



Oro Grande Elementary School District
Oro Grande Elementary School
2006-2007 School Accountability Report Card

**Oro Grande
 Elementary School**

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Kindergarten - Sixth Grade

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Data Sources

Data within the SARC was provided by Oro Grande School District, retrieved from the 2006-07 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.

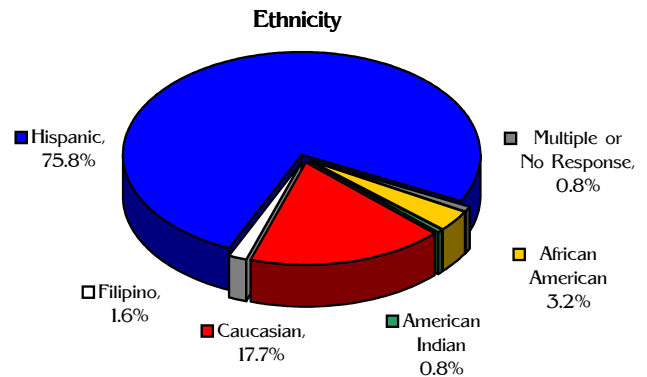
Among the data available, parents and the community may find information about school performance, test scores, student demographics, staffing, and student misconduct/ intervention.

A Message from the Principal

We are very pleased to present the School Accountability Report Card for the 2006-2007 school year. This report is designed to share important information to our families and to the community we serve regarding the services that are provided by Oro Grande Elementary School. There is a range of information in this report that is required by law to be included. We hope that you will review this report; we believe that it accurately reflects the services that our staff provides to our students. As always, we believe that we can be most successful when we can work in collaboration with our families to help our students be academically successful and support them to become productive young citizens. This staff is committed to providing the best services possible to our students with the resources that we have to work with.

School Profile

In the 2006-07 school year, Oro Grande Elementary School served 124 students in kindergarten through grade six. The school's staff believes that quality education for all students can be achieved through high standards for academic performance and behavior. Oro Grande Elementary School is dedicated to ensuring the academic success of every student and providing a safe, nurturing, rigorous, and relevant educational experience. Student body demographics are illustrated at right.



Discipline & Climate for Learning

Students at Oro Grande Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy promotes a safe school, a warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school. The goal of Oro Grande Elementary School's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. The school recognizes students for academic achievement, most improvement, and perfect attendance. The school believes parents are partners in enforcing the discipline policies. Students follow a strict behavior and honor code.

Parents and students are informed of discipline policies at the beginning of each school year through the parent/student handbook that outlines student behavior expectations and school and personal safety rules, Back-To-School Night, newsletters, and school assemblies.

The Suspensions and Expulsions table displays the total number and percentage of incidents at the school and in the district. Suspension numbers may be inflated because some students may have been suspended multiple times. Expulsions occur only when required by law or when all other alternatives have been exhausted.

| Suspensions & Expulsions | | | | | | |
|--------------------------|---------------|-------|-------|-------|-------|-------|
| | Oro Grande ES | | | OGSD | | |
| | 04-05 | 05-06 | 06-07 | 04-05 | 05-06 | 06-07 |
| Suspensions (#) | 4 | 5 | 7 | 4 | 5 | 7 |
| Suspensions (%) | 3.2% | 4.5% | 5.6% | 3.2% | 4.5% | 1.2% |
| Expulsions (#) | 0 | 0 | 0 | 0 | 0 | 0 |
| Expulsions (%) | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |

Attendance

Attendance is critical to academic achievement, and regular daily attendance is a priority at Oro Grande Elementary School. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Students with perfect attendance are rewarded with a pin recognizing them for their accomplishment.

