

Plumas Elementary School District

# Rio Del Oro Elementary School

## School Accountability Report Card

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



### Superintendent's Message

Dear Families,

Welcome to the Plumas Elementary School District. In our district we strive to provide a unique and wonderful educational experience for children, from the safety of the campus, to the warmth of the learning environment, to the rigor and breadth of the instructional programs. All aspects of the school contribute to providing children with the skills they need to be successful learners. It remains our single most important goal to ensure that your child enjoys academic success throughout his or her educational experience at either of our campuses.

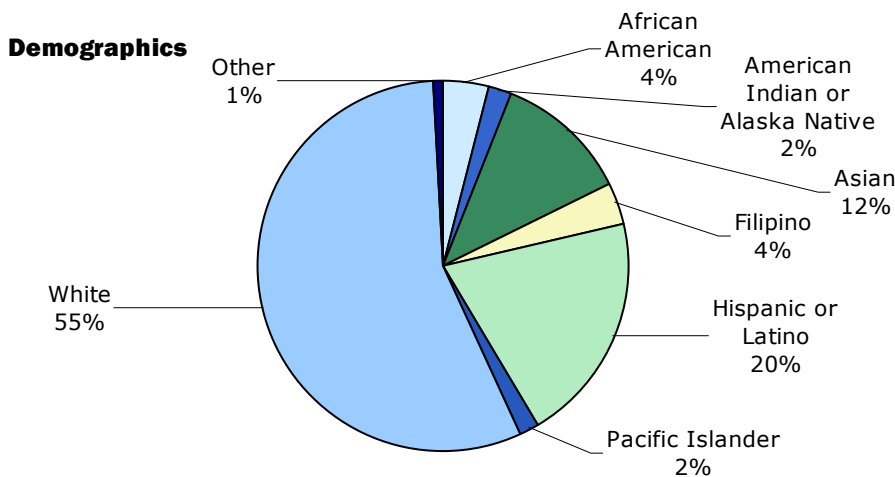
Our district's mission is to provide a learning community that challenges ALL students to realize their greatest potential. Where the environment is committed to ensuring a student-focused, safe, and challenging, where students understand and assume responsibility for lifelong learning; work to achieve their personal best; and become productive citizens in a diverse, global society.

We encourage an environment where students are physically, socially, emotionally, intellectually, and psychologically supported, and one free of drugs, that are safe and conducive to learning. Our long list of NCLB-supported activities and programs includes Red Ribbon Week, clubs, events, athletics, specialized PE, and School Spirit Committee.

Parent support and involvement continue to be important aspects of the success of the Plumas Elementary School District. This support is given, recognized, and appreciated, in many different ways. Parents can assist the planning of the programs and policies, while others serve as classroom and library volunteers, plan family activities, or work as art docents. Parents also support student success by providing space, time and encouragement for daily homework, and by sending a clear message that education and regular school attendance are important to the family. Parent volunteers are coordinated by our school principals. The safety of our students is this school's first priority and the discipline policy is strictly enforced. We emphasize cooperation and responsible, respectful behavior. All adults visiting campus are required to check in through the school office. The atmosphere of the schools makes our students feel comfortable and secure.

### Enrollment and Demographics

The total enrollment was 600 students for the 2005-2006 school year.



**Dione Beilby**

Superintendent/Principal

### Rio Del Oro Elementary School

Grades K-8

1220 Zanes Drive

Plumas Lake, CA 95961

Phone: (530) 749-0690

Fax: (530) 749-0689

[www.plusd.org/schools/riodeloro/](http://www.plusd.org/schools/riodeloro/)

