ACCOUNTABILITY

Academic Performance Index

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 1,000, with a statewide target of 800. Detailed information about the API can be found on the [CDE Academic Performance Index \(API\) Web page](#).

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from one to ten. A statewide rank of one means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of ten means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of one means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	8	8	7
Similar Schools	2	4	3

"N/A" means a number is not applicable or not available due to missing data.

"B" means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs.

"C" means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.

" * " means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, 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.

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	8	-9	37	860
White (not Hispanic)	6	-5	29	864
Socioeconomically Disadvantaged	-3	-50	64	792
Students with Disabilities				730

"N/A" means a number is not applicable or not available due to missing data.

"**" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	N/A

"Yes" Met 2009 AYP Criteria

"No" Did not Meet 2009 AYP Criteria

Federal Intervention Program (School Year 2009-10)

Schools and 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 (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	

Schools receiving Title I funding enter Federal Program Improvement (PI) if they do not make adequate yearly progress for two consecutive years. There are no schools in Buckeye District currently identified as a PI school.

California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE [Physical Fitness Testing \(PFT\)](#) Web page. Note: Scores are not shown when the number of students tested is ten or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	8.7	11.6	66.7

SCHOOL FACILITIES AND SAFETY

Facility needs at the elementary level have increased significantly due to continuing enrollment growth and class size reduction in grades K-3. A district bond measure, Measure K, passed in November 2006. Currently, Buckeye School is receiving significant results from this bond through new construction, renovation of existing facilities, and technology updates to assure equal access to all programs across the district.

In 2008, four new classrooms were added to increase student housing capacity.

Our custodians work diligently to keep the grounds well groomed and free of litter. We experience very little vandalism. When we do, the graffiti is removed and repairs are made immediately. The Buckeye School Safety Plan is updated annually. All efforts to ensure building safety, cleanliness, and adequacy have been successful.

School Facility Good Repair Status (School Year 2009-10)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		✓			
Interior: Interior Surfaces		✓			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		✓			
Electrical: Electrical		✓			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		✓			
Safety: Fire Safety, Hazardous Materials		✓			
Structural: Structural Damage, Roofs		✓			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		✓			
Overall Rating		Good			

TEACHERS

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE [DataQuest](#) Web page.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	26	28	25	255
Without Full Credential	0	0	0	6
Teaching Outside Subject Area of Competence	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE [Improving Teacher and Principal Quality](#) Web page.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District		
Low-Poverty Schools in District	100.0	0.0

CURRICULUM AND INSTRUCTIONAL MATERIALS

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Houghton Mifflin (2004).	0
Mathematics	Houghton Mifflin (2008).	0
Science	Pearson Scott Foresman (2007).	0
History-Social Science	Harcourt, grades K-3, (2006); Scott Foresman, grades 4-5, (2006).	0
Health	--	NA
Visual and Performing Arts	--	NA

CLASS SIZE AND ENROLLMENT

Average Class Size and Class Size Distribution (Elementary)

Recognizing the positive effects of limiting class size, one of the goals of Buckeye School is to reduce the teacher to student ratio.

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2006-07				2007-08				2008-09			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19.0	4			19.5	3	1		17.0	4		
1	20.5	2	2		18.3	4			19.0	3		
2	19.3	3			20.0	2			19.3	3		
3	19.3	6			18.8	5			19.0	5		
4	29.3		3		29.5		2		28.0		3	
5	31.3		3		29.0		3		32.5		1	1
K-3									20.0	1		
3-4					26.0		1					

Student Enrollment by Grade Level (School Year 2008-09)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	71
Grade 1	71
Grade 2	67
Grade 3	80
Grade 4	86
Grade 5	73
Total Enrollment	448

Student Enrollment by Group (School Year 2008-09)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	0.67 %
American Indian or Alaska Native	2.23 %
Asian	0.45 %
Filipino	0.22 %
Hispanic or Latino	6.70 %
Pacific Islander	1.56 %
White (not Hispanic)	87.28 %
Multiple or No Response	0.89 %
Socioeconomically Disadvantaged	30.00 %
English Learners	2.00 %
Students with Disabilities	17.00 %

SCHOOL FINANCES

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE [Current Expense of Education & Per-pupil Spending](#) Web page and teacher salaries can be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$7,742	\$1,539	\$6,203	\$65,946
District	\$7,032	\$1,349	\$5,683	\$61,726
Percent Difference – School Site and District	10%	14%	9%	7%
State	N/A	N/A	\$5,512	\$63,421
Percent Difference – School Site and State	N/A	N/A	12%	4%

Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,015	\$41,031
Mid-Range Teacher Salary	\$58,930	\$63,366
Highest Teacher Salary	\$78,196	\$80,596
Average Principal Salary (Elementary)	\$99,684	\$100,937
Average Principal Salary (Middle)	\$104,955	\$105,066
Superintendent Salary	\$150,000	\$147,438
Percent of Budget for Teacher Salaries	44.20 %	40.60 %
Percent of Budget for Administrative Salaries	5.40 %	6.10 %