

# Sierra Hills School

## 2006-2007 School Accountability Report Card



16505 Placer Hills Rd.  
Meadow Vista, CA 95722  
(530) 878-9473

**Ella Dobrec, Principal**

### Placer Hills Union School District

#### Board of Education

Norma Taylor  
Tracy Critchfield  
Mrs. Cynthia Gunderson  
Mr. Greg Stuck  
Gary Johnson

#### District Mission Statement

The Placer Hills Union  
School District is dedicated to  
educating students to become  
contributing, global citizens  
in th 21st century.

### Principal's Message

Sierra Hills School is dedicated to excellence and committed to success for all students. At Sierra Hills, the faculty, students and parents work together in order to provide a safe and caring environment for all students. We provide opportunities for the children to develop positive self-concepts and a positive attitude toward school and learning. Student success is recognized and celebrated monthly, with Student of the Week presentations and "Woodsy Owl" drawings. These are among the many ways that achievements, hard work, effort, and good citizenship are recognized. The teachers challenge their students to be problem solvers and critical thinkers by providing interesting, creative and challenging lessons that emphasize high standards for all. Parent volunteers assist teachers in classrooms and with extracurricular activities.

We are grateful for the wonderful parental and community support we experience daily. Sierra Hills is indeed a great place to work and learn.

Ella Dobrec, Principal

### School Profile

Sierra Hills School is a kindergarten, first, second, and third grade school nestled in the Sierra Nevada foothills. In 2007-08 the student population was 428 students and is the foundation school whose children move as a group to the neighboring Weimar Hills School for their fourth through eighth grade education. Located in the small village of Meadow Vista, the school serves children from several rural communities covering 69 square miles. Our Thirteen year old, ten-acre school site was planned and built intentionally to serve K-3 students. The building of our school was the culmination of a fifteen-year project designed to accommodate a growing population of families choosing to raise children in a country environment. A large community park, as well as a nursery and a Christmas tree farm, border our campus. While our families are primarily in the middle of the socioeconomic range, the school serves a diverse population in terms of student abilities and needs. Student body demographics are illustrated in the chart.

Sierra Hills School is an exemplary school offering challenging learning experiences in a supportive and caring atmosphere. The school is committed to our vision of preparing each child to become a literate, thinking and caring person. To that end, our school is much like the ideal family that nurtures the strengths of each individual, acknowledges and appreciates the uniqueness of each child and sets clear and reasonable academic and behavioral expectations.

The warm and caring tone is set as children are personally greeted each day when they arrive on the traditional bus or are delivered by parents in our "kiss and drop" zone. Many parents stay to volunteer in their children's classes. A chorus of good-byes and a flurry of hugs follow the trail of each group of children as their teachers deliver them to the safety of their waiting parent or friendly bus driver. Our staff reflects the values, goals and standards of our students' families. Because they prize the quality of life in our community, the majority of our teachers live within our district. As a measure of the stability of our community and staff, a number of our students' parents were taught by our teachers and 70% of our staff members have, or have had, their children attend our district schools. Our school is the beginning link to an ongoing relationship between our two district schools and the small communities served. The school lays the groundwork to create a tightly knit unit consisting of the school, the students, their parents and extended families, the community and local merchants. Our campus, with its large gym, is the community center. From the Lion's Club Mother's Day breakfast to the Pioneer Day celebration, weddings to memorial services, volleyball practice to championship basketball games, Sierra Hills School truly is the heart of Meadow Vista in both body and spirit.

#### Student Enrollment by Ethnic Group

2007-08

	Percentage
African American	0.7%
American Indian	0.4%
Asian	0.2%
Caucasian	86.1%
Filipino	0.4%
Hispanic or Latino	0.7%
Pacific Islander	0.0%
Multiple or No Response	11.4%



## Discipline & Climate for Learning

The following expectations are held by ALL staff at Sierra Hills: teachers, office staff, cafeteria supervisors, playground supervisors, and instructional aides.

- Students will be in class on time with appropriate materials
- Students will be courteous and respectful to others
- Students will keep hands, feet, and objects to themselves
- Students will remain in the assigned area
- Students will follow adult directions
- Students will complete all assignments

The Suspensions and Expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

Suspensions & Expulsions						
	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	1	1	10	54	73	68
Suspension Rate	0.3%	0.2%	2.2%	4.3%	6.4%	5.7%
Expulsions	0	0	0	1	2	3
Expulsion Rate	0.0%	0.0%	0.0%	0.1%	0.2%	0.3%

## Enrollment By Grade

Regular attendance and punctuality are necessary parts of the learning process and are critical to academic success. In addition, school districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities including notification of when and why students are absent. Independent study is available for students who require extended leaves from school.