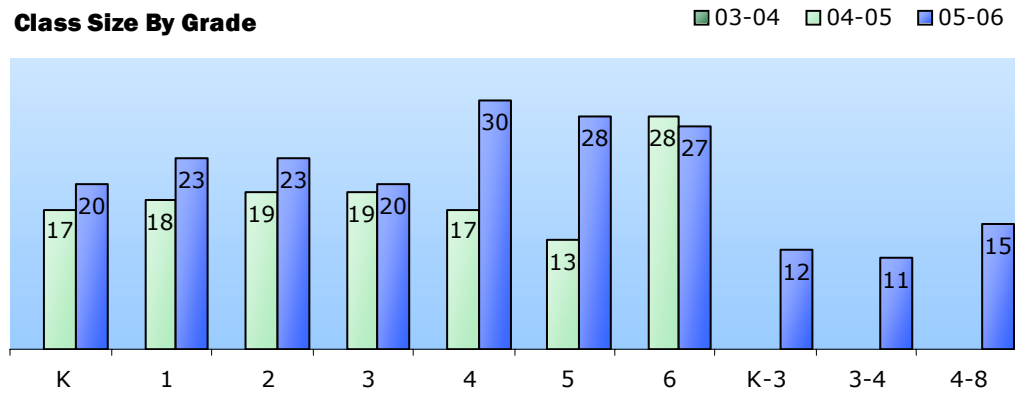
### Mission Statement

*Our district's mission is to provide a learning community that challenges ALL students to realize their greatest potential. Where the environment is committed to ensuring a student-focused, safe, and challenging, where students understand and assume responsibility for lifelong learning; work to achieve their personal best; and become productive citizens in a diverse, global society.*

## Class Size

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

### Class Size By Grade



Class Size Distribution — Number of Classrooms By Size									
Grade	2003-04			2004-05			2005-06		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K				2			4		
1				2				3	
2				2				4	
3				2			2	1	
4				2				2	
5				2				2	
6					1			2	
K-3							1		
3-4							1		
4-8							2		

★ Rio Del Oro Elementary School's first year of operation was the 2004-2005 school year.

### Class Size Reduction

Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per teacher. The table below shows the percentage of students enrolled in a Class Size Reduction classroom for each grade level at the school.

Class Size Reduction			
Grade Level	2003-04	2004-05	2005-06
K	★	100%	100%
1	★	100%	0%
2	★	100%	0%
3	★	100%	67%

★ Rio Del Oro Elementary School's first year of operation was the 2004-2005 school year.

### Academic Counselors

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
0.0	0.0

## Instruction and Leadership

Mrs. Beilby has been the superintendent/principal of the Plumas Elementary School District for the last nine years, and continues in that role at Rio Del Oro Elementary, which opened this school year. She has over 21 years of experience in education. It is essential to her to involve staff and parents, including the School Site Council, in important school decisions. Staff meetings and grade level team meetings take place each month in which staff review school data, assess student strengths and needs, discuss school priorities, and receive ongoing professional development.

Rio Del Oro teachers use a standards based instructional program and differentiated instruction to meet the needs of all students. Rio Del Oro Elementary School has 1 special education teacher and 5 intervention aids for students with special needs. Students needing additional support are given support and services through the Response to Intervention model; including transition classes and a Special Day Class. A speech therapist and adaptive P.E. specialist also assist students with special needs.

## School Support Staff

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

- Library Media Teacher (Librarian) 0.0
- Library Media Services Staff (paraprofessional) 0.0
- Psychologist 0.0
- Social Worker 0.0
- Nurse 0.0
- Speech/Language/Hearing Specialist 0.0
- Resource Specialist (non-teaching) 0.0
- Other 0.0

## School Facilities

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

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

NOTE: The school inspection date and Interim Evaluation Instrument completion date occurred in August 2006.

## Minimum Days and Instructional Minutes

For 2005-06, Rio Del Oro Elementary School had 25 minimum days (early release) per year, and 15 designated for staff development and parent-teacher conferences. The table below shows the minutes of study offered by grade.

Instructional Minutes		
Grade Level	Offered	State Requirement
Kindergarten	54,200	36,000
1-3	53,600	50,400
4-5	54,200	54,000
6-8	55,100	54,000

## Suspensions and Expulsions

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

Suspension and Expulsion Rates						
	Rio Del Oro ES			Plumas ESD		
	03-04	04-05	05-06	03-04	04-05	05-06
Suspension Rate	★	0.007	0.027	0.000	0.011	0.036
Expulsion Rate	★	0.000	0.000	0.000	0.000	0.000

★ Rio Del Oro Elementary School's first year of operation was the 2004-2005 school year.

