

Soulsbyville School

School Accountability Report Card

Reported for School Year 2004 / 05

Published During 2005-2006

Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) template are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/sa/definitions05.asp>

Most data presented in this report were collected from the 2004-05 school year or from the two preceding years (2002-03 and 2003-04). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2003-04. Single-year column headings refer to the school year ending in that particular year. When no year is specified, data are from the most recent school year for which data are available.

More information about SARC requirements is available at the CDE Web site at <http://www.cde.ca.gov/ta/ac/sa/>, including a SARC Preparation Guide at <http://www.cde.ca.gov/ta/ac/sa/guide.asp> and Frequently Asked Questions at <http://www.cde.ca.gov/ta/ac/sa/questions.asp>.

I. General Information

Contact Information

School Information		District Information	
School Name	Soulsbyville Elementary	District Name	Soulsbyville Elementary
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CDS Code	55-72397-6054928	SARC Contact	Dave Schroeter

Board of Trustees

SOULSBYVILLE SCHOOL DISTRICT

2004 - 2005

President	Kate Hack
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Table of Contents

General Information -----	1
School Description and Mission Statement -----	4
School Description -----	4
Mission Statement -----	4
Message from Administration -----	5
Attendance Policies and Procedures -----	5
Board of Trustees -----	5
Opportunities for Parental Involvement -----	6
Demographic Information -----	6
Student Enrollment – Grade Level -----	6
Student Enrollment – Racial and Ethnic Subgroups -----	7
School Safety and Climate for Learning -----	7
School Safety Plan -----	7
School Programs and Practices That Promote a Positive Learning Environment -----	8
School Programs -----	8
Suspensions and Expulsions -----	11
Discipline Policy -----	12
Dress Code Policy -----	12
School Facilities -----	12
School Facility Conditions – General Information -----	12
School Facility Conditions – Results of Inspection and Evaluation -----	13
Academic Data -----	13
Standardized Testing and Reporting (STAR) -----	13
California Standards Test (CST) -----	13
CST – All Students -----	14
CST – Racial and Ethnic Subgroups -----	14
CST – Other Subgroups -----	14
Norm-Referenced Test (NRT) -----	15
NRT – All Students -----	15
NRT – Racial and Ethnic Subgroups -----	15
NRT – Other Subgroups -----	15
Local Assessment -----	16
California Physical Fitness Test -----	16
Academic Performance Index -----	16
API – Schoolwide -----	17
API – Racial and Ethnic Subgroup -----	18

API – Socioeconomically Disadvantaged Subgroup ----- 18

State Award and Intervention Programs ----- 18

Adequate Yearly Progress (AYP) ----- 19

AYP All Criteria – Schoolwide ----- 19

AYP Participation Rates and Proficiency Levels – Schoolwide and Subgroups ----- 19

Federal Intervention Program ----- 20

Class Size ----- 20

Average Class Size and Class Size Distribution ----- 20

Average Teaching Load and Teaching Load Distribution ----- 21

Class Size Reduction Participation ----- 21

Teacher and Staff Information ----- 21

Core Academic Courses Taught by NCLB Compliant Teachers ----- 21

Teacher Credentials ----- 22

Teacher Misassignments ----- 22

Teacher Education Level ----- 22

Vacant Teacher Positions ----- 23

Teacher Evaluations ----- 23

Substitute Teachers ----- 23

Counselors and Other Support Staff ----- 23

Academic Counselors ----- 24

Curriculum and Instruction ----- 24

School Instruction and Leadership ----- 24

Professional Development ----- 24

Quality and Currency of Textbooks and Instructional Materials ----- 25

Availability of Sufficient Textbooks and Instructional Materials ----- 26

Instructional Minutes ----- 26

Minimum Days in School Year ----- 27

Fiscal and Expenditure Data ----- 27

Teacher and Administrative Salaries (Fiscal Year 2003-04) ----- 27

District Expenditures (Fiscal Year 2003-04) ----- 28

Types of Services Funded ----- 28

School Description and Mission Statement

Information about the school, its programs, and its goals.