Class Size

Oro Grande Elementary School maintained a schoolwide average class size of 18 students in the 2006-07 school year. The Class Size Distribution table shows the average class size by grade. 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: | | | | | |
| | 05 | 06 | 07 | 1-20 Students | | 21-32 Students | | 33+ Students | |
| | 05 | 06 | 07 | 05 | 06 | 07 | 05 | 06 | 07 |
| K | 19 | 17 | 20 | 1 | 1 | 1 | | | |
| 1st | 16 | | | 1 | | | | | |
| 2nd | 17 | | | 1 | | | | | |
| K-3 | 16 | 17 | 18 | 1 | 2 | 2 | | | |
| 3rd-4th | 19 | 18 | | 1 | 1 | | | | |
| 4th-6th | 20 | 32 | 18 | 2 | 2 | | 1 | 2 | 1 |

The California Class Size Reduction (CSR) program provides funding to reduce kindergarten through third grade classes to 20 students or less. For the past three years, 100% of kindergarten through third grade classrooms at Oro Grande Elementary School participated in CSR.



Instructional Time

During the 2006-07 school year, all instructional minutes and days offered at Oro Grande Elementary School exceeded state requirements specified in the California Education Code. For the 2006-07 school year, Oro Grande Elementary School offered 180 days of instruction comprised of 139 regular days and 41 minimum days used for parent conferences and staff development.

| | Instructional Minutes By Grade Level | |
|---------|--------------------------------------|----------------|
| | Minutes Required | Actual Minutes |
| K | 36,000 | 54,200 |
| 1st-3rd | 50,400 | 54,200 |
| 4th-5th | 54,000 | 54,200 |

School Facilities & Safety

Oro Grande Elementary School provides a safe, clean environment for students, staff, and volunteers. School facilities were built in 1947 with another wing added in 1957 and modernized in 1992. Facilities are situated on 10 acres and encompass 24,850 square feet. They include eight permanent classrooms, three portable classrooms, a multi-purpose room/gymnasium, computer lab, library, two playgrounds, staff rooms, and administrative offices. The facility strongly supports teaching and learning through its ample classroom and playground space. Recent remodeling included recarpeting of all rooms, painting and refinishing all hallways, converting the old kitchen to a new P.E. facility, and overall safety upgrades to the school. Facility information was current as of May 2008.

Safety

Many people visit the campus to volunteer in the classroom and participate in school events. Parents and visitors are welcomed and required to check in at the school office upon arrival and obtain a visitor's badge; visitors are required to return to the school office upon departure. During lunch, recesses, and before and after school, teachers and administrators supervise students and school grounds, including the cafeteria and playgrounds, to ensure a safe and orderly environment.

The Comprehensive Safe School Plan was developed by the district to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their safe school plans: current status of school crime; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a school-wide dress code; safe ingress and egress of pupils, parents, and school employees; safe and orderly school environment; and school rules and procedures.

The school evaluates the plan annually and updates it as needed. Safety procedures, including elements of the Safe School Plan, are reviewed with school and district staff in the fall, at the start of each school year. The plan was last updated and reviewed with school staff in 2006.

Maintenance and Repair

Safety concerns are the number one priority of Maintenance and Operations. District maintenance staff are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The district maintenance staff has indicated that 100% of all toilets on school grounds are in working order.

The table below shows the results of the most recent school facilities inspection. 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.

| School Facility Conditions | | | | |
|---|----------------------------------|------|------|---|
| Date of Last Inspection: June 30, 2007 | | | | |
| Overall Summary of School Facility Conditions: Good | | | | |
| Item Inspected | Facility Component System Status | | | Repair Needed & Action Taken or Planned |
| | Good | Fair | Poor | |
| Gas Leaks | X | | | |
| Mechanical Systems | X | | | |
| Windows/Doors/Gates (interior/exterior) | | X | | All cracked windows, replaced. |
| Interior Surfaces (walls, floors, & ceilings) | X | | | |
| Hazardous Materials (interior/exterior) | X | | | |
| Structural Damage | X | | | |
| Fire Safety | X | | | |
| Electrical (interior/exterior) | X | | | |
| Pest/Vermin Infestation | X | | | |
| Drinking Fountains (inside/outside) | | X | | Repair cooling unit. |
| Restrooms | X | | | |
| Sewer | X | | | |
| Playground/School Grounds | X | | | |
| Roofs | X | | | |
| Overall Cleanliness | X | | | |

Cleaning Process and Schedule

A custodial staff ensures that all classrooms and facilities are in good working order. Classrooms are cleaned each evening. A summary of these standards is available at the school office or at the district office. The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

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 \$112,000 for the deferred maintenance program. This represents 24% of the district's general fund budget. Deferred maintenance projects for the school included sewer, wall system, and electrical replacement.

