

Executive Summary School Accountability Report Card, 2005-2006

For Soulsbyville Elementary School

Address: 20300 Soulsbyville Road – Soulsbyville, CA 95372
Principal: Bart Taylor

Phone: (209) 532-1419
Grade Span: K - 8

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2005-06 school year, except the School Finances and School Completion data that are reported for the 2004-05 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Soulsbyville School is a K-8 single school district with approximately 600 students, 70 staff members, (36 certificated personnel, including regular and special education teachers, administrators, a music instructor, highly qualified paraprofessionals) and about 340 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. The 2005/2006 score was 833, ranking 8 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.

Student Enrollment

| Group | Enrollment |
|----------------------------------|-------------------|
| Number of students | 616 |
| African American | 0.2% |
| American Indian or Alaska Native | 1.3% |
| Asian | 0.8% |
| Filipino | 0.0% |
| Hispanic or Latino | 4.1% |
| Pacific Islander | 0.0% |
| White (not Hispanic) | 45.1% |
| Multiple or No Response | 48.5% |
| Socioeconomically Disadvantaged | 31.9% |
| English Learners | 1.0% |
| Students with Disabilities | 10.0% |

Teachers

| Indicator | Teachers |
|---|-----------------|
| Teachers with full credential | 34 |
| Teachers without full credential | 0 |
| Teachers Teaching Outside Subject Area of Competence | |
| Misassignments of Teachers of English Learners | |
| Total Teacher Misassignments | |

School Facilities

Summary of Most Recent Site Inspection

Soulsbyville has been experiencing a loss of students the past few years and is considering eliminating several portable classrooms. Playground equipment is well maintained and additional equipment and play areas are being considered. Our congested traffic condition of the past has been virtually eliminated by using our one-way through road. Our current growth project initiated in the late 1990's is due for completion for the start of the '07-'08 school year. This has added additional parking space, a new multipurpose auditorium and permanent two story classroom buildings. Several existing portable buildings will be moved during the summer of 2007 to be a part of the new growth project.

Repairs Needed

None needed.

Corrective Actions Taken or Planned

None

Curriculum and Instructional Materials

| Core Curriculum Areas | Pupils Who Lack Textbooks and Instructional Materials |
|--|--|
| Reading/Language Arts | % |
| Mathematics | % |
| Science | % |
| History-Social Science | % |
| Foreign Language | % |
| Health | % |
| Science Laboratory Equipment (grades 9-12) | % |

School Finances

| Level | Expenditures Per Pupil (Unrestricted Sources Only) |
|--------------|---|
| School Site | \$5,227.03 |
| District | \$5,227.03 |
| State | \$4,743.00 |

Student Performance

| Subject | Students Proficient and Above on California Standards Tests |
|------------------------|--|
| English-Language Arts | 63 |
| Mathematics | 59 |
| Science | 67 |
| History-Social Science | 33 |

Academic Progress

| Indicator | Result |
|---|---------------|
| 2006 API Growth Score (from 2005 API Growth Report) | 833 |
| Statewide Rank (from 2005 API Base Report) | 8 |
| 2006-07 Program Improvement Status | |

School Completion

| Indicator | Result |
|------------------|---------------|
| Graduation Rate | |

Postsecondary Preparation

| Measures | Percent of Graduates |
|--|-----------------------------|
| Completed a Career Technical Education Program | % |
| Completed All Courses Required for University of California or California State University Admission | % |

SOULSBYVILLE SCHOOL
School Accountability Report Card
Reported for School Year 2005-06
Published During 2006-07

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

| School | | District | |
|-------------------------|--|-----------------------|--|
| School Name | Soulsbyville Elementary | District Name | Soulsbyville Elementary |
| Street | 20300 Soulsbyville Road | Phone Number | (209) 532-1419 |
| City, State, Zip | Soulsbyville, CA 95372 | Web Site | http://www.soulsbyville.k12.ca.us/ |
| Phone Number | (209) 532-1419 | Superintendent | Jeff Winfield |
| Principal | Bart Taylor | E-mail Address | jwinfield@soulsbyville.k12.ca.us |
| E-mail Address | btaylor@soulsbyville.k12.ca.us | --- | --- |

School Description and Mission Statement

Soulsbyville School is a K-8 single school district with approximately 600 students, 70 staff members, (36 certificated personnel, including regular and special education teachers, counselors, administrators, a music instructor, highly qualified paraprofessionals) and about 340 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. The 2005/2006 score was 833, ranking 8 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.

