

School Accountability Report Card Reported for School Year 2003-2004

Published During 2004-2005

Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site <http://www.cde.ca.gov/ta/ac/sa/definitions04.asp>. Most data presented in this report were collected from the 2003-04 school year or from the two preceding years (2001-02 and 2002-03). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2002-03.

School Information		District Information	
School Name	Shaffer Elementary	District Name	Atwater Elementary
Principal	Teresa Olson	Superintendent	Dr. Lou Obermeyer
Street	1435 California St.	Street	1401 Broadway Ave.
City, State, Zip	Atwater, CA 95301-4458	City, State, Zip	Atwater, CA 95301-3546
Phone Number	(209) 357-6145	Phone Number	(209) 357-6100
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School Description and Mission Statement

Shaffer School is located in the agricultural heart of Central California's San Joaquin Valley in the city of Atwater, population 20,000, in Merced County. Our school is one of seven K-6 schools in the Atwater Elementary School District and serves 519 students in grades Kindergarten through sixth grade.

Shaffer Elementary is a *National Blue Ribbon School of Excellence*, awarded by the United States Department of Education, and is distinguished by the high degree of cooperation by teachers, parents and staff working together to help all students reach their many potentials. We constantly strive to reach to the stars for our students.

We have a vision at Shaffer School, one that is so pervasive and encompassing that all members of our school family, students, parents, teachers, principal and business partners in education share that vision and work together toward its fulfillment. We envision Shaffer as a place of warmth, mutual respect and caring, where all students are goal oriented with an "I Can" attitude, a school with high academic expectations, where all students will be successful at their maximum levels. A school where all students will be able to communicate with understanding through language acquisition, a school where all students will have technology skills that will enable them to achieve in tomorrow's information age. Each student is encouraged to be a shining star and we are all shining stars! This captures our vision which exemplifies our mission statement, "*Working Together Today for a Better Tomorrow.*"

Opportunities for Parental Involvement

Contact Person Name	Teresa Olson, Principal	Contact Person Phone Number	209-357-6145
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Our School Site Council creates our annual plan that includes how Federal and State funds will be spent. Members of the site council are staff members and parents of our students. The council meets at least five times annually from 3:45 – 5:00 p.m. in our Library. All parents are invited to attend. Meeting dates are determined at the first meeting and published in our school newsletter and posted in the office. The English Language Learner Advisory

Council meets quarterly to address the needs of our bilingual parents/students. The meeting is open to all parents whose children speak other languages in addition to English. We have several parent volunteers working to raise funds for specific projects and assist in the classroom and on field trips. New members are always welcome to join our Parent Teacher Organization (PTO), which offers opportunities for parents and community leaders to provide input toward curriculum refinement and school-wide enhancement projects.

I. Demographic Information

Student Enrollment, by Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment
Kindergarten	61
Grade 1	67
Grade 2	94
Grade 3	76
Grade 4	81
Grade 5	60
Grade 6	80
Total Enrollment	519

Student Enrollment, by Ethnic Group

Data reported are the number and percent of students in each racial/ethnic category as reported by CBEDS.

Racial/Ethnic Category	Number of Students	Percent of Students	Racial/Ethnic Category	Number of Students	Percent of Students
African-American	30	5.8	Hispanic or Latino	311	59.9
American Indian or Alaska Native	2	0.4	Pacific Islander	6	1.2
Asian	37	7.1	White (Not Hispanic)	133	25.6
Filipino	0	0.0	Multiple or No Response	0	0.0

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update	December, 2004	Date Last Discussed with Staff	December, 2004
<p>A collaborative effort of our school family is our safety plan written by students, staff and parents. An annual safety survey, a component of Effective Schools Survey, indicates there is a safe, clean, orderly environment at our school. Shaffer has updated their school safety plan, which is required by law. The plan includes evacuation procedures, how students would be released in case of emergency. The law includes a public hearing to review the plan before it is submitted to the district. We held the meeting on Wednesday, December 14, 2004 at 3:45 in the library. Copies of the plan are available to anyone who wishes one.</p> <p>The custodial staff does an excellent job of keeping the grounds clean and safe for students. The school grounds and playground equipment are inspected by the custodian, principal, and maintenance staff on a regular basis.</p>			