Textbooks & Instructional Materials

Oro Grande Elementary School District held a Public Hearing on August 13, 2007 and determined that each school within the district has sufficient and good quality textbooks and instructional materials 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. All textbooks and instructional materials used within the district are aligned with the California State Content Standards and Frameworks and have been approved by the Board of Education. Oro Grande Elementary School District follows the State Board of Education's six-year adoption cycle for core content materials. District textbook review and adoptions occur the year following the state's adoption.

| Textbooks | | | | |
|----------------|------------------|--------------|--------------|--|
| Subject | Publisher | Grade Levels | Year Adopted | Quality & Availability of Standards-Aligned Textbooks |
| Language Arts | Houghton Mifflin | K-6 | 2003 | All textbooks at Oro Grande Elementary School are in adequate supply and fair to excellent condition. The school and district place great emphasis on providing students with the most up-to-date, standards-aligned textbooks and instructional materials. 100% of students in each core subject possess the necessary textbooks and instructional materials. |
| Math | Harcourt Brace | K-6 | 2002 | |
| Social Science | Houghton Mifflin | K-6 | 2007 | |
| Science | Houghton Mifflin | K-6 | 2006 | |

Students visit the library on a regular basis and receive instruction on research techniques and library usage. For additional research materials and Internet availability, students are encouraged to visit the numerous branches of the San Bernadino County public library which contain numerous computer workstations.

Each classroom at Oro Grande Elementary School contains an average of 20 computers for student use. Computer resources within the classrooms are connected to the Internet. Computer skills and concepts are integrated throughout the standard curriculum to prepare students for technological growth and opportunities. Students receive computer-assisted instruction on a regular schedule.

| Computer Resources | | | |
|----------------------------------|-------|-------|-------|
| | 04-05 | 05-06 | 06-07 |
| Computers | 30 | 20 | 25 |
| Students per computer | 4.2 | 5.6 | 5 |
| Classrooms connected to Internet | 7 | 5 | 12 |

Student Achievement & Assessment

Multiple measures of student achievement are used as an ongoing part of the quality instructional program at Oro Grande Elementary. These measures are used to monitor students' actual progress as well as to evaluate the effectiveness of the instructional program.

California Standards Tests (CST)

The California Standards Tests (CST) is administered to all students in the spring to determine student performance in relation to the state content standards. Student scores are reported as performance levels: 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's website at <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 | | | 6 | | | 2 | | | 3 | | | 4 | | | 5 | | | 6 | | | 5 | | |
| | 05 | 06 | 07 | 05 | 06 | 07 | 05 | 06 | 07 | 05 | 06 | 07 | 05 | 06 | 07 | 05 | 06 | 07 | 05 | 06 | 07 | 05 | 06 | 07 | 05 | 06 | 07 | 05 | 06 | 07 | | | |
| All Students | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Oro Grande ES | 30 | 62 | 82 | 4 | 4 | 8 | 8 | 43 | 28 | 20 | * | 20 | 7 | * | * | 43 | 69 | 69 | 24 | 11 | 38 | 15 | 79 | 23 | 20 | * | 7 | 7 | * | * | 7 | * | 14 |
| OGSD | 30 | 62 | 73 | 4 | 4 | 5 | 8 | 43 | 27 | 20 | * | 20 | 7 | * | 21 | 43 | 69 | 73 | 24 | 11 | 27 | 15 | 79 | 17 | 20 | * | 4 | 7 | * | 21 | 7 | * | 20 |
| California | 42 | 47 | 48 | 31 | 37 | 37 | 47 | 49 | 51 | 43 | 43 | 44 | 38 | 41 | 42 | 56 | 59 | 59 | 54 | 58 | 58 | 50 | 54 | 56 | 44 | 48 | 49 | 40 | 41 | 42 | 28 | 32 | 37 |