Board of Trustees
SOULSBYVILLE SCHOOL DISTRICT
2005 - 2006

| | |
|------------------|------------------------|
| President | Kate Hack |
| Clerk | Sue Howard |
| Member | Craig Adams |
| Member | Linda Maltese |
| Member | Denise Houghton |

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.

Opportunities for Parental Involvement

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.

For additional information about organized opportunities for parent involvement at Soulsbyville Elementary, please contact the school office at (209) 532-1419.

Student Enrollment by Grade Level

| Grade Level | Number of Students | Grade Level | Number of Students |
|--------------|--------------------|------------------|--------------------|
| Kindergarten | 62 | Grade 8 | 84 |
| Grade 1 | 47 | | |
| Grade 2 | 70 | | |
| Grade 3 | 67 | | |
| Grade 4 | 58 | | |
| Grade 5 | 72 | | |
| Grade 6 | 75 | | |
| Grade 7 | 81 | Total Enrollment | 616 |

Student Enrollment by Group

| Group | Percent of Total Enrollment | Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|---------------------------------|-----------------------------|
| African American | 0.2% | White (not Hispanic) | 45.1% |
| American Indian or Alaska Native | 1.3% | Multiple or No Response | 48.5% |
| Asian | 0.8% | Socioeconomically Disadvantaged | 31.95% |
| Filipino | 0.0% | English Learners | 1.0% |
| Hispanic or Latino | 4.1% | Students with Disabilities | 10.0% |
| Pacific Islander | 0.0% | | |

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2003-04 | | | | 2004-05 | | | | 2005-06 | | | |
|-------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
| | 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 | 17.3 | 4 | | | 18.0 | 2 | | | 16.3 | 4 | | |
| 1 | 16.8 | 4 | | | 16.8 | 4 | | | 15.0 | 3 | | |
| 2 | 16.0 | 4 | | | 16.8 | 4 | | | 17.3 | 4 | | |
| 3 | 14.6 | 5 | | | 19.5 | 4 | | | 17.2 | 5 | | |
| 4 | 30.0 | | | 3 | 21.0 | | | 3 | 28.5 | | | 2 |
| 5 | 27.7 | | | 3 | 26.3 | | | 3 | 23.3 | | | 3 |

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2003-04 | | | | 2004-05 | | | | 2005-06 | | | |
|----------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
| | 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 | 25.2 | 3 | 7 | 1 | 21.7 | 10 | 8 | | 23.8 | 2 | 16 | |
| Mathematics | 23.1 | 6 | 2 | 2 | 20.4 | 6 | 5 | | 19.8 | 8 | 4 | |
| Science | 26.8 | | 6 | | 24.9 | 1 | 8 | | 26.2 | 1 | 8 | |
| Social Science | 26.8 | | 6 | | 24.0 | 2 | 7 | | 26.3 | 2 | 7 | |

Participation in the Class Size Reduction Program

| Grade Level | Percent of Students Participating | | |
|-------------|-----------------------------------|---------|---------|
| | 2003-04 | 2004-05 | 2005-06 |
| K | 100.0% | 100.0% | 100.0% |
| 1 | 100.0% | 100.0% | 100.0% |
| 2 | 100.0% | 100.0% | 100.0% |
| 3 | 100.0% | 100.0% | 100.0% |

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

School Safety and Climate for Learning

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.

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.

Our maintenance supervisor does monthly reviews of the facilities and reports to the Board quarterly.