## Facilities

In the 2004-2005 school year we opened our first new school Rio Del Oro in the Plumas Lake area, with the Plumas Elementary site becoming the Plumas Lake Charter School. The original Plumas Elementary site was completed in 1990. We are proud of our campuses and strive to keep our schools in good repair so it is clean, safe, functional, and provides an orderly environment for teaching and learning.

Rio Del Oro Elementary School is a new school in excellent condition. Two custodians clean the school on a daily basis. Staggering shifts allows us to have two custodians during the school day, and one custodian ends their shift in the evening after school hours. There are 12 regular classrooms, a science lab, a library, a computer lab, an art lab, a multipurpose room, and three special education rooms. The design capacity of the school is 725 students. There were five portables used during the 2004-2005

## California Physical Fitness Test

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

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

To meet fitness standards, students must score in the Healthy Fitness Zone (HFZ) on all six fitness tests. For 2005-06, 31.9% of students in the fifth grade and 56.3% of students in the seventh grade scored in the HFZ. For more information on the California Physical Fitness Test, please visit [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

## Textbooks and Instructional Materials

All students in the Plumas Elementary School District have access to their own copy of the standards aligned textbooks and instructional materials. No pupils lack textbooks or instructional materials in core curriculum areas and all textbooks are new and current.

Textbooks	
Grade	Textbook Title
1	Saxon Math, Houghton Mifflin - History- Social Science: School And Family Houghton Mifflin - Reading Ca
2	Saxon Math, Mcgraw Hill - History- Social Science: Ca Vistas People And Places Houghton Mifflin - Reading Ca
3	Saxon Math, Science: Discovery Works Mcgraw Hill - History- Social Science: Ca Vistas California Communities Houghton Mifflin - Reading Ca
4	Saxon - Math, Saxon, Science, Mcgraw Hill - History- Social Science: Ca Vistas Our Golden State, Houghton Mifflin - Reading Ca Traditions
5	Saxon - Science, Houghton Mifflin - History- Social Science: United States History Early Years, Houghton Mifflin - Reading Ca Expeditions
6	Saxon - Math, Scence Voyages, Mcdougal Littell - History: Ancient Civilizations, Mcdougal Littell - Language Of Literature
7	Prentice Hall - Pre-Algebra, Science Voyages, Mcdougal Littell - History: Medieval And Early Modern Times, Mcdougal Littell - Language Of Literature
8	Prentice Hall - Algebra, Science Voyages, Mcdougal Littell - History: Creating America, Mcdougal Littell - Language Of Literature
Core Curriculum Areas	Year of Textbook Adoption
Reading/Language Arts	2001
Mathematics	2000
Science	1999
History-Social Science	2005

Availability of Textbooks and Instructional Materials	
Subject	Percent of Pupils Who Lack Their Own Assigned Textbook and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Health	0%

\* This data was most recently collected and verified in September, 2006.

## Parental Involvement

Parental involvement in their child's education is an important aspect at Plumas Elementary. Parental involvement is ongoing, and includes sitting on the School Site Council (SSC), which develops the School Plan; parent conferences; and parent and community outreach. The district provides after-school training for parents in learning English, and for learning how to assist their children with their education.

Parents are an important part of the planning process, and are involved with athletic activities, school wide assemblies, field trips, and Red Ribbon Week.

Parents receive a packet at the beginning of each school year, containing all required notifications, district discipline policies, the safe-school status determined by NCLB, and more. They can also view the School Accountability Report Cards (SARCs) on the district Web site, by visiting <http://www.plusd.org>.

There are a number of ways to become involved with your child's education. Our schools have active Booster Clubs that raised over \$10,000 through various fundraising events last year. We have a Back to School Night and two parent conferences during the year. You are always welcome to volunteer in your child's classroom; or become involved by attending parent conferences and Back to School Night, and by joining the Booster Clubs or the School Site Council. For more information on parent involvement opportunities, you may contact your site principal at 749-0690 for Rio Del Oro Elementary and 743-4428 for the Plumas Lake Charter School.