Regular daily attendance is a priority at Sierra Hills School. Absence reports are regularly reviewed by the school's attendance secretary. Parents are advised of absences through phone calls, letters, and if necessary, home visits. Those students who continue to exhibit excessive absences are directed to the appropriate authorities including the Student Study Team, Police Department, Home School Liason, and School Attendance Review Board. This chart illustrates the enrollment trend by grade level for the past three school years.

Enrollment Trend by Grade Level			
	2005-06	2006-07	2007-08
K	107	87	118
1st	130	107	102
2nd	111	121	109
3rd		113	117

## Parent Involvement

Parental involvement is available through participation in the School Site Council, the school's Parent-Teacher Organization (PTO), various annual events and activities, and regular volunteering of their services in classrooms. Parents volunteer as art and nature docents, assist teachers in language arts, center time, math explorations, Book Fair, Jog-a-thon, Fall Festival, and many other special activities and events.

## Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Sierra Hills Elementary at (530) 878-9473.

## Class Size

Sierra Hills Elementary School maintained a schoolwide average class size of 19 students and a pupil to teacher ratio of 18:1 in the 2007-08 school year. The Class Size Distribution table illustrates the average class size by subject and grade level. The corresponding numbers show how many classes were taught with a certain number of students in each class, based on three different class sizes.

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	06	07	08	06	07	08	06	07	08			
K	21	16	19	4	5	5	1	1	1	-	-	-
1	20	18	20	5	6	6	2	-	-	-	-	-
2	20	18	18	7	9	6	-	-	1	-	-	-
3	-	19	19	-	5	6	-	2	1	-	-	-
K-3	19	19	20	1	1	1	-	-	-	-	-	-

## Instructional Materials

Placer Hills Union Elementary School District held a Public Hearing on September 11, 2008, and determined that each school within the district has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks				
Grade Levels	Subject	Publisher	Adoption Year	Sufficient
K-3	History/Social Science	Harcourt Brace	2007	Yes
3rd	Mathematics	Houghton Mifflin	2004	Yes
K-2	Mathematics	McGraw-Hill	2004	Yes
K-3	Reading Language Arts	Houghton Mifflin	2004	Yes
K-3	Science	Delta Education: Foss	2007	Yes

## Library Information

The school's library, staffed by a full-time Library Technician, provides an extensive variety of reference and special interest materials, in addition to hundreds of educational and recreational books. Students visit the library on a weekly basis with their classes, with the Reading Rotation Program, and are encouraged to visit before and after school. Two computer workstations within the library are connected to the Internet so students are able to access resources and information online.

## Additional Internet Access/Public Libraries

Our computer lab has 21 computers available for student use. All classrooms are connected to the Internet. Students use computers at all grade levels to achieve the grade level skills required in the district-wide Technology Plan. For additional research materials and Internet availability, students are encouraged to visit the Meadow Vista branch of the Placer County Public Library which contains numerous computer workstations.

## Computer Resources

All classrooms have at least two computers that are connected to the Internet. Sierra Hills School also has a computer lab with 20 computers. The computer lab is staffed by the Computer Technician. Computer skills and concepts are integrated throughout standard curriculum which helps to prepare students for technological growth and other opportunities.

Computer Resources			
	05-06	06-07	07-08
Computers	46	73	84
Students per computer	7.6	5.9	5.3
Classrooms connected to Internet	19	21	33

## Curriculum Development

All curriculum development in the Placer Hills Union Elementary School District is based on the California State Content Standards and Frameworks. Curriculum guides are updated regularly by the Curriculum Committee to align with the state standards, district goals, and the statewide assessment program. The curriculum committee consists of teachers and administration. During the 2007-08 school year, changes to the curriculum included adoption of new social science textbooks.

## Counseling & Support Staff

It is the goal of Sierra Hills School to assist students in their social and emotional development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The table lists the support service personnel available at Sierra Hills School.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Academic Counselor	1	0.1
Library Technician	1	1.0
Nurse	1	As Needed
Occupational Therapist	1	0.3
Psychologist	1	As Needed
Resource Specialist Aide	2	1.5
Resource Specialist Program (RSP) Teacher	1	1.0
Speech/Language Specialist	1	As Needed
Technology Aide	1	0.5

## Staff Development

The district is heavily involved in staff development. Each certificated employee completes, at a minimum, 18 hours of staff development annually. In addition to the required staff development, teacher grade level and subject matter meetings are held to work on instructional strategies, assessment, implementation of standards, and textbook use. Administration evaluates all staff development by student assessment results which have improved every year for the past five years. New curriculum guides that include the State standards were recently completed with teacher involvement and instruction is in accordance with those new guides.

## Teacher Assignment

Placer Hills Union Elementary recruits and employs the most qualified credentialed teachers. For the 2007-08 school year, Sierra Hills School had 27 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			District 07-08
	School			
	05-06	06-07	07-08	
Fully Credentialed	23	29	26	59
Without Full Credentials	0	0	0	0
Working Outside Subject	0	0	0	0

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect 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.