School Description

Soulsbyville School is a K-8 single school district with approximately 680 students, 70 staff members, (42 certificated personnel, including regular and special education teachers, counselors, administrators, a music instructor, highly qualified paraprofessionals) and about 375 families. It is located in Tuolumne County in a rural mountainous, unincorporated area. Most of our students are bused to school from dissimilar housing subdivisions and land parcels. The population has a range of 0-10 Limited English Speaking students. In spite of the diverse socioeconomic backgrounds from which they come, students interact very positively with one another at school. Our student population blends together with minimal friction based on social, cultural, or economic prejudice. Academically, Soulsbyville students have scored above the 800 mark on our STAR API scores for several years. Last years score was 825, ranking 9 out of 10 among all schools statewide. Soulsbyville has been honored as a Distinguished School two times, the first year of the award's existence in 1986 and again in 2000.

Mission Statement

Soulsbyville School will provide a safe learning environment where:

- A family atmosphere prevails that includes nurturing relationships and high expectations.
- A caring, team approach that includes staff, parents and community, is used to ensure that ALL students achieve at their maximum level.
- Individual student success is measured against mastery and application of California grade level standards.
- Technology is embedded in our practices to improve teaching, learning and technology literacy
- Everyone feels empowered to do his or her personal best.
- Teachers have all the knowledge / skills necessary to meet needs of every student so each one achieves at a proficient level or above in all core academic areas by the time they graduate from Soulsbyville School.
- Every student and faculty member is motivated by a resilient “can do” attitude that promotes individual contribution / participation and respect for learning.
- Students grow academically, gain self-confidence and self-discipline, practice responsible citizenship, and enjoy becoming life-long learners.
- Parents feel empowered to become partners with the school in their children’s learning.

Message From Administration

Soulsbyville School considers itself "A school served FAMILY STYLE" where "NO ONE OF US IS AS SMART AS ALL OF US!" We manage the school through a shared decision making model that includes input from all staff as well as parents. Our School Site Council is strongly involved in providing guidance in curriculum and parent involvement. The students share in making decisions about the activities and extended field studies that are a regular part of our school environment. We maintain a safe campus for each student, both on the playground and in the classroom. Our academic achievement, as measured by the State STAR Testing Accountability Program, is very high, usually one of the highest throughout Tuolumne County. This is accomplished, year after year, through the dedication and consistent hard work of everyone -- staff, parents, and especially our students.

Our campus is growing and expanding. The district is modernizing as well as adding several classrooms and facilities over these next few years. Our goal is to expand our vision for delivering the best quality education we can. We strongly encourage all parents to partner with us in our endeavors to provide the very best possible learning experience for our children.

Attendance Policies and Procedures

It is important to your child's success in school that he/she be here every day. We receive funding from the State of California for actual attendance, not excused absences as in the past. We offer Saturday School for students to make up all days they miss or minutes for excessive tardies. We urge you to make up medical and dental appointments in the afternoon whenever possible. If your child is absent we still ask that you call our office before 10:00 AM on the day of the absence. At this time you may also request the work that will be missed. The work may be picked up in the office between 3:30 and 4:00. Students need to check with their teachers upon returning to school to insure that all assignments were received. If possible have your child attend the first part of the day even if he/she must leave early.

Board of Trustees

Our School Board meets on the second Thursday of each month. The five elected members are community members who are interested in keeping Soulsbyville School excellent academically and sound financially. Visitors are welcome to attend these meetings. You are encouraged to let our trustees know any ideas you might have that relate to our school. Our Board of Trustees is an integral part of our Soulsbyville family and follows our motto "No one of us is as smart as all of us".

Opportunities for Parental Involvement

Information about the contact person for parental involvement and a description of organized opportunities for parental involvement at the school.

Contact Person Deirdra Wright	SITE Council Chair (209) 532-1419	Contact Person Laura Nelson	PTA President (209) 532-1419
<p>At Soulsbyville, there are many opportunities provided for parents to actively participate in the educational process with their children. PTA sponsors parent participation events - - from manning fundraisers, to delivering the Halloween Carnival, or a talent show, or a fall, winter or spring activity. Parents volunteer in classrooms or the media center, providing a wide variety of support directly to students. Parents are especially welcome as chaperones on the many extended field studies taken by every grade level. Parents also support each other by participating in small group focus sessions designed to share knowledge and experiences about raising children. Grandparents also volunteer in these activities and are honored in May at a special school wide Grandparents Day Celebration. Our School Site Council is very involved in the maintaining of a positive school climate. They have focused on a decline in parent participation and attribute it to more parents needing to work during school hours.</p> <p>For additional information about organized opportunities for parent involvement at Soulsbyville Elementary, please contact the school office at (209) 532-1419.</p>			