## California Standards Tests

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

### CST Results

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

Percentage of Students At Proficient or Advanced Levels									
	Rio Del Oro ES			Plumas ESD			California		
Year Tested	03-04	04-05	05-06	03-04	04-05	05-06	03-04	04-05	05-06
English-Language Arts	★	39%	46%	43%	35%	43%	36%	40%	42%
Mathematics	★	46%	53%	46%	39%	51%	34%	38%	40%
Science	★	31%	40%	26%	26%	35%	25%	27%	35%
History-Social Science	★	23%	39%	12%	21%	32%	29%	32%	33%

★ Rio Del Oro Elementary School's first year of operation was the 2004-2005 school year.

### CST Subgroup Results: English-Language Arts, Mathematics, Science, and History-Social Science

Subgroups, Spring 2006 — Percentage of Students At Proficient or Advanced Levels				
Subject	English-Language Arts	Mathematics	Science	History-Social Science
Year Tested	2005-06	2005-06	2005-06	2005-06
Male	42%	57%	41%	44%
Female	51%	49%	38%	34%
English Learners	33%	46%	22%	19%
Economically Disadvantaged	31%	47%	26%	27%
Students with Disabilities	❖	❖	❖	❖
Migrant Education Services	❖	❖	❖	❖
African American	34%	23%	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	35%	51%	32%	❖
Filipino	72%	61%	❖	❖
Hispanic or Latino	41%	43%	24%	25%
Pacific Islander	36%	55%	❖	❖
White	52%	60%	45%	41%

❖ Data are reported only for numerically significant subgroups.

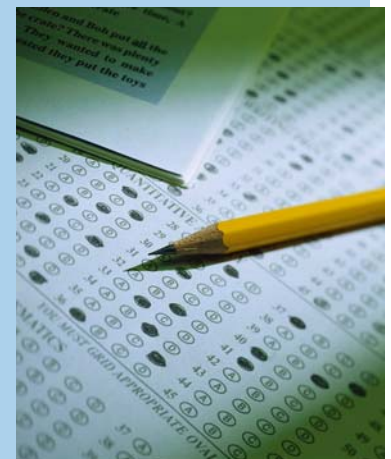
## California Standards Test

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

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

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

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



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

## Norm Referenced Tests

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

## NRT Results

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

Percentage Scoring At or Above the 50th Percentile						
Subject	Reading			Mathematics		
Year Tested	03-04	04-05	05-06	03-04	04-05	05-06
Rio Del Oro ES	★	52%	45%	★	63%	55%
Plumas ESD	50%	45%	45%	68%	52%	56%
California	43%	41%	42%	51%	52%	53%

★ Rio Del Oro Elementary School's first year of operation was the 2004-2005 school year.

## NRT Subgroup Results: Reading and Math

Subgroups, Spring 2006 — Percentage At or Above the 50th Percentile		
Subject	Reading	Mathematics
Year Tested	2005-06	2005-06
Male	36%	54%
Female	55%	55%
English Learners	24%	53%
Economically Disadvantaged	21%	42%
Students with Disabilities	❖	❖
Migrant Education Services	❖	❖
African American	❖	❖
American Indian or Alaska Native	❖	❖
Asian	23%	50%
Filipino	❖	❖
Hispanic or Latino	39%	48%
Pacific Islander	❖	❖
White	58%	63%

❖ Data are reported only for numerically significant subgroups.

## Positive Learning Environment

The safety of students is our school's first priority. All students deserve to learn in an environment that is free from distraction and in which they feel safe and protected. The most important events at our school happen in the classroom. To maintain an environment appropriate for learning, and to allow administrators and teachers to monitor the classroom, our discipline policy is strictly enforced.

With school safety being a priority, we include the areas of alcohol, tobacco, and other drug use; incidents of violence in school; and delinquency and other serious discipline problems.