	Misassignments/Vacancies		
	05-06	06-07	07-08
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	0	0

## Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	100.0%	0.0%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	100.0%	0.0%



## CAT-6

The California Achievement Test (CAT/6) is a standardized norm-referenced test (NRT), which indicates how the student or group of students compares with that of a norm group and other students from around the country. In August of 2004 the governor signed legislation reauthorizing the STAR Program. Prior to the reauthorization the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) were administered to all students in grades two through eleven. The reauthorization program requires administering the CAT/6 Survey only to students in grades three and seven. Students in grades three and seven were tested in reading, language, spelling, and mathematics. The purpose of administering the CAT/6 Survey is to determine how well California students are achieving academically compared to a national sample of students tested in the same grade at the same time of the school year. The CAT/6 chart reflects the percentages of students scoring at or above the 50th percentile, or those students performing at average/above average level, in Reading and Math.

## Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- 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).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

## 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.

## Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

**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 similar schools.

## CAT/6 Norm Referenced Test

### % At or Above 50th Percentile

	Reading			Math		
	05	06	07	05	06	07
	3			3		
	05	06	07	05	06	07
	All Students					
School	*	*	63	*	*	67
District	73	80	63	86	87	67
State	36	37	38	55	55	56
	Males					
School	*	*	58	*	*	62
	Females					
School	*	*	68	*	*	72
	Socioeconomically Disadvantaged					
School	*	*	53	*	*	42
	Caucasian					
School	*	*	63	*	*	66
	Students with Disabilities					
School	*	*	40	*	*	45

\*No third grade enrollment

## Adequate Yearly Progress (AYP)

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

## Federal Intervention Programs

	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2008-09)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

## API School Results

	05-06	06-07	07-08	2008 API Growth Score
	Statewide Rank	10	10	
Similar Schools Rank	10	9	2	
	All Students			
Actual Growth	1	-46	26	864
	Caucasian			
Actual Growth	5	-52	31	868

## California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts and Math are shown in the chart. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)																											
Combined % of Students Scoring at Proficient and Advanced Levels																											
	Language Arts						Math						Science														
	2		3		4		5		2		3		4		5		5										
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08									
<b>All Students</b>																											
<b>School</b>	<b>70</b>	<b>69</b>	<b>60</b>	<b>52</b>	<b>67</b>					<b>83</b>	<b>75</b>	<b>72</b>	<b>71</b>	<b>76</b>													
District	70	69	60	66	52	67	79	73	68	67	77	81	83	75	72	81	71	76	79	75	74	64	74	69	54	69	78
State	47	48	48	36	37	38	49	51	55	43	44	48	59	59	59	58	58	61	54	56	61	48	49	51	32	37	46
<b>Males</b>																											
<b>School</b>	<b>66</b>	<b>62</b>	<b>60</b>	<b>45</b>	<b>62</b>					<b>85</b>	<b>72</b>	<b>72</b>	<b>67</b>	<b>75</b>													
District	66	62	60	60	45	62	75	68	57	63	76	77	85	71	72	78	66	75	78	70	70	61	74	65	50	74	78
State	43	44	44	33	33	35	46	48	52	40	41	46	59	59	61	58	58	62	54	56	61	48	48	51	34	38	48
<b>Females</b>																											
<b>School</b>	<b>73</b>	<b>79</b>	<b>62</b>	<b>60</b>	<b>74</b>					<b>81</b>	<b>81</b>	<b>72</b>	<b>75</b>	<b>76</b>													
District	74	78	62	71	60	74	82	77	79	73	77	84	81	81	72	86	75	76	81	79	79	68	72	71	60	63	78
State	50	53	51	39	41	40	54	55	59	47	48	52	57	58	58	56	57	60	55	58	62	48	49	52	30	35	45
<b>Socioeconomically Disadvantaged</b>																											
<b>School</b>	<b>47</b>	<b>23</b>	<b>25</b>	<b>32</b>	*					<b>60</b>	<b>38</b>	<b>67</b>	<b>42</b>	*													
District	46	23	25	20	31	0	50	59	61	36	56	72	60	38	67	67	42	0	50	64	57	36	60	56	21	60	72
State	33	35	35	22	23	24	35	36	41	28	29	34	48	48	49	46	47	51	42	45	51	35	36	40	18	22	32
<b>Caucasian</b>																											
<b>School</b>	<b>70</b>	<b>69</b>	<b>60</b>	<b>53</b>	<b>68</b>					<b>85</b>	<b>75</b>	<b>73</b>	<b>71</b>	<b>77</b>													
District	70	69	60	67	53	69	79	73	67	68	76	81	85	75	73	82	71	78	80	75	75	65	74	67	56	72	79
State	65	66	64	55	56	57	69	71	74	63	64	67	74	74	74	73	72	74	68	70	74	64	63	65	52	58	68
<b>Students with Disabilities</b>																											
<b>School</b>	<b>53</b>	*	*	<b>35</b>	*					<b>68</b>	*	*	<b>55</b>	*													
District	53	0	0	57	35	0	63	57	59	36	66	0	68	0	0	71	55	0	69	64	69	40	67	0	0	80	63
State	23	23	22	16	16	20	20	21	30	14	15	22	34	34	34	31	31	39	25	27	36	18	19	25	14	16	26

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.