School Discipline Practices

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

Actions that would result in the destruction of school or personal property, violate individuals' 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.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

| Rate | School | | | District | | |
|-------------|---------|---------|---------|----------|---------|---------|
| | 2003-04 | 2004-05 | 2005-06 | 2003-04 | 2004-05 | 2005-06 |
| Suspensions | 5 | 19 | 38 | 7 | 19 | 43 |
| Expulsions | 0 | 2 | 0 | 0 | 2 | 0 |

III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

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 a loss of students the past few years and is considering eliminating several portable classrooms. Playground equipment is well maintained and additional equipment and play areas are being considered. Our congested traffic condition of the past has been virtually eliminated by using our one-way through road. Our current growth project initiated in the late 1990's is due for completion for the start of the '07-'08 school year. This has added additional parking space, a new multipurpose auditorium and permanent two story classroom buildings. Several existing portable buildings will be moved during the summer of 2007 to be a part of the new growth project.

See enclosed Williams Act, State of California, Interim Evaluation Instrument, School Facility Conditions Evaluation for the current year, 2006-2007.

School Facility Good Repair Status

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

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.

| Item Inspected | Facility in Good Repair | | Repair Needed and Action 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 | | |
| Restrooms | X | | |
| Sewer | X | | |
| Playground/School Grounds | X | | |
| Other | | | |

IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

| Teachers | School | | | District |
|--|---------|---------|---------|----------|
| | 2003-04 | 2004-05 | 2005-06 | 2005-06 |
| With Full Credential | 41 | 37 | 34 | 35 |
| Without Full Credential | 1 | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence | | | | |

Teacher Misassignments and Vacant Teacher Positions

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

| Indicator | 2004-05 | 2005-06 | 2006-07 |
|---|---------|---------|---------|
| Misassignments of Teachers of English Learners | | | |
| Total Teacher Misassignments | | | |
| Vacant Teacher Positions | | | |

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at 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/>.

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

Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

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.

Teacher Evaluation Process

This section provides information about the procedures and the criteria used 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.

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | .4 | 620.0 |
| Library Media Teacher (Librarian) | 1.0 | --- |
| Library Media Services Staff (paraprofessional) | | --- |
| 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 | --- |

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

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

| Core Curriculum Area | Quality, Currency, and Availability of Textbooks and Instructional Materials | Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials |
|--|--|---|
| Reading/Language Arts | Yes | 100.0 |
| Mathematics | Yes | 100.0 |
| Science | Yes | 100.0 |
| History-Social Science | Yes | 100.0 |
| Foreign Language | - | - |
| Health | Yes | 100.0 |
| Science Laboratory Equipment (grades 9-12) | - | - |

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental) | Expenditures Per Pupil (Basic) | Average Teacher Salary |
|---|------------------------------|---------------------------------------|--------------------------------|------------------------|
| School Site | 7/98 | 1495 | 5703 | 53,185 |
| District | --- | --- | 5703 | 53,185 |
| Percent Difference – School Site and District | --- | --- | 0% | 0% |
| State | --- | --- | \$4,743 | \$52,375 |
| Percent Difference – School Site and State | --- | --- | 120.24% | 101.546% |

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical 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.

Teacher and Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. 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/salaries0405.asp>.

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$34,699 | \$35,546 |
| Mid-Range Teacher Salary | \$49,770 | \$51,472 |
| Highest Teacher Salary | \$62,326 | \$62,511 |
| Average Principal Salary (Elementary) | \$78,965 | \$78,512 |
| Average Principal Salary (Middle) | | |
| Average Principal Salary (High) | | |
| Superintendent Salary | \$113,722 | \$94,827 |
| Percent of Budget for Teacher Salaries | 48.2 | 38.9 |
| Percent of Budget for Administrative Salaries | 7.6 | 6.4 |

VIII. Student Performance

California Standards Tests

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 Results for All Students – Three-Year Comparison

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

| Subject | School | | | District | | | State | | |
|------------------------|--------|------|------|----------|------|------|-------|------|------|
| | 2004 | 2005 | 2006 | 2004 | 2005 | 2006 | 2004 | 2005 | 2006 |
| English-Language Arts | 59 | 64 | 63 | 59 | 64 | 62 | 36 | 40 | 42 |
| Mathematics | 55 | 59 | 59 | 55 | 59 | 58 | 34 | 38 | 40 |
| Science | 51 | 55 | 67 | 51 | 54 | 66 | 25 | 27 | 35 |
| History-Social Science | 20 | 26 | 33 | 20 | 27 | 33 | 29 | 32 | 33 |