The district uses scientifically research-based alcohol, tobacco, and other drug prevention programs, and has had no suspensions or expulsions involving their use over the past two years. Safe and Free Drug Schools and Communities (SDFSC) and Tobacco Use Prevention Education (TUPE) set goals that challenge students to meet new performance measures.

Conflict mediation and resolution practices help students feel safer at school, and Lions-Quest Skills For Adolescence (SFA), a youth development program, fosters positive social and emotional competencies; good citizenship skills; builds strong character; encourages skills and attitudes consistent with a drug-free lifestyle; and provides an ethic of service to others within a caring and consistent environment.



## Teacher Qualifications

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

Teacher Credential Information				
	Plumas ESD	Rio Del Oro ES		
Teachers	05-06	03-04	04-05	05-06
<b>With Full Credential</b>	36	★	17	27
<b>Without Full Credential</b>	4	★	1	4
<b>Teaching Outside Subject Area of Competence</b>		★	0	0
		04-05	05-06	06-07*
<b>Teacher Misassignments of English Learners</b> —English Language Learner (ELL) teachers without ELL certification		0	0	0
<b>Total Teacher Misassignments</b> —assignment of employees to services positions without required certificate, credential, or other statutory authorization		0	0	0
<b>Vacant Teacher Positions</b> —teacher in a position that was vacant at the beginning of the year for a full year or an entire semester		0	0	0

★Rio Del Oro Elementary School's first year of operation was the 2004-2005 school year.

\* Data displayed is what is most currently available.

## NCLB-Compliant Teachers

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

Core Academic Courses Taught by No Child Left Behind (NCLB) Compliant Teachers		
	% of Classes Taught by NCLB Compliant Teachers	% of Classes Taught by Non-NCLB Compliant Teachers
<b>This School</b>	100.0%	0.0%
<b>All Schools in District</b>	100.0%	0.0%
<b>High-Poverty Schools</b>	0.0%	0.0%
<b>Low-Poverty Schools</b>	0.0%	0.0%

## Professional Development

Our teachers receive ongoing training in the implementation of our adopted state standards-based curriculum. Each year, our teachers complete hundreds of hours of professional learning. This includes professional learning in differentiated instruction, which allows all students to access the adopted curriculum and progress towards the state standards. Helping teachers learn how to support English Learners has been a priority at our school. In addition, teachers receive training in using technology to analyze student achievement data. Our school has received ongoing training in the effective implementation of the Houghton Mifflin English Language Arts adoption.

For the previous three school years, we had ten days each year dedicated to staff and professional development.

## Teacher Evaluations

All new teachers participate in Beginning Teacher Support and Assessment (BTSA), and administrative training happens under AB 75.

Teacher evaluations are based on California Standards for the Teaching Profession (CSTP), and the Superintendent/Principal receives training in walk-through evaluations, which focus on State Standards alignment for meeting individual student needs.



## Substitute Teachers

Substitute teachers are drawn from a county pool of substitutes through the Yuba County Office of Education. At times there aren't an adequate amount of substitutes available, as there is a shortage in our area.

## State Award and Intervention Programs

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

## Academic Performance Index

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

API Ranks – Three Year Comparison			
	2003-04	2004-05	2005-06
Statewide API Rank	★	*	5
Similar Schools API Rank	★	*	2

API Growth by Student Group – Three Year Comparison				
Group	Actual API Change			2005-06 API Score
	2003-04	2004-05	2005-06	
All Students at the School	★	*	24	764
African American	★	*	❖	❖
American Indian or Alaska Native	★	*	❖	❖
Asian	★	*	❖	❖
Filipino	★	*	❖	❖
Hispanic or Latino	★	*	❖	❖
Pacific Islander	★	*	❖	❖
White	★	*	15	783
Socioeconomically Disadvantaged	★	*	5	702
English Learners	◆	◆	❖	❖
Students with Disabilities	◆	◆	❖	❖

- ★ Rio Del Oro Elementary School's first year of operation was the 2004-2005 school year.
- ❖ N/A Information not available.
- \* Rio Del Oro ES did not have a valid 2005 API Base and will not have any growth or target information
- ◆ API scores for English learners and students with disabilities were first reported in the 2005-06 API cycle.
- ❖ Data are reported only for numerically significant subgroups.