II. Demographic Information

Student Enrollment – 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	37
Grade 1	67
Grade 2	67
Grade 3	58
Grade 4	66
Grade 5	83
Grade 6	78
Grade 7	83
Grade 8	78
Total Enrollment	617

Student Enrollment – Racial and Ethnic Subgroups

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

Racial and Ethnic Subgroup	Number of Students	Percent of Students	Racial and Ethnic Subgroup	Number of Students	Percent of Students
African American	2	0.3	Hispanic or Latino	51	8.3
American Indian or Alaska Native	11	1.8	Pacific Islander	0	0.0
Asian	5	0.8	White (Not Hispanic)	542	87.8
Filipino	3	0.5	Multiple or No Response	3	0.5

III. School Safety and Climate for Learning

School Safety Plan

Information about the currency and contents of the school's comprehensive safety plan.

Date of Last Review/Update	05/2005	Date Last Discussed with Staff	05/2005
<p>School Safety and Climate for Learning</p> <p>Soulsbyville maintains a strong School Safety Plan -- formulated with input from various law and service agencies throughout the county which is updated annually. There are very few acts of violence either on the campus or against the campus. We have a zero tolerance policy in place and a very successful Community Day School in place for students needing alternate placement. All areas of the campus are carefully monitored with both personnel and surveillance equipment. All visitors are required to report to the office, sign in and wear visitor badges.</p> <p>We believe that students who have regular opportunities to receive recognition and know the limits and consequences of inappropriate behavior perform better academically and socially. In following through with this belief, we have developed an extensive recognition / reward system and have a written set of rules and consequences for misbehavior. All staff members are committed to maintaining a safe and positive learning environment and are trained in a wide variety of classroom management techniques. Students are expected to attend school regularly and keep at least a 2.0 citizenship GPA to meet graduation requirements.</p> <p>Our maintenance supervisor does monthly reviews of the facilities and reports to the Board quarterly.</p>			

School Programs and Practices That Promote a Positive Learning Environment

Information about the school's efforts to create and maintain a positive learning environment, including the use of disciplinary strategies.

School Programs:

PROGRAM: *Saturday School*

DESCRIPTION:

Saturday School provides an opportunity for children to make up their missing work. It also allows the district to collect ADA for students missing their regular school day. Two Saturday Schools are offered each month from 8:00 am to 12:15pm in room 18, the library and both computer labs 17 and 20.

PROGRAM: *Community Day School*

DESCRIPTION:

Community Day School is for students who are not successful in the regular educational setting. Students may have behavioral or academic difficulties or may be candidates for suspension or expulsion. A Child Study Team determines placement in the program.

PROGRAM: *Child Study Team*

DESCRIPTION:

The Child Study Team is a state mandated committee of teachers, administrators and special services providers who meet to discuss, analyze and prescribe interventions for those students in our school who are having difficulty being successful academically, socially or behaviorally. Our mission is to successfully meet the needs of each and every child at Soulsbyville. This committee has become adept at diagnosing needs and prescribing interventions to help even the most struggling students succeed.

PROGRAM: *SITE Council*

DESCRIPTION:

SITE Council is a team of teachers, classified personnel, administrators and parents. This team is an integral part of our governing structure. They assist in the school's categorically funded programs, draw input from the community and make suggestions to the Soulsbyville School Board. The SITE Council has input on almost all issues relating to curriculum.

PROGRAMS: *Student Leadership*

DESCRIPTION:

The leadership program is designed to enhance students leadership qualities while planning, organizing, and implementing a variety of projects.

PROGRAM: *Special Education*

DESCRIPTION:

Soulsbyville Elementary School operates Special Education classes, designed to assist students with identified disabling conditions in accordance with IDEA requirements. Designated instructional services as well as services for students with low incidence disabilities are operated at the county level. Soulsbyville School is unique in that all identified students are educated along with their non-disabled peers and integrated to the fullest extent possible.

PROGRAM: *TALK*

DESCRIPTION:

TALK is a liaison committee that serves to foster communication among all teachers, the administration and the school board (via the superintendent). The committee is made up of one teacher representative from each grade level, one classified person, the principal and superintendent. All matters of concern are discussed. The philosophy behind TALK "No one of us is as smart as all of us" is taken very seriously.