CST Results by Student Group – Most Recent Year

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

| Group | Percent of Students Scoring at Proficient or Advanced | | | |
|---|---|-------------|---------|------------------------|
| | English-Language Arts | Mathematics | Science | History-Social Science |
| African American | * | * | * | * |
| American Indian or Alaska Native | * | * | * | * |
| Asian | * | * | * | * |
| Filipino | * | * | * | * |
| Hispanic or Latino | 43 | 40 | 71 | |
| Pacific Islander | * | * | | |
| White (not Hispanic) | 65 | 60 | 67 | 33 |
| Male | 62 | 61 | 71 | 37 |
| Female | 64 | 56 | 62 | 30 |
| Economically Disadvantaged | 51 | 48 | 59 | 22 |
| English Learners | * | * | * | |
| Students with Disabilities | 31 | 27 | 44 | * |
| Students Receiving Migrant Education Services | | | | |

Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

| Subject | School | | | District | | | State | | |
|-------------|--------|------|------|----------|------|------|-------|------|------|
| | 2004 | 2005 | 2006 | 2004 | 2005 | 2006 | 2004 | 2005 | 2006 |
| Reading | 68 | 73 | 65 | 68 | 73 | 65 | 43 | 41 | 42 |
| Mathematics | 75 | 78 | 74 | 75 | 78 | 74 | 51 | 52 | 53 |

NRT Results by Student Group – Most Recent Year

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

| Group | Percent of Students Scoring at or Above the National Average | |
|---|--|-------------|
| | Reading | Mathematics |
| African American | * | * |
| American Indian or Alaska Native | | |
| Asian | * | * |
| Filipino | * | * |
| Hispanic or Latino | 38 | 54 |
| Pacific Islander | | |
| White (not Hispanic) | 68 | 75 |
| Male | 61 | 77 |
| Female | 69 | 72 |
| Economically Disadvantaged | 56 | 60 |
| English Learners | * | * |
| Students with Disabilities | 33 | 40 |
| Students Receiving Migrant Education Services | | |

Local Assessment Results

Districts may choose to administer their own academic assessments in reading, writing, and mathematics. In such cases, this table displays the percent of students, by grade level and subject area, meeting or exceeding the district standard.

| Grade Level | Reading | | | Writing | | | Mathematics | | |
|-------------|---------|------|------|---------|------|------|-------------|------|------|
| | 2004 | 2005 | 2006 | 2004 | 2005 | 2006 | 2004 | 2005 | 2006 |
| K | | | | | | | | | |
| 1 | | | | | | | | | |
| 2 | | | | | | | | | |
| 3 | | | | | | | | | |
| 4 | | | | | | | | | |
| 5 | | | | | | | | | |
| 6 | | | | | | | | | |
| 7 | | | | | | | | | |
| 8 | | | | | | | | | |
| 9 | | | | | | | | | |
| 10 | | | | | | | | | |
| 11 | | | | | | | | | |
| 12 | | | | | | | | | |

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found 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 | Percent of Students Meeting Fitness Standards |
|-------------|---|
| 5 | |
| 7 | |
| 9 | |

IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

| API Rank | 2003-04 | 2004-05 | 2005-06 |
|-----------------|---------|---------|---------|
| Statewide | 9 | 8 | 8 |
| Similar Schools | 9 | 5 | 6 |

API Changes by Student Group – Three-Year Comparison

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

| Group | Actual API Change | | | API Score |
|----------------------------------|-------------------|---------|---------|-----------|
| | 2003-04 | 2004-05 | 2005-06 | 2006 |
| All Students at the School | -5 | 24 | -1 | 833 |
| African American | | | | |
| American Indian or Alaska Native | | | | |
| Asian | | | | |
| Filipino | | | | |
| Hispanic or Latino | | | | |
| Pacific Islander | | | | |
| White (not Hispanic) | -4 | 25 | 0 | 840 |
| Socioeconomically Disadvantaged | -41 | 28 | -10 | 784 |
| English Learners | --- | --- | | |
| Students with Disabilities | --- | --- | | |