## Adequate Yearly Progress

Adequate Yearly Progress Criteria				
	Rio Del Oro ES		Plumas ESD	
Met Overall AYP Status	Yes		Yes	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API	Yes		Yes	
Graduation Rate	❖		Yes	

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

## School Safety

Your child's safety is important to us in the Plumas Elementary School District. We believe that nothing should get in the way of the academic achievement of our students, which is why it is important that our students feel safe. Our district is committed to providing a safe, secure environment for learning. Our students and staff participate in regularly planned fire drills. An "Emergency Handbook", outlining a plan of action for emergencies such as earthquakes, fires, floods, and chemical spills, is kept in the office of our school. Random periodic school safety inspections are conducted by the district maintenance staff. The Yuba County Sheriff's Department works closely with our school sites to provide a safe, secure environment for all students.

The school safety plan was drafted in 2001 and is reviewed at the beginning of each school year. It includes drills for fire, earthquakes, and other disasters. It was reviewed during the Month of September 2006.

## Adequate Yearly Progress

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

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

For a detailed report on Adequate Yearly Progress, please visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

## Federal Intervention Program

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

Federal Intervention Program		
	Rio Del Oro ES	Plumas ESD
<b>Program Improvement Status</b>	Not in PI	Not in PI
<b>First Year of Program Improvement</b>	◇	◇
<b>Year in Program Improvement</b>	◇	◇
<b>Number of Schools Identified for Program Improvement</b>		0
<b>Percent of Schools Identified for Program Improvement</b>		0.00

◇ n/a Not applicable.

## Financial Information

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

District Salary Information — Does not include benefits		
Range	Plumas ESD	Similar Sized District
<b>Beginning Teacher Salary</b>	◇	\$35,546
<b>Mid-Range Teacher Salary</b>	◇	\$51,472
<b>Highest Teacher Salary</b>	◇	\$62,511
<b>Average Principal Salary</b>	◇	\$82,123
<b>Superintendent Salary</b>	◇	\$94,827
<b>% of Budget for Teacher Salaries</b>	41.1%	38.9%
<b>% of Budget for Administrative Salaries</b>	8.1%	6.4%

◇ N/A Information not available.

Financial Data				
	Total Expenditures Per Pupil	Expenditures Per Pupil From Restricted Sources	Expenditures Per Pupil From Unrestricted Sources	Average Teacher Salary
<b>Rio Del Oro ES</b>	\$1,175	\$20	\$1,155	\$39,555
<b>Plumas ESD</b>			\$1,316	\$39,709
<b>California</b>			\$4,743	\$52,375
<b>Percent Difference Between School Site and District</b>			-14%	0%
<b>Percent Difference Between School Site and State</b>			-311%	-32%

## Types of Services Funded

The following is a list of Federal and State funded programs that are provided to students:

- Title I (Basic Grant)
- Title I Migrant Education
- Title II (Teacher & Principal Training & Recruiting)
- Title II Technology
- Title III (for Limited English Proficient Students)
- Title IV (Safe and Drug-Free Schools and Communities)
- Title V (Innovative Programs)
- Economic Impact Aid-Limited English Proficient (EIA/LEP)
- Gifted and Talented Education (GATE)
- Beginning Teacher Support and Assessment (BTSA)
- Class Size Reduction (CSR)
- Hourly Programs (extended day/year education)
- English Language Acquisition Program (ELAP)
- Community-Based English Tutoring (CBET)
- School Improvement Program (SIP)
- Special Education
- School Library Grant
- TUPE (Tobacco Use Prevention Education)
- AB1113 School Safety & Violence Prevention



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

All data accurate as of November 27, 2006.

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[www.sia-us.com](http://www.sia-us.com)