PROGRAM: *Independent Study*

DESCRIPTION:

Independent Study is a program offered to any student who will be absent from school 5 days or more. To sign up for this program parents need to get the paperwork from the office at least 2 weeks in advance, complete a minimum of 4 hours of work per day and return all completed work back in to the office the day you return to school for evaluation and approval. Independent Study is developed by each child's teacher(s) and is a positive way to stay current on assignments and skills while away from school.

PROGRAM: *ELL*

DESCRIPTION:

The English Learner (EL) program is designed for students whose primary language is not English and who are not fluent in English. The goal of the EL program is for the student to become proficient in English as quickly as possible without falling behind academically so that he/she will be successful in our educational system.

PROGRAM: *Title I*

DESCRIPTION:

Title I, which includes the ASK program, is a federally funded program for students who score 40% or less on statewide tests, such as STAR. After identification, students specific needs are determined, and the student is assigned the appropriate program. Some students are given services by the Title I teacher during he regular day in a pullout program. Other students are served in their regular classroom with the Title I teacher team teaching with the regular teacher. Many of the students are served in our after school program, ASK. In ASK the students work in small groups of no more that 5 students to one adult. The adults are teachers and highly trained aides. The students classroom teacher, parents and Title I teacher form a team to help our students grow academically so that they can meet or exceed the state standards.

PROGRAM: *History / Science Fair*

DESCRIPTION:

Soulsbyville School 5th through 8th grade students participate in a school wide History or Science Fair in alternating years. Winners at the school level advance to the county and then state level. Both history and science fairs are very hands-on, rewarding experiences.

PROGRAM: *GATE*

DESCRIPTION:

The Soulsbyville School Gifted and Talented Education (GATE) program is part of the Tuolumne County Schools Consortium. Third grade through eighth grade students are identified by the Otis-Lennon School Ability Test (OLSAT). Activities may include after school and Saturday workshops in such interest areas as technology, visual and performing arts.

PROGRAM: *Technology/Media Center*

DESCRIPTION:

The Technology/Media Center is located in the library building. It is composed of two computer labs and the library. All machines are networked with the entire campus as well as the County Schools Office and have Internet capability. The library has the Electronic Card Catalog. There are approximately 35, 000 books (both hardback as well as soft cover). There is a full time librarian available to assist students with reading choices, checking out materials and developing competent library research skills. The Library/Media Center is open every day. This "Open Lab" time is designed to offer students time for research on the Internet, study hall time to complete school work, as well as free time on the computers.

PROGRAM: *BTSA*

DESCRIPTION:

Beginning Teacher Support and Assessment (BTSA) is a program designed to assist and support new teachers in their first few years of teaching with the help of trained peer support.

PROGRAM: *Music*

DESCRIPTION:

Soulsbyville School employs one full time music teacher. Instruction includes a wide variety of activities to promote music reading, performance and appreciation and lifetime involvement.

Soulsbyville School is recognized in our county and even surrounding areas as having a quality music program. The band program includes approximately 160 students, which in itself, speaks well for its "elective" status.

Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that resulted 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.

	School			District		
	2003	2004	2005	2003	2004	2005
Number of Suspensions	6	5	19	6	7	19
Rate of Suspensions	0.0089	0.0073	0.0307	0.0089	0.0102	0.0307
Number of Expulsions	0	0	2	0	0	2
Rate of Expulsions	0	0	0.0032	0	0	0.0032

Discipline Policy

Actions that would result in the destruction of school or personal property, violate an individual's rights, cause a dangerous situation or could cause injury are not permitted. Common sense and a sense of what is right and what is wrong must be used at all times.

A pamphlet of Soulsbyville School rules are given out in the students Back-to-School packets at the beginning of each school year. All rules revolve around safety, courtesy and respect and are incorporated into our school wide 6 character pillars. We are a zero tolerance school though we try to take in to account any special considerations with each incident or negative behavior. We try to use a family approach to situations whenever possible and encourage parents to work with teachers and administration to resolve issues and concerns. Extra copies of rules and policies can be picked up in our office.

Dress Code Policy

The dress code policy applies to all grade levels. Attire that distracts from the educational atmosphere is unacceptable. This includes hair coloring, tattoos or other visible markings. Students should wear shirts or tops that cover the torso completely (half shirts, net shirts and tank tops with large arm holes are not acceptable). Clothing may not contain messages advertising alcohol, cigarettes, or other such products. Shorts are allowed but must be hemmed and not have slits up the sides. Wallets on chains are not allowed. Hats may be worn outdoors but at no time may they be worn backwards. Appropriate footwear is required. Combat type boots may not be worn. Any student whose clothing does not conform to our school dress code will be removed from class until acceptable clothing can be found.