State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

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

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

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

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

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

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

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

| Indicator | School | District |
|--|--------|----------|
| Program Improvement Status | | |
| First Year of Program Improvement | | |
| Year in Program Improvement | | |
| Number of Schools Currently in Program Improvement | --- | 0 |
| Percent of Schools Currently in Program Improvement | --- | 0.0 |

X. School Completion and Postsecondary Preparation

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

| Indicator | School | | | District | | | State | | |
|------------------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2002-03 | 2003-04 | 2004-05 | 2002-03 | 2003-04 | 2004-05 | 2002-03 | 2003-04 | 2004-05 |
| Dropout Rate (1-year) | | | | | | | | | |
| Graduation Rate | | | | | | | | | |

Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2005-06 school year in the 12th grade, this table displays by student group the percent of students who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Due to the state's collection schedule for high school completion data, state level data for this reporting element will not be available for report cards published in the 2006-07 school year. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

| Group | Graduating Class of 2006 | | |
|----------------------------------|--------------------------|----------|-------|
| | School | District | State |
| All Students | | | |
| African American | | | |
| American Indian or Alaska Native | | | |
| Asian | | | |
| Filipino | | | |
| Hispanic or Latino | | | |
| Pacific Islander | | | |
| White (not Hispanic) | | | |
| Socioeconomically Disadvantaged | | | |
| English Learners | | | |
| Students with Disabilities | | | |

Career Technical Education Programs

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

| |
|--|
| |
|--|

Career Technical Education Participation

This table displays information about participation in the school's CTE programs.

| Measure | CTE Program Participation |
|--|---------------------------|
| Number of pupils | |
| Percent of pupils completing a CTE program and earning a high school diploma | |
| Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education | |

Courses for University of California and/or California State University Admission

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

| Indicator | Percent |
|---|---------|
| Students Enrolled in Courses Required for UC/CSU Admission | |
| Graduates Who Completed All Courses Required for UC/CSU Admission | |

Advanced Placement Courses

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

| Subject | Number of AP Courses Offered | Percent of Students In AP Courses |
|--------------------------|------------------------------|-----------------------------------|
| Computer Science | | --- |
| English | | --- |
| Fine and Performing Arts | | --- |
| Foreign Language | | --- |
| Mathematics | | --- |
| Science | | --- |
| Social Science | | --- |
| All courses | | |

College Admission Test Preparation Course Program

This section provides information about the school's college admission test preparation course program.

| |
|--|
| |
|--|

SAT Reasoning Test

This table displays the percent of the school's 12th grade students who voluntarily take the SAT Reasoning Test for college entrance and the average verbal, math, and writing scores of those students. Detailed information regarding SAT results, and comparisons of these average scores to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ds/sp/ai/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

| Indicator | 2004 | 2005 | 2006 |
|--|------|------|------|
| Percent of Grade 12 Students Taking the Test | | | |
| Average Verbal Score | | | |
| Average Math Score | | | |
| Average Writing Score | --- | --- | |

XI. Instructional Planning and Scheduling

School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's 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 TALC (Teachers, 1 per grade level, Administrators, Listening, Communicating) meet weekly and discuss school-wide concerns, next steps, and 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

This section provides 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.

Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

| Grade Level | Instructional Minutes | |
|-------------|-----------------------|-------------------|
| | Offered | State Requirement |
| K | 36,000 | 36,000 |
| 1 | 52,688 | 50,400 |
| 2 | 52,688 | 50,400 |
| 3 | 52,688 | 50,400 |
| 4 | 56,940 | 54,000 |
| 5 | 56,940 | 54,000 |
| 6 | 54,180 | 54,000 |
| 7 | 54,180 | 54,000 |
| 8 | 54,180 | 54,000 |
| 9 | | 64,800 |
| 10 | | 64,800 |
| 11 | | 64,800 |
| 12 | | 64,800 |

Continuation School Instructional Days

This table displays a comparison of the number of instructional days offered at the continuation school to the state requirement for each grade level.

| Grade Level | Instructional Days With At Least 180 Instructional Minutes | |
|-------------|--|-------------------|
| | Offered | State Requirement |
| 9 | | 180 days |
| 10 | | 180 days |
| 11 | | 180 days |
| 12 | | 180 days |

Minimum Days in School Year

The section provides 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 10 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 10 minimum days and 1 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.