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

California Achievement Test (CAT/6)

The California Achievement Test (CAT/6) shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades three and seven only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding results for each grade level can be found at the California Department of Education's website at <http://star.cde.ca.gov/>.

| CAT/6 Norm Referenced Test | | | | | | | | | | | | |
|-------------------------------|---------|----|----|----|----|----|------|----|----|----|----|----|
| % At or Above 50th Percentile | | | | | | | | | | | | |
| | Reading | | | | | | Math | | | | | |
| | 3 | | | 3 | | | 3 | | 3 | | | |
| | 05 | 06 | 07 | 05 | 06 | 07 | 05 | 06 | 07 | 05 | 06 | 07 |
| Oro Grande ES | 4 | 4 | 15 | 28 | 19 | 23 | | | | | | |
| OGSD | 4 | 4 | 18 | 28 | 19 | 32 | | | | | | |
| California | 36 | 37 | 38 | 55 | 56 | 56 | | | | | | |

Academic Performance Index (API)

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 one (lowest) to ten (highest), according to type of school (elementary, middle or high school).

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

| API School Results | | | | |
|----------------------|-------|-------|-------|-----------------------|
| | 04-05 | 05-06 | 06-07 | 2007 API Growth Score |
| Statewide Rank | 1 | 1 | 3 | |
| Similar Schools Rank | n/a | n/a | n/a | |
| All Students | | | | |
| Actual API Growth | -3 | 105 | 43 | 739 |



No Child Left Behind (NCLB)

No Child Left Behind (NCLB) is a Federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). NCLB 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 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's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed to the right.

| Adequate Yearly Progress (AYP) | | | | | |
|--------------------------------|-------------------------|-------------|-------------------------|-------------|-----|
| Oro Grande ES | | | OGSD | | |
| Made AYP Overall | Yes | | | No | |
| Met AYP Criteria | English - Language Arts | Mathematics | English - Language Arts | Mathematics | |
| Participation Rate | Yes | Yes | Yes | Yes | Yes |
| Percent Proficient | Yes | Yes | No | No | No |
| API | Yes | | No | | |
| Graduation Rate | n/a | | No | | |

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.

| Federal Intervention Programs | | |
|--------------------------------------|---------------|-----------|
| Program Improvement (PI) | | |
| | Oro Grande ES | OGSD |
| Program Improvement Status | Not in PI | Not in PI |
| First Year of PI | - | - |
| Year in PI (in 2006-07) | - | - |
| Number of Schools Currently in PI | n/a | 0 |
| Percent of Schools Identified for PI | n/a | 0.0% |

Physical Fitness

In the spring of each year, Oro Grande Elementary School is required by the state to administer a physical fitness test to all students in the fifth grade. The physical fitness test measures each student's ability to perform fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ). In 2006-07, 18.8% of fifth grade students at Oro Grande Elementary met all six fitness requirements.

School Leadership

Leadership at Oro Grande Elementary School is a responsibility shared among the principal, associate principal, instructional staff, students, and parents. Overall administration of school activities, teacher evaluations, and daily operations are only a few of the many responsibilities undertaken by Oro Grande Elementary School's principal. Superintendent/Principal Dr. Kim Moore is in his third year of leading the school and is backed by more than 18 years in education. Dr. Moore has a Master's degree in Educational Technology and his Doctorate in Cognitive Psychology from the University of California in Riverside.

The leadership team at Oro Grande Elementary School District includes Mr. Joseph Andreasen as Deputy Superintendent and Mr. Greg Lundeen as Assistant Superintendent of Business. Mr. Andreasen has over 20 years of experience in education and Mr. Lundeen has extensive expertise in all areas of education.

Staff members and parents are encouraged to participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals. These committees include School Site Council (SSC) and English Language Learners Advisory Committee (ELAC).