IV. School Facilities

School Facility Conditions – General Information

Information about the safety, cleanliness, and adequacy of school facilities, including the condition and cleanliness of the school grounds, buildings, and restrooms. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Soulsbyville has been experiencing significant growth since the mid 1990s and has added portable classrooms and playground equipment to attempt to keep up with the additional student population. Our congested traffic and parking dilemmas during peak times remain a problem for parents and visitors. School Modernization was completed in the summer of 2003, funded through the State with matching funds from a General Obligation Bond passed by the voters in 2002. The Soulsbyville Road Widening Project was completed in the summer of 2004.

Soulsbyville will also begin a state funded Growth Project by the fall of 2005. This project includes a new multi-purpose gymnasium, and eight additional classrooms, expanded basketball courts, and relocation of a number of portables. A major aspect of this project will be the creation of a new one-way driveway through the campus with a separate exit from the campus that will alleviate the current on-site and off-site traffic jams. Four separate drop-off/pickup points will be established and an improved bus-loading zone will be built. The project is funded by State Bond funds and will be completed by Fall 2007.

School Facility Conditions – Results of Inspection and Evaluation

Data reported are the determination of good repair as documented in a completed *Interim Evaluation Instrument*, including the school site inspection date, the *Interim Evaluation Instrument* completion date, and the date of any remedial action taken or planned. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior and exterior)	X		
Interior Surfaces (walls, floors, and ceilings)	X		
Hazardous Materials (interior and exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior and exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside and outside)		X	Replaced 1 classroom Drinking Fountain 11/28/2005
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		
Other			

V. Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2 through 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 through 11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. Prior to 2005, the NRT tested reading/language arts and mathematics in grades 2 through 11, spelling in grades 2 through 8, and science in grades 9 through 11. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only, and no longer tests science in any grade.

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 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		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
English-Language Arts	57	59	64	56	59	64	35	36	40
Mathematics	55	55	59	54	55	59	35	34	38
Science		51	55		51	54	27	25	27
History-Social Science	37	20	26	38	20	27	28	29	32

CST – Racial and Ethnic Subgroups

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

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English-Language Arts					38		66
Mathematics					43		60
Science							57
History-Social Science							25

CST – Other Subgroups

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

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
English-Language Arts	64	64		51	29	
Mathematics	60	58		49	24	
Science	63	46		33		
History-Social Science	40	13		18		

Norm-Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT/6), the current norm-referenced test (NRT) adopted by the State Board of Education, are reported 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. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only and no longer tests science in any grade. 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		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Reading	66	68	73	65	68	73	43	43	41
Mathematics	74	75	78	74	75	78	50	51	52

NRT – Racial and Ethnic Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading					50		76
Mathematics					58		80

NRT – Other Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
Reading	76	70		68		
Mathematics	78	78		63		

Local Assessment

Data reported are the percent of students meeting or exceeding the district standard.

In addition to STAR scores, in grades K-3 we use RESULTS testing to assess reading readiness and reading levels. In grades K-8 we use assessments from our curriculum - Saxon for Math and Houghton Mifflin for Language Arts. Teachers have grade level assessments they use to determine mastery of the standard. They also have access to Edusoft, a web based assessment tool that has the ability to assess specific subject matter standards so that we can prescriptively address the individual needs of our students. They support staff uses a variety of additional assessments to determine individual needs. Two examples of these tools are DIBELS and Phonological Awareness Test.

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) for the most recent testing period. The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. Detailed information regarding the California Physical Fitness Test may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/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	47	50	44	47	50	44	25	27	22
7	29	38	17	29	38	17	29	31	27

Academic Performance Index

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 API Base 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.

