

# Pinedale Elementary School



2009-10 School Accountability Report Card • Published During the 2010-11 School Year

## GRADES K-6

7171 N. Sugarpine Avenue Pinedale, CA 93650

Phone: (559) 327-7700 Fax: (559) 327-7790

Website: <http://pinedale.cusd.com/>

**Jeanne Hatfield**  
Assistant Superintendent

**Allison Hernandez**  
Principal

## Principal's Message

Pinedale Elementary School maintains a high standard for student achievement. We strive for our students to learn the curriculum and life skills necessary to graduate from high school and be successful in life. We do this while working within a community that cares deeply about the children. In Pinedale, we still know who our neighbors are, and all the children have many loving eyes watching over them.

We provide students the opportunity to excel in mind, body, and spirit. In mind, we provide high quality learning experiences for all of our children. Students have several opportunities to connect with books on a daily basis, write to their grade level genres, and apply their mathematical knowledge. To develop body and spirit, we provide an array of co-curricular activities to educate the whole child and touch the multiple avenues that children connect to life: sports, music, and art.

At Pinedale, the community is always welcome. We have several programs that support our students and our community including the ACES after-school program and a Neighborhood Resource Center. Local businesses support our intention to make each child a reader by participating in the Book Buddy program. Our parent community regularly comes to parent workshops focused on how to help their children achieve in school, in addition to adult ESL classes and parenting classes. Pinedale is a special place, and we welcome you to visit our school and become part of our community. Working together, I believe that the staff and community can make a difference in the lives of our students.

Sincerely,

*Allison Hernandez, Principal*

## Parental Involvement

Pinedale enjoys the benefits of a supportive community and provides a variety of options for parents who want to be involved. Ninety-nine percent of the community voted Pinedale as "satisfactory or better" on the 2010 School Assessment Review Team (SART) Survey.

Pinedale has benefited from the formation of a strong parent advisory group, SART. This committee provides a forum for school personnel and interested parents to meet and discuss items related to the effectiveness of the school's operation. At the SART meetings, school personnel also provide informational presentations on topics that parents choose.

For further details on how to become involved at Pinedale, please contact our school principal, Allison Hernandez, by calling the school office at (559) 327-7700, or via email at [allisonhernandez@cusd.com](mailto:allisonhernandez@cusd.com).

## School Safety

Pinedale has a School Safety Plan along with a School Crisis Intervention Plan on file and available to all parents, as well as the general public. Key elements of the plan include monthly safety drills, crisis intervention plans, emergency handbooks for educators, and playground supervision plan.

The school plans are reviewed and updated annually with input from staff, parents, and community members. The School Safety Plan and the Crisis Intervention Plan were last updated in August 2010. On the 2010 SART Survey, 96% of Pinedale parents rated the school as "satisfactory" to "excellent" in providing a safe and orderly environment for the children.



**"Be the Best You Can be in Mind, Body, Spirit"**



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**Dr. David E. Cash**  
Superintendent

## Mission Statement

To be a quality educational system providing the opportunity for all students to reach their potential in mind, body, and spirit

**"Where Character Counts!"**



### Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials:

Pinedale ES	
Subject	Percent Lacking
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	0%
Health	0%



### Textbooks and Instructional Materials

Clovis Unified School District sets a high priority upon ensuring that there are sufficient textbooks and materials to support each school's instructional program. CUSD Board Policy No. 3301 establishes criteria and procedures for the adoption of textbooks. Textbook selection is done by District, grade level, and subject area committees coordinated by District curriculum and instruction administrators.

All texts must be adopted from the most recent approved State matrices or local governing board approved lists. Textbook purchases are consistent with the content cycles of the California Curriculum Frameworks as District IMF and other funding sources permit. This commitment is clearly visible as indicated in the 2009 Parent SART Survey, with 98 percent of the parents grading the quality of instructional supplies as "satisfactory" to "excellent".

The Department of Special Projects continues to support the school sites with funding that allows the sites to purchase supplementary instructional materials for English learners in kindergarten through twelfth grades to accelerate pupils as rapidly as possible towards grade level proficiency in reading, writing, and speaking. These materials are used in addition to the basic reading/language arts and other core materials provided for every student and are correlated to state standards.