### Data Sources

Data within the SARC was provided by Placer Hills Union Elementary School District, retrieved from the 2007-08 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and the community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

## School Facilities

Sierra Hills School was originally constructed in 1995 and is comprised of 18 permanent classrooms, five portable classrooms, one multipurpose room, one library, one staff lounge, one computer lab, and two playgrounds. The community is very proud of the beautiful school setting and all stakeholders work diligently together to maintain the school's "new school" look.

### Cleaning Process

The principal works daily with the custodial staff of two to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district's governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review.

### Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

### Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. For the 2007-08 school year the district allocated \$72,975 for deferred maintenance program. This represents .8% of the district's general fund budget. During the 2007-08 school year, the district's governing board did approve deferred maintenance projects for the school, which included floor covering, HVAC, painting, plumbing, and septic.

## School Facility Conditions

Date of Last Inspection: 8-22-2007

Overall Summary of School Facility Conditions: Good

Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			Rm 9 - Ceiling tiles. Rm 7 - Soffits- earthquake/fire issue.
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety			X	Rm 9 - Fire extinguisher issue. Rm 13 - Needs fire extinguisher mounted. Rm 5 - Extinguisher too high up. Rm 4 - Need evacuation map. Rm 3 - Need evacuation map. Office - Hall sotrage-earhquake hazard. Library needs evacuation map.
Electrical (Interior and Exterior)	X			Rm 9 - O.H. Cord.
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			Office - Railing by office needs work.
Overall Cleanliness	X			

## Safe School Plan

The School Safety Plan focuses on the school's physical and social environment as well as the teaching of tolerance as a means of preventing violence. An Emergency Preparedness Manual is posted in each room detailing instructions in the event of a disaster. Emergency drills are practiced in a non-threatening manner on a regular basis. The campus visitor policy requires all visitors to sign in and out at the office. The safety plan is updated each year in the Fall by the School Safety Committee and reviewed with staff at the beginning of each year.

A designated area on campus for student drop off and pick up is painted at the front of the school. All supervision before, during, and after school is the responsibility of classified staff and administration.



## District Expenditures

Placer Hills Union Elementary School District spent an average of \$6,488 to educate each student (based on 2007-08 audited financial statements). The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$7,181
From Restricted Sources	\$2,139
From Unrestricted Sources	\$5,042
District	
From Unrestricted Sources	\$5,033
Percentage of Variation between School & District	0.18%
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	4.87%

## District Revenue Sources

In addition to general state funding, Sierra Hills Elementary receives state and federal funding for the following categorical funds and other support programs:

- Class Size Reduction K-3
- NCLB-Title V Part A
- Arts & Music Block Grant
- CA Peer Asst & Review
- IASA-Title IV Drug Free Schools
- School Safety & Violence Prevention
- Gifted and Talented (GATE)
- Placer Hills Education Foundation
- Special Ed Basic Grant PL94-142
- Lottery:Instructional Materials
- Economic Impact Aid
- Sch. & Library Improv Block Grant
- NCLB-Title II - Part D Technology
- Tobacco Use Prevention (TUPE)
- Home to School Transportation
- Title II Part A - Teacher Quality
- Special Education
- K-12 IMFRP Grant
- NCLB-Title I
- Medical Billing Option (MAA)
- Supplemental School Counseling
- Professional Development Block Grant

## Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts 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.

Average Salary Information		
Teachers - Principal - Superintendent		
2006-07		
	District	State
Beginning Teachers	\$37,281	\$39,773
Mid-Range Teachers	\$52,183	\$61,167
Highest Teachers	\$59,929	\$78,093
Elementary School Principals	\$103,725	\$97,851
Middle School Principals	\$100,991	\$102,064
High School Principals	-	-
Superintendent	\$114,048	\$140,582
Salaries as a Percentage of Total Budget		
Teacher Salaries	36.2%	41.0%
Administrative Salaries	4.6%	5.9%

## School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on 2007-08 financial statements).

Average Teacher Salaries	
School & District	
School	\$58,998
District	\$55,060
Percentage of Variation	7.15%
School & State	
All Elementary School Districts	\$61,488
Percentage of Variation	4.05%