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: To be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (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 1 (lowest) to 10 (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 CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

API – Schoolwide

Data reported are API Base and Growth scores, growth targets, statewide and similar schools ranks, and percent tested.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
Percent Tested	99	100	99	Percent Tested	100	99	99
API Base Score	806	825	810	API Growth Score	822	820	834
Growth Target	A	A	A	Actual Growth	16	-5	24
Statewide Rank	9	9	8				
Similar Schools Rank	8	9	5				

API – Racial and Ethnic Subgroup

Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
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				API Growth Score			
Growth Target				Actual Growth			
Pacific Islander				Pacific Islander			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
White (not Hispanic)				White (not Hispanic)			
API Base Score	814	830	815	API Growth Score	828	826	840
Growth Target	A	A	A	Actual Growth	14	-4	25

API – Socioeconomically Disadvantaged Subgroup

Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
API Base Score	763	813	766	API Growth Score	810	772	794
Growth Target	1	A	1	Actual Growth	47	-41	28

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.

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To comply with NCLB, California adopted AYP criteria that were approved by the U.S. Department of Education in June 2003. To make AYP, schools and districts are required each year to meet or exceed specific criteria in each of the following:

- Requirement 1: Participation rate on the state's standards-based assessments
- Requirement 2: Percent proficient on the state's standards-based assessments
- Requirement 3: API as an additional indicator
- Requirement 4: Graduation rate (for secondary schools)

Requirements 1 and 2 apply at the school, district, and subgroup levels. Requirements 3 and 4 apply only at the school and district levels, unless exception or "safe harbor" criteria are used. Detailed information about AYP can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

AYP All Criteria – Schoolwide

Data reported indicate whether all AYP criteria were met for all students in a school or a district, or that exception (safe harbor) criteria were met, or that an appeal of the school's or district's AYP status was approved.

Schoolwide	School			District		
	2003	2004	2005	2003	2004	2005
All Students	Yes	Yes	Yes	Yes	Yes	Yes

AYP Participation Rates and Proficiency Levels – Schoolwide and Subgroups

Data reported indicate whether AYP criteria for both the minimum participation rates and the percent proficient or above were met in a school or a district. *Note: "N/A" means that the student group is not numerically significant.*

Schoolwide and Subgroups	School			District		
	2003	2004	2005	2003	2004	2005
All Students	Yes	Yes	Yes	Yes	Yes	Yes
African American	N/A	N/A	Yes	N/A	N/A	Yes
American Indian or Alaska Native	N/A	N/A	Yes	N/A	N/A	Yes
Asian	N/A	N/A	Yes	N/A	N/A	Yes
Filipino	N/A	N/A	Yes	N/A	N/A	Yes
Hispanic or Latino	N/A	N/A	Yes	N/A	N/A	Yes
Pacific Islander	N/A	N/A	Yes	N/A	N/A	Yes
White (not Hispanic)	Yes	Yes	Yes	Yes	Yes	Yes
Socioeconomically Disadvantaged	Yes	Yes	Yes	Yes	Yes	Yes
English Learners	N/A	N/A	Yes	N/A	N/A	Yes
Students with Disabilities	N/A	N/A	Yes	N/A	N/A	Yes

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools and districts 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 and districts, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by contacting the district office or speaking with the school principal.

	School	District
First Year of Program Improvement Implementation		
Year in Program Improvement (Implementation Level)		
Year Exited Program Improvement		
Number of Schools Currently in Program Improvement	---	0
Percent of Schools Currently in Program Improvement	---	0.0

VI. 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 Level	2003				2004				2005			
	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	5			17.3	4			18.0	2		
1	18.0	3			16.8	4			16.8	4		
2	15.3	4			16.0	4			16.8	4		
3	15.0	5			14.6	5			19.5	4		
4	25.3		3		30.0		3		21.0	1	2	
5	28.0		3		27.7		3		26.3		3	
6												
K-3												
3-4												
4-8												
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	2003				2004				2005			
	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	18.1	11	6		25.2	3	7	1	21.7	10	8	
Mathematics	22.0	5	5		23.1	6	2	2	20.4	6	5	
Science	26.6	1	8		26.8		6		24.9	1	8	
Social Science	26.3	1	9		26.3		7		24.0	2	7	

Class Size Reduction Participation

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		
	2003	2004	2005
K	100.00	100.00	100.00
1	100.00	100.00	100.00
2	100.00	100.00	100.00
3	100.00	100.00	100.00

VII. Teacher and Staff Information

Core Academic Courses Taught by NCLB Compliant Teachers

For a school, the data reported are the percent of a school's classes in core academic subjects taught by No Child Left Behind (NCLB) compliant teachers. For a district, the data reported are the percent of all classes in core academic subjects 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. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

	Percent of Classes In Core Academic Subjects Taught by NCLB Compliant Teachers
This School	93.9
All Schools in District	94.0
High-Poverty Schools in District	0.0
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 counted at one school only. Data for teachers with a full credential and teaching outside his/her subject area are provided by the LEA.