Clovis Unified continues to purchase Standards-aligned textbooks each year with new adoption cycles per core area. However, there are many textbooks still in use by schools and teachers that are outside the adoption cycle. The reason for this is threefold: 1) these texts are still valuable instructional resources in use by teachers and students, 2) all are correlated to the academic content standards for delivery of curriculum, and 3) some may be in areas that do not have explicit academic core content standards (i.e., zoology, anatomy/physiology).

All students in visual and performing arts classes (which include drama, dance, instrumental, vocal, art, ceramics, and photography) have access to the appropriate textbooks.

#### Textbooks and Instructional Materials List

Subject	Textbook	Adopted
English-Language Arts	Houghton Mifflin <i>A Legacy of Literacy</i>	2003
Mathematics	Holt, Rinehart, Winston <i>California Mathematics: Numbers to Algebra</i>	2009
Mathematics	Houghton Mifflin <i>California Math</i>	2009
Science	Foresman <i>California Science</i>	2008
Science	Houghton Mifflin <i>California Science</i>	2009
Science	McDougal Littell <i>Focus on Earth Science</i>	2009
History-Social Science	Glencoe/McGraw Hill <i>Discovering our Past-Ancient Civilizations</i>	2006
History-Social Science	Foresman <i>Learn and Work</i>	2007
History-Social Science	Foresman <i>Time and Place</i>	2007
History-Social Science	Harcourt <i>Reflections</i>	2007

Note: This data was most recently collected and verified in October 2010.

**“Textbook purchases are consistent with the content cycles of the California Curriculum Frameworks as District IMF and other funding sources permit.”**

### School Facility Good Repair Status

School Facility Good Repair Status			
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall Summary of Facility Conditions			Good
Date of the Most Recent School Site Inspection			10/15/2010
Date of the Most Recent Completion of the Inspection Form			10/15/2010

### Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the school site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs	
Items Inspected	Deficiencies, Action Taken or Planned, and Date of Action
Systems	Clean dirty vents (Work orders initiated with planned repairs completed by 2/1/2011)
Interior	Replace missing light covers where necessary (Work orders initiated with planned repairs completed by 2/1/2011)
Electrical	Repair/replace light bulbs and panels where necessary (Work orders initiated with planned repairs completed by 2/1/2011)
External	Repair concrete cracks near teacher room (Work orders initiated with planned repairs completed by 2/1/2011)

### School Facilities

Pinedale Elementary School was built in 1953, making it 57 years old. We provide a clean, safe learning environment. Our custodial staffs of one daytime custodian and two evening custodians perform basic cleaning operations in every classroom on a daily basis. In addition, deep cleaning is conducted two times a year at each site. Our SART committee conducts eight clean campus inspections each year. This committee of parents inspects the campus grounds and restrooms on a regular basis to provide feedback to our student body. When asked to grade how well the buildings and grounds are maintained at their child's school, 81% of parents rated the grounds as "good" to "excellent". Districtwide, 90% of parents rated their school "good" to "excellent".

Through increased community awareness, pride, and an open campus policy, we hope to keep vandalism and burglary to an all-time low. Students are encouraged to participate in keeping the campus clean, and to take personal responsibility for a beautiful learning environment.

With the use of 19 regular classrooms and nine portables, we comfortably house and provide instruction for our 459 students. Pinedale has the capacity to hold 650 students.

Philosophically, the District believes that schools are the hub of their neighborhoods. As a result, a high priority is placed on building and maintaining excellent facilities as economically as possible.

*Continued on page 4*

### School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair, or poor condition.

In order to maintain our facilities in top condition, CUSD has utilized the services from a third party to perform the 2010-11 William's Inspection utilizing the Facilities Inspection Tool (FIT). This will allow Clovis Unified to obtain an objective evaluation of our facilities in order to continue to maintain the safest and best facilities for students and staff.