Counseling & Other Support Services

It is the goal of Oro Grande Elementary School to assist students in their social and personal development as well as academics. The school provides special attention to students who experience academic problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The chart at right is a list of support services offered at the school.

| Counseling & Support Services Staff | | |
|-------------------------------------|-----------------|----------------------|
| | Number of Staff | Full Time Equivalent |
| Psychologist | 1 | * |
| Nurse | 1 | * |
| Speech/Language Specialist | 1 | 0.2 |

** Services are provided on an as-needed basis.*

It is Oro Grande Elementary School's goal that all students are provided the support they need in order to experience success.

The school's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are continually reviewed to align with state standards. Through teacher training, monitoring of student achievement, and modification of instruction, Oro Grande Elementary School is able to offer programs to meet the individual needs of its students.

Oro Grande Elementary School recognizes that students with special gifts and talents need more challenging curriculum and instruction. While the school does not have a formal Gifted and Talented Education (GATE) program, these students do receive challenging experiences and opportunities, and may even move on to upper grade level classes with parental permission.

The school offers a variety of programs to students whose test results indicate they need additional support to achieve grade level proficiency. In some cases, students may be referred to Special Education for further evaluation. The school continuously monitors the progress of students and maintains open communication with parents regarding their child's status throughout the school year.

For students whose primary language is not English and who have limited English proficiency, English Language Development (ELD) programs are offered at all grade levels. Students are identified for participation in ELD classes and programs based on the results of the California English Language Development Test (CELDT). The district offers SDAIE based on students' academic abilities and level of English acquisition. Students are grouped according to their level of proficiency and receive supplemental assistance in their regular classrooms.

Oro Grande Elementary School provides instruction to all students in the least restrictive environment possible. Students with special needs are accommodated with a variety of options. Teams of teachers, administrators, and the participating students' parents develop Individual Education Plans (IEPs) to provide any additional services to assist students in successful academic careers, including assistance from our Resource Specialist Program (RSP). The IEP team regularly evaluates the plan to monitor its effectiveness, and makes necessary revisions.

Substitute Teachers

Substitute teachers must meet minimum state requirements; they are either currently enrolled in a university and have completed 90 semester/135 quarter units towards a Bachelor's degree and have passed the CBEST, or have completed a Bachelor's Degree and have passed the CBEST. Oro Grande Elementary School has moderate difficulty in obtaining qualified substitute teachers from the district's pool due to its small size and rural location. In the event that a substitute teacher is not available for an absent teacher, administrators assume the role of substitute or students of the absent teacher are sent to other classrooms in the same grade level to receive instruction.



Teacher Evaluation

Temporary and probationary teachers are evaluated twice annually. Due to the small size of the school, none of the teachers are tenured. Evaluations are conducted by administrators who have been trained and certified for competency to perform teacher evaluations. Evaluation criteria are based on the California Standards for the Teaching Profession:

- Engaging and supporting all students in learning
- Creating and maintaining effective environments for student learning
- Understanding and organizing subject matter for student learning
- Planning instruction and designing learning experiences for all students
- Assessing student learning
- Developing as a professional educator

Teacher Assignment

Oro Grande Elementary School District recruits and employs the most qualified credentialed teachers. For the 2006-07 school year, Oro Grande Elementary School had six fully credentialed teachers.

| | Teacher Credential Status | | | |
|-------------------------------|---------------------------|----|----|-----------------|
| | Oro Grande ES | | | OGSD 2006-07 |
| | 05 | 06 | 07 | |
| Fully Credentialed | 6 | 5 | 6 | 23 |
| Without Full Credential | 1 | 2 | 1 | 3 |
| Teaching Outside Subject Area | 0 | 0 | 0 | 0 |

Teacher misassignments represent the number of teachers who did not hold a legally recognized certificate or credential, including teachers who were assigned to classrooms with English Learners (EL) and who were not properly certificated to teach EL students. Teacher vacancies reflect the number of open teaching positions that were not filled by a full-time certificated teacher for an entire year.

| | Misassignments/Vacancies | | |
|--|--------------------------|----------|----------|
| | 05-06 | 06-07 | 07-08 |
| Misassignments of Teachers of English Learners | 1 | 0 | 0 |
| Teacher Misassignments (other) | 0 | 0 | 0 |
| Total Teacher Misassignments | 1 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