	2003	2004	2005
Total Teachers	41	42	37
Teachers with Full Credential	40	41	37
Teachers Teaching Outside Subject Area (full credential teaching outside subject area)			
Teachers in Alternative Routes to Certification (district and university internships)	0	1	0
Pre-Internship	0	0	0
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	1	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, including positions that involve teaching English learners, 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. *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
Misassignments of Teachers of English Learners	---	---	---
Total Teacher Misassignments	---	---	---

Teacher Education Level

Data reported are the percent of teachers by education level, as reported by CBEDS.

	School	District
Doctorate	0.0	0.0
Master's Degree plus 30 or more semester hours	5.4	5.1
Master's Degree	10.8	10.3
Bachelor's Degree plus 30 or more semester hours	75.7	76.9
Bachelor's Degree	8.1	7.7
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. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
Vacant Teacher Positions	---	---	---

Teacher Evaluations

Information about the procedures and criteria for teacher evaluations.

Teacher evaluations are done on a regular basis by the administrative staff, both formally and informally. Teachers set goals, both personally and professionally, as growth targets. These goals are tied in to our school-wide LEAP plan in most cases and target maximizing delivery of state standards to all students through the best instructional practices possible. Evaluations conform to state evaluation mandates and PAR policy.

Substitute Teachers

Information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the instructional program at the school.

Soulsbyville School obtains substitute teachers from a list developed, maintained and fingerprinted by the Tuolumne County Office of Education. There continues to be a shortage of substitutes throughout the county. At times our administrators must act in this capacity.

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	0.8
Library Media Teacher (Librarian)	1.0
Psychologist	0.2
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	0.0
Other	3.0

Academic Counselors

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. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
0.8	239 Students to 0.8 FTE

XIII. Curriculum and Instruction

School Instruction and Leadership

Information about the structure of the school's instructional program and the experience of the school leadership team.

Soulsbyville believes strongly in the concept “No one of us is as smart as all of us” and has thus adopted a Shared Decision Making model of leadership. All grade levels meet once a week in grade level teams for 90 minutes. Here they discuss student progress, both case-by-case and for larger groups as well as instructional practices and strategies that will target assessed needs. Larger assessed needs are taken to the Leadership council weekly. This council, called TALK (Teachers, 1 per grade level, Administrators. Listening, Communicating) meet weekly and discuss school-wide concerns, next steps, issues. Decisions made by this council reflect entire staff input. There is also a curriculum leadership team called the Design Team. This team reviews all student data, to include state test results, input from staff on assessed student needs and coordinates professional development with this data and our LEAP Plan / Single Use Plan for Student Achievement.

Professional Development

Information about the program for training the school's teachers and other professional staff.

The Design Team at Soulsbyville plans school-wide professional development for the staff based on the outline contained in the LEAP PLAN, yearly assessed next steps for staff, student data that indicates gaps in learning / instruction. These plans are carried out through our bi-monthly PGIFs (Professional Growth in Faculty) meetings. These activities are also aligned to the State’s Content and Student Achievement Standards. They focus on content as well as instructional strategies. All professional development also tries to incorporate knowledge and understanding of how students learn in such differing ways so that staff can truly come to know all students and try to individualize and differentiate as appropriate. Teachers, as well as classroom aides, are encouraged to fully participate in these

Quality and Currency of Textbooks and Instructional Materials

Information about the standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials used in the school 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, and history-social science. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board. The information includes an explanation for the use of any non-adopted textbooks or instructional materials.

Soulsbyville School sets a priority of insuring that there are sufficient textbooks to fully support the schools instructional program. In 2000 -01, the district allotted \$50,000 for textbooks and support materials. Additional funds (\$37,000) were allotted from general funds and from restricted categorical funds to purchase state adopted instructional materials in Math and Reading. In 2001-02 and 2002-3 effort was made to guarantee that all students had these textbooks and that all teachers had the appropriate teacher editions and support materials to deliver top quality instruction. Students have access to a wide variety of instructional materials that directly support their core curriculum.

The library contains over 35,000 books available to students and their families. Many of these books have support testing for comprehension through our Accelerated Reader (AR) Program ®.