School Programs and Practices that Promote a Positive Learning Environment

Shaffer's warm, nurturing climate is felt the moment you step on campus. The warmth comes from our caring belief in positive reinforcement as illustrated by rewards and incentives. We provide our students with a positive learning environment. Co-curricular activities, such as the Student Advisory Council encourage critical thinking, problem solving and collaborative reflection. Activities are provided for our students that promote independent thinking and

build self-esteem

Teachers and staff are positive role models; coaching track, coordinating speech and spelling contests, and organizing intramural sports activities. Our special needs children are inclusive in all programs that emphasize positive behavior and healthy peer climate. Our Principal and staff believe in "Working together" by sharing the governance of all decisions. Teachers meet with the Principal as individuals, staff meetings and monthly grade level meetings. Test score analysis, program evaluation and curriculum alignment are issues that are discussed.

Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that result in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year. In unified school districts, a comparison between a particular type of school (elementary, middle, high) and the district average may be misleading. Schools have the option of comparing their data with the district-wide average for the same type of school.

	School		District	
	2002/2003	2003/2004	2002/2003	2003/2004
Number of Suspensions	15	25	869	915
Rate of Suspensions	.03	.05	.18	.19
Number of Expulsions	0	0	36	16
Rate of Expulsions	0	0	.023	.003

School Facilities

The school facilities are adequate, clean and safe. The campus is checked daily by our head custodian to insure any safety items are noted and repaired as quickly as possible. The campus is cleaned daily and the facilities are maintained on an as needed basis, We value the opinion of our staff, parents and students as well as our Safety Committee, custodial staff and maintenance crew to make sure our facilities remain adequate, safe and clean.

Shaffer was designed more than 40 years ago, but is fully accessible to students and others with disabilities because of its wide corridors, easy ramp access and multiple double door entrance and exits. There are three clearly marked handicapped parking zones. Bathroom facilities have been made accessible and functional by installing assistance side rails in designated bathroom stalls. Intercoms and telephones are located in each room of the school. Our noon duty personnel and yard duty teachers have instant communication with the office and each other as walkie-talkies are provided for them to assist in the needs of our students with physical disabilities. The District provides specialized bus transportation with wheelchair lifts as needed. An auditory trainer is provided for students with limited hearing, allowing full inclusion in classroom instruction.

The modernization project at Shaffer, a \$1.2 million project, was completed in the Summer of 2004 included upgrading the entire electrical system to handle the expansion of the school. The office was redesigned to install handicapped accessible restrooms in the kindergarten classrooms and nurses station. New tile, sinks and lavatories were installed in the intermediate restrooms. Surveillance cameras were installed which will decrease vandalism and increase student/staff safety.

III. Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2-11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. The NRT tests reading, language, and mathematics in grades 2-11, spelling in grades 2-8, and science in grades 9-11.

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST - All Students

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
English-Language Arts	28	27	37	22	25	27	32	35	36
Mathematics	34	37	43	28	33	35	31	35	34
Science			16			16	30	27	25

CST - Racial/Ethnic Groups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English-Language Arts	43		41		27		56
Mathematics	55		66		30		60
Science					18		18

CST - Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	Male	Female	English Learners	Economically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
English-Language Arts	38	36	18	30	56	12	38	19
Mathematics	47	38	25	37	58	33	43	33
Science	14	18	7	14	21		17	

Norm-Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT-6), the current NRT adopted by the State Board of Education, are reported for each grade level as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. The CAT-6 was adopted in 2003; therefore, no data are reported for 2002. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT - All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Reading	---	32	37	---	33	34	---	43	43
Mathematics	---	46	55	---	48	49	---	50	51

NRT - Racial/Ethnic Groups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading	38		34		29		57
Mathematics	67		76		46		66

NRT - Subgroups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	Male	Female	English Learners	Economically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
Reading	33	42	20	32	55	25	38	10
Mathematics	56	54	40	51	66	42	56	38

Local Assessment

Data reported are the percent of students meeting or exceeding the district standard. K and 1st based on Open Court Reading Assessment, 2nd–8th based on Northwest Evaluation Association (NWEA) achievement tests.