### School Facility Items Inspected

The tables show the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas Systems and Pipes, Mechanical Systems (heating, ventilation, and air conditioning), Sewer
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
- **Electrical:** Electrical Systems (interior and exterior)
- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)
- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
- **Structural:** Structural Condition, Roofs
- **External:** Windows/Doors/Gates/Fences, Playgrounds/School Grounds

### School Facilities

*Continued from page 3*

On March 2, 2004, voters within the CUSD approved Measure A. This bond measure of \$168 million will be combined with State bond funds and developer fees to produce \$246 million in projects throughout the District. Funds from Measure A financed the District's fifth comprehensive high school and intermediate school, three new elementary schools, and the purchase of one additional elementary school site. Building additions, remodels, and/or site improvements will take place at all District schools. In addition to this new construction, modernization and renovation projects are underway at several of our older school facilities. With the passage of Measure A, the CUSD Governing Board has committed to the community that there will be no other bond requests until 2010 at the earliest.

In 1998, all facilities were reconstructed and a Library Media Center (LMC) with a computer lab was added. During the summer of 2007, staff restrooms were remodeled, new windows installed, and all the classroom furniture was replaced. We also installed Smart Boards, document cameras, and LCD projectors in all classrooms in grades K-6. New playground equipment was purchased during the 2007-08 school year, new carpet was installed during the summer of 2009 and our school was repainted this summer.

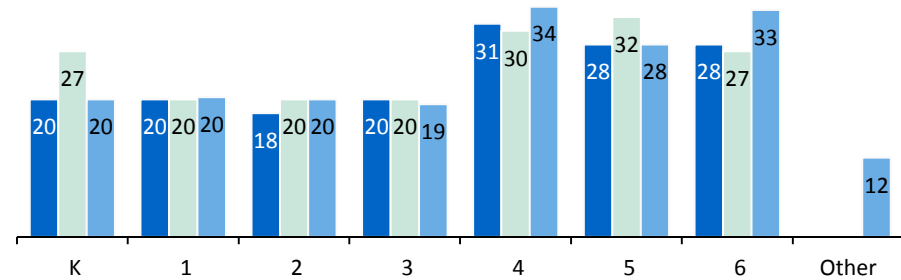
The District participates in the State School Deferred Maintenance Program, which provides state-matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2010-11 school year, the District budgeted \$2,400,000 for the Deferred Maintenance Program. This represents 0.8% of the District's general fund budget.



### Class Size

07-08 08-09 09-10

The bar graph displays the three-year data for average class size.

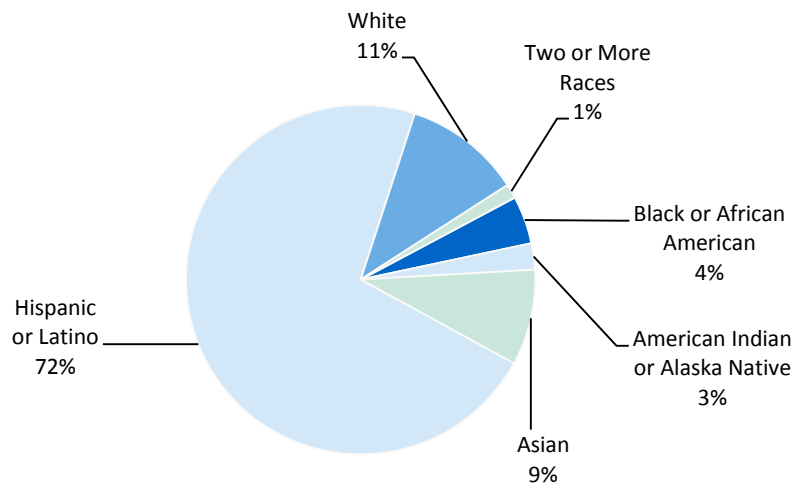


### Class Size Distribution — Number of Classrooms By Size

Grade	07-08			08-09			09-10		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	3				2		2	1	
1	3			4			2	1	
2	4			3			3		
3	3			4			2	1	
4		2			2				2
5		2			1	1		2	
6		2			2			1	1
Other							2		

### Enrollment and Demographics

The total enrollment at the school was 451 students for the 2009-10 school year.



### STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are reported as performance levels in order to compare student achievement to state standards. The five performance levels are: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables below show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, and science.