We have a state-of-the-art technology program with 3 full Macintosh ® computer labs, all networked to each other and Internet accessible. Each classroom has at least 2 computers available and all are networked to each other throughout the campus. We also have several PC computers scattered in clusters throughout the campus and have a full class set of ALPHA SMART ® student portable computer laptops. We have a 1:5 ratio of computers to students school-wide.

Other technology available includes VCR's, camcorders, scanners, digital cameras, filmstrips, CD players, laser disks, a wide variety of computer software and audio cassette players. One software program, SuccessMaker ®, has been especially helpful in both tutoring gaps in student learning as well as challenging students to stretch their skills far beyond their grade level. In the fall of 2004 two management tools, Edusoft ® and PowerSchool ® were added to help staff better use student data to drive instructional / educational goals, both individually and as whole or small groups.

The school has a Technology Use Plan and a Library / Media Center Plan which targets the continual upgrading of materials, hardware and instructional needs. It also targets ongoing staff development and professional growth needs.

The school adopts textbooks according to the state adoption cycle and replaces books as needed. We are also in the process of purchasing additional state adopted support materials based on assessing student data and determining necessary instructional next steps.

All teachers have a \$500 account to purchase materials necessary to support their particular instructional practices or to attend professional growth workshops and classes.

Availability of Sufficient Textbooks and Instructional Materials

Information about the availability of sufficient standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 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 (kindergarten through grade 12); and science laboratory equipment (grades 9 through 12), as appropriate. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board.

Core Curriculum Areas	Availability of Textbooks and Instructional Materials
Reading/Language Arts	Yes
Mathematics	Yes
Science	Yes
History-Social Science	Yes
Foreign Language	Yes
Health	Yes

Instructional Minutes

Data reported compare 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	36,900	36,000
1	52,000	50,400
2	52,800	50,400
3	53,340	50,400
4	64,140	54,000
5	64,140	54,000
6	63,600	54,000
7	63,600	54,000
8	63,600	54,000

Minimum Days in School Year

Information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

The following information is provided to inform the public of the number of minimum days Soulsbyville School takes at each grade level.

Kindergarten did not take any minimum days. They are in session for only half a day so it is unnecessary.

First through fifth grades took 7 minimum days (released time is one hour earlier) throughout the course of the year. They also took 1 super-minimum day (release time is 2 hours earlier) and 2 late start days (school starts 1 hour later).

Sixth through eighth grade took 11 minimum days and 3 super-minimum days along with 2 late start days.

These days were taken before legal holidays and at the end of grading periods to give the teachers time to prepare report cards and schedule parent conferences twice a year. Soulsbyville School makes every effort possible to meet with each parent to discuss their concerns and goals.

IX. Fiscal and Expenditure Data

Teacher and Administrative Salaries (Fiscal Year 2003-04)

Data reported are the district salaries 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. Data are also reported for teacher and administrative salaries as a percent of a district's budget. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0304.asp>. *Note: County offices of education are not required to report average salaries and expenditures. The CDE's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.*

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$33,952	\$34,395
Mid-Range Teacher Salary	\$48,698	\$50,164
Highest Teacher Salary	\$60,984	\$60,406
Average Principal Salary (Elementary)	\$89,760	\$78,686
Superintendent Salary	\$108,033	\$101,695
Percent of Budget for Teacher Salaries	49.9	41.5
Percent of Budget for Administrative Salaries	8.8	6.1

District Expenditures (Fiscal Year 2003-2004)

Data reported are the total dollars expended in the district and the dollars expended per student at the district compared to the state average for all districts and for districts of the same type and size. Detailed information regarding expenditures may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/>. *Note: County offices of education are not required to report average expenditures. The CDE's School Fiscal Services Division does not calculate statewide average expenditure information for county offices of education.*

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars Expended	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)
\$4,399,555	\$6,542	\$6,643	\$6,919

Types of Services Funded

Information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

The types of services funded by Soulsbyville School are comprised of Federal Title I (funds used to assist low achieving children) and the Limited English Proficient program. Another Federal entitlement program Title IV provides funding to the library. State Improvement Program (SIP) funds are used to pay for classroom aides. Lottery funds are used to support the schools music and art programs. We use Safe and Drug Free Schools and The Tobacco Use Prevention Education funds to provide the students with prevention programs. Federal Class Size Reductions funds support salaries, benefits, books, supplies, capital outlay transportation, administration expenses and cafeteria costs.