Grade Level 2003-2004	Uppercase Letters	Lowercase Letters	Match Consonants	Match Vowels	High Frequency Words	Rhyming Words	Phonemes in Words
K	97	97	97	97	97	97	90

Grade Level 2003-2004	Fluency 1	Fluency 2	Avg. Fluency	Spelling	Word Reading	Reading Comp.	Writing
1	55	52	52	84	93	76	78

Grade Level	Reading		Language Usage		Mathematics	
	2002/2003	2003/2004	2002/2003	2003/2004	2002/2003	2003/2004
2	24	31	45	55	28	45
3	23	31	28	42	21	29
4	11	30	27	36	13	25
5	16	26	32	32	26	27
6	18	23	24	30	28	41

Data is based on proficiency levels that align with the state proficiency levels.

California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six

fitness standards). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/tq/pf/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5	7.9	10.7	5.7	28.9	36.7	21.1	24.8	26.7	22.9

Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its Base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement. There was no money allocated to the II/USP Program in 2002 or 2003.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2-8 and high schools must test at least 90 percent of their students in grades 9-11 on STAR.

Statewide Rank: Schools receiving a Base API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

Schoolwide API

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
Percent Tested	100	99	100	Percent Tested	99	100	99
API Base Score	688	687	698	API Growth Score	678	694	739
Growth Target	6	6	5	Actual Growth	-10	7	41
Statewide Rank	5	5	4				
Similar Schools Rank	10	9	8				

API Subgroups - Racial/Ethnic Groups

API Base Data	API Growth Data
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	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
African-American				African-American			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
American Indian or Alaska Native				American Indian or Alaska Native			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Asian				Asian			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Filipino				Filipino			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Hispanic or Latino				Hispanic or Latino			
API Base Score	633	651	650	API Growth Score	644	648	692
Growth Target	5	5	4	Actual Growth	11	-3	42
Pacific Islander				Pacific Islander			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
White (Not Hispanic)				White (Not Hispanic)			
API Base Score	777	737	778	API Growth Score	730	771	819
Growth Target	5	5	4	Actual Growth	-47	34	41

API Subgroups - Socioeconomically Disadvantaged

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
API Base Score	663	664	666	API Growth Score	653	663	710
Growth Target	5	5	4	Actual Growth	-10	-1	44

State Award and Intervention Programs

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.

Federal Intervention Programs

Schools receiving Title I funding enter federal Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools, can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

	School	District
Year Identified for Program Improvement		---
Year in Program Improvement		---
Year Exited Program		---

Improvement		
Number of Schools Currently in Program Improvement	---	3
Percent of Schools Identified for Program Improvement	---	33.3

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. A "Yes" in the following table displaying Overall AYP Status indicated that AYP was met for all students and all subgroups, or that exception criteria were met, or that an appeal of the school or district's AYP status was approved. Additional data by subgroup show whether all groups of students in the school and district made the annual measurable objectives for the percent proficient or above and the participation rate required under AYP. Detailed information about AYP can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

Overall	School			District		
	2002	2003	2004	2002	2003	2004
All Students	---	Yes	Yes	---	No	No
Subgroups	School			District		
	2002	2003	2004	2002	2003	2004
All Students	---	Yes	Yes	---	Yes	Yes
African American	---	n/a	n/a	---	Yes	Yes
American Indian or Alaska Native	---	n/a	n/a	---	n/a	n/a
Asian	---	n/a	n/a	---	Yes	Yes
Filipino	---	n/a	n/a	---	n/a	n/a
Hispanic or Latino	---	Yes	Yes	---	Yes	Yes
Pacific Islander	---	n/a	n/a	---	n/a	n/a
White (not Hispanic)	---	Yes	Yes	---	Yes	Yes
Socioeconomically Disadvantaged	---	Yes	Yes	---	Yes	Yes
English Learners	---	Yes	Yes	---	No	Yes
Students with Disabilities	---	n/a	n/a	---	No	No

IV. Class Size

Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by grade level, as reported by CBEDS.