The federal No Child Left Behind (NCLB) Act requires that all teachers in core subject areas meet specific federal credential requirements by 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 | Taught By Non-NCLB Compliant Teachers |
| Oro Grande ES | 100.0% | 0.0% |
| OGSD | 91.3% | 8.7% |
| High-Poverty Schools in District | 100.0% | 0.0% |
| Low-Poverty Schools in District | 87.5% | 12.5% |

Training & Curriculum Improvement

All training and curriculum development activities at Oro Grande Elementary School revolve around the California State Content Standards and Frameworks. Teachers meet quarterly with the principal to review student progress and analyze and evaluate state testing results. Professional development activities were provided during the 2006-07 school year to support the adoption and implementation of the "Standards Plus" program. In the program, students receive 20 minutes of language arts and 30 minutes of math instruction that is directly tied to state standards every day. The area of focus changes each week. Students are tested every Friday, then are regrouped based on their understanding of the lessons. The program has proven to be very effective in assisting students to reach state standards.

Oro Grande Elementary School offers support to new and veteran teachers as well as interns, pre-intern teachers, and substitute teachers. Staff members are encouraged to attend workshops and conferences. The district offers two staff development days. During the 2006-07 school year, district training included a minimum day each Friday in which teachers meet to engage in a variety of professional development.

New teachers and teachers not yet fully credentialed are supported by peer coaching and extensive staff development. The Beginning Teacher Support and Assessment (BTSA) program offers additional support and assistance to newly credentialed teachers. For experienced teachers, the Peer Assistance and Review (PAR) program utilizes the district's most effective veteran and knowledgeable teachers who assist with staff development and participate in such exercises as classroom visits, one-on-one meetings, and student work reviews.

Contact Information

Parents who wish to volunteer or participate in Oro Grande Elementary School leadership teams, school committees, or school activities may contact the school's office at (760) 245-9260 ext. 10 or visit the website at www.orogrande.net.

Expenditures & Services Funded

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2005-06 school year. The Total Expenditures 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 | | |
|------------------------|--|---------|
| Oro Grande ES | Total | \$9,928 |
| | From Restricted Sources | \$3,088 |
| | From Unrestricted Sources | \$6,840 |
| OGSD | From Unrestricted Sources | \$6,840 |
| | Percentage of Variation between School & District: 0% | |
| California | From Unrestricted Sources | \$4,943 |
| | Percentage of Variation between School & State: 38.4% | |

In addition to general fund state funding, Oro Grande Elementary School District receives state and federal categorical funding. The district receives federal and state aid for the following categorical, special education, and support programs:

- Special Education
- Instructional Materials
- Peer Assistance and Review
- Home-to-School Transportation
- Mandated Costs Reimbursements
- School Improvement Program
- Economic Impact Aid
- Class Size Reduction
- Title I

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the public. The Average Teacher Salary table (below left) illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state. The chart (below right) illustrates teacher and administrative salaries at the district and state levels.

| Average Teacher Salaries | | |
|--------------------------|-------------------------------|----------|
| School & District | Oro Grande ES | \$50,944 |
| | OGSD | \$50,944 |
| | Percentage of Variation: 0% | |
| School & State | Oro Grande ES | \$50,944 |
| | All Unified School Districts | \$54,130 |
| | Percentage of Variation: 5.9% | |

Average Salary Information Teachers - Principals - Superintendent 2005-2006

| | OGSD | California |
|--------------------|-----------|------------|
| Beginning Teachers | \$32,212 | \$36,760 |
| Mid-Range Teachers | \$51,088 | \$52,816 |
| Highest Teachers | \$63,203 | \$64,666 |
| Superintendent | \$100,000 | \$98,053 |

| Salaries as a Percentage of Total Budget | | |
|--|-------|-------|
| Teachers Salaries | 24.1% | 38.5% |
| Administrative Salaries | 9.9% | 6.4% |