Grade	2002				2003				2004			
	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	19.8	4			18.8	4			19.7	3		
1	20.0	3			20.3	2	1		19.7	3		
2	19.5	4			19.5	4			19.0	5		
3	19.7	3			20.0	4			19.5	4		
4	25.0		3		28.0		2		27.0		3	
5	28.3		3		29.0		3		26.5		2	

6	31.0		2		28.5		2		31.0		2	
K-3												
3-4												
4-8					12.5	2			27.0		1	
Other												

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area, as reported by CBEDS.

Subject	2002			2003			2004					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English					30.0							
Mathematics												
Science												
Social Science												

Class Size Reduction Participation

California's K-3 Class Size Reduction program began in 1996 for children in kindergarten and grades one through three. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher. Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom.

Grade Level	Percent of Students Participating		
	2002	2003	2004
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

V. Teacher and Staff Information

Core Academic Courses Not Taught by NCLB Compliant Teachers

The *No Child Left Behind Act* (NCLB) requires that all teachers teaching in core academic subjects are to be "highly qualified" not later than the end of the 2005-06 school year. In general, NCLB requires that each teacher must have: (1) a bachelor's degree, (2) a state credential or an Intern Certificate/Credential for no more than three years, and (3) demonstrated subject matter competence for each core subject to be taught by the teacher. More information on teacher qualifications required under NCLB can be found at the California Department of Education's Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

For a school, the data reported are the percent of a school's classes in core content areas not taught by NCLB compliant teachers. For a district, the data reported are the percent of all classes in core content areas not taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district.

	School	District
This School	0.0	---
All Schools in District	---	5.8
High-Poverty Schools in District	---	8.1
Low-Poverty Schools in District	---	0.0

Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1". If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	2002	2003	2004
Total Teachers	25	26	25
Teachers with Full Credential	23	25	25
Teachers Teaching Outside Subject Area (full credential but teaching outside subject area)			
Teachers in Alternative Routes to Certification (district and university internship)	2	1	0
Pre-Internship	0	0	0
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	0	0	0
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	0	0	0

Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

	2002	2003	2004
Misassignments of Teachers of English Learners	---	---	0
Total Teacher Misassignments	---	---	0

Teacher Education Level

Data reported are the percent of teachers by education level.

	School	District
Doctorate	0.0	0.0
Master's Degree plus 30 or more semester hours	16.0	12.1
Master's Degree	0.0	3.4
Bachelor's Degree plus 30 or more semester hours	72.0	69.0
Bachelor's Degree	12.0	15.5
Less than Bachelor's Degree	0.0	0.0

Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

	2002	2003	2004
Vacant Teacher Positions	---	---	0

Teacher Evaluations

Probationary teachers are evaluated annually and permanent teachers biannually. The District has adopted Standards for the Performance Appraisal of Teachers in five areas; learning environment; planning and designing instruction; instructional skills; member of a learning community; and professional responsibilities. Principals use Clinical Supervision procedures, including a pre-conference, lesson observation, lesson analysis, and post-conference. Three formative assessments are completed for probationary teachers, and a summative assessment is completed for permanent teachers.

Substitute Teachers

An adequate number of credentialed substitute teachers are available for the routine operation of the instructional program. Substitutes are occasionally not available when a high number of substitutes are needed for release time for staff development. Other credentialed staff then covers classes or the teacher is recalled from the staff development activity. This has not had a significant impact on the operation of the instructional program.

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE.

Title	FTE
Counselor	.38
Librarian	
Psychologist	.20
Social Worker	
Nurse	.20
Speech/Language/Hearing Specialist	.80
Resource Specialist (non-teaching)	
Other	

VI. Curriculum and Instruction

School Instruction and Leadership

Quality instruction and opportunity to learn is fostered and sustained throughout the Atwater Elementary School District with schools organized to support the multiple learning needs of students. There are equitable and adequate learning resources and classroom conditions, including capable teachers, a rich curriculum, technology, a safe environment, and essential support services to serve all children toward reaching state and District standards.

The new Open Court Language Arts curriculum has been fully implemented in all grade levels. The staff has received intensive training and support to ensure the program's success. During 2003, the leadership team and staff have extensively reviewed and monitored implementation of the School Plan. Suggestions for change and improvement will be made for next school year.

Special education students are mainstreamed whenever possible and have access to all school programs. Limited English-speaking students are served in ACE, Bridge and Mainstream classes and our redesignation percentages match District targets.

Professional Development

Professional Collaboration Release time is provided weekly for staff to analyze student achievement, develop new teaching strategies and study current educational research. We also offered staff 3 buyback days for staff development. Grade levels meet to discuss and plan curriculum, methodology and instructional strategies.

Resources are allocated to encourage growth and new skills for our teachers both new and veteran. We reserve five full SIP days and 29 professional collaboration release days for the analysis of student achievement and school programs. Funds are also set aside for whole staff, group, and individual professional development as needed. Our staff development goal is for all staff to develop an understanding of students' needs, acquire instruction and motivational strategies resulting in all members of our family becoming life long learners.

Quality and Currency of Textbooks and Other Instructional Materials

Each year the Atwater Elementary School District Board of Trustees holds a public hearing to comply with the requirements of Education Code section 60119, which ensures the sufficiency of instructional materials in the school district. Beyond being sufficient in quantity, almost all textbooks being used by AESD students align with state standards and bear recent copyright dates. Reading/Language Arts books and materials are the most recent state adoption selections for K-6th and 7th/8th grades. Likewise, Math text and materials are the most current adoptions for grades K-8th. Junior high Science and History/Social science are the latest adoptions and are state approved. ELL and Special Education intervention materials for all grades appear on the state approved list and have current copyright dates. History/Social Science and Science text for K-6th will be purchased as soon as the state approves new materials starting in November, 2005.

Availability of Sufficient Standards-Aligned Textbooks and Other Instructional Materials

The availability of sufficient state-adopted (grades K-8) and standards-aligned (grades K-12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, and health (for grades K to 12, inclusive); and science laboratory equipment (for grades 9 to 12, inclusive), as appropriate.

Core Curriculum Areas	Availability of Textbooks/Materials
Reading/Language Arts	Each student is assigned a textbook.
Mathematics	Each student is assigned a textbook or appropriate materials.
Science	Each student in grades 7 th and 8 th is assigned a textbook; students in grades K-6 th are provided alternative materials.
History/Social Science	Each student in grades 7 th and 8 th is assigned a textbook; students in grades K-6 th are provided alternative materials.
Foreign Language	N/A
Health	All students participate in physical education and health education with alternative materials.
Science Laboratory Equipment (grades 9-12)	N/A

Instructional Minutes

The California *Education Code* establishes a required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	49,350	42,000
1	54,120	50,400
2	54,120	50,400
3	54,120	50,400

4	60,780	54,441
5	60,780	54,441
6	60,780	54,441

Total Number of Minimum Days

There were a total of 11 minimum days for the 2003-2004 school year. Ten (10) of those days were scheduled during parent-teacher conferences which occur in the Fall and Spring. The other day is the last day of the school.

VII. Fiscal and Expenditure Data

County offices of education are not required to report average salaries and expenditures. The California Department of Education's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.

Average Salaries (Fiscal Year 2002-2003)

Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. Detailed information regarding salaries may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0203.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$31,085	\$35,949
Mid-Range Teacher Salary	\$54,220	\$55,680
Highest Teacher Salary	\$66,419	\$69,175
Average Principal Salary (Elementary)	\$83,439	\$85,767
Average Principal Salary (Middle)	\$86,139	\$88,426
Average Principal Salary (High)		
Superintendent Salary	\$120,000	\$118,606
Percent of Budget for Teacher Salaries	43.5	42.5
Percent of Budget for Administrative Salaries	5.9	5.9

Expenditures (Fiscal Year 2002-2003)

Data reported are total dollars expended in the district and the dollars expended per student at the district compared to the state average. Detailed information regarding expenditures may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/fd/ec/>.

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)
\$29,035,198	\$6,322	\$6,542	\$6,822

Types of Services Funded

In the 2003-04 school year, the Atwater Elementary School District spent an average of \$6,623 per student. Of this amount, \$4,533 was spent on Instructional Programs, which included the cost of teachers, books, supplies, and equipment for both regular and special education programs. It also included services to non-English and limited English speaking students. Another \$978 per student was spent on Instructional Support, which includes school administration, curriculum and assessment services, and health and psychologist services. Roughly \$1,112 per student was spent on General Support, including District administration, school maintenance, school plant operation, pupil transportation, and other outgo.