Percentage of Students Scoring At Proficient or Advanced Levels

	Pinedale ES			Clovis USD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
<b>English-Language Arts</b>	44%	44%	47%	65%	68%	70%	46%	50%	52%
<b>Mathematics</b>	52%	53%	52%	64%	65%	65%	43%	46%	48%
<b>Science</b>	53%	40%	40%	64%	67%	70%	46%	50%	54%

**Note:** The district STAR results for the percentage of students scoring at proficient or advanced levels include the scores from all students in grades 2-11 combined at Clovis USD.

### STAR Results by Student Group: English-Language Arts, Mathematics, and Science

Percentage of Students Scoring At Proficient or Advanced Levels

Group	Spring 2010 Results		
	English-Language Arts	Mathematics	Science
<b>All Students in the District</b>	70%	65%	70%
<b>All Students at the School</b>	47%	52%	40%
<b>Male</b>	40%	46%	46%
<b>Female</b>	57%	61%	33%
<b>Black or African American</b>	33%	40%	❖
<b>American Indian or Alaska Native</b>	❖	❖	❖
<b>Asian</b>	❖	❖	❖
<b>Filipino</b>	❖	❖	❖
<b>Hispanic or Latino</b>	47%	53%	34%
<b>Native Hawaiian or Pacific Islander</b>	❖	❖	❖
<b>White</b>	59%	51%	❖
<b>Two or More Races</b>	❖	❖	❖
<b>Socioeconomically Disadvantaged</b>	45%	51%	38%
<b>English Learners</b>	24%	40%	❖
<b>Students with Disabilities</b>	48%	40%	❖
<b>Students Receiving Migrant Education Services</b>	58%	58%	❖

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

### Standardized Testing and Reporting Program

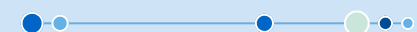
The Standardized Testing and Reporting (STAR) Program consists of several key tests, including the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). The CSTs are multiple choice tests in English -language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test.

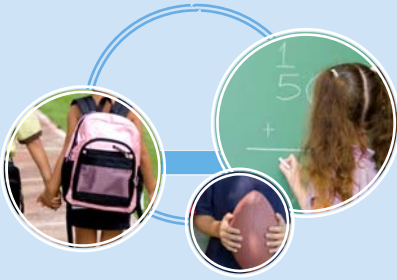
The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For a complete report on all tests, participation, groups, and their scores by grade level, please visit <http://star.cde.ca.gov/>. To learn more about the STAR Program, please visit the guide at [www.cde.ca.gov/ta/tg/sr/documents/starpkt5inrpts.pdf](http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5inrpts.pdf).





### API Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools API rank, for which information is available.

### API Growth by Student Group

This table displays, by student group, the actual API change in points added or lost for the past three years.



### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000 that reflects a school's, district's or a student group's performance level, based on the results of statewide testing. An API score of 800 is set as the statewide target.

Each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing (i.e., The 2009 Base is calculated from results of statewide testing in spring 2009 but is released in May 2010). The Growth API is released after the Base API but is calculated from test results from the following year (i.e., The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2009-10 API reporting cycle, the 2009 Base indicator and 2010 Growth indicator are used. To learn more about API, please visit the API information guide at [www.cde.ca.gov/ta/ac/ap/documents/infoguide09.pdf](http://www.cde.ca.gov/ta/ac/ap/documents/infoguide09.pdf) and the API overview guide at [www.cde.ca.gov/ta/ac/ay/documents/overview10.pdf](http://www.cde.ca.gov/ta/ac/ay/documents/overview10.pdf).

### API Ranks

API Ranks — Three Year Comparison

	2007	2008	2009
Statewide API Rank	4	5	4
Similar Schools API Rank	6	8	7

### API Growth by Student Group

API Growth by Student Group — Three Year Comparison

Group	Actual API Change		
	07-08	08-09	09-10
All Students at the School	39	4	-5
Black or African American	■	■	■
American Indian or Alaska Native	■	■	■
Asian	■	■	■
Filipino	■	■	■
Hispanic or Latino	48	14	-13
Native Hawaiian or Pacific Islander	■	■	■
White	■	■	■
Two or More Races	■	■	■
Socioeconomically Disadvantaged	41	9	-4
English Learners	31	13	-3
Students with Disabilities	■	■	■

■ Data are reported only for numerically significant groups.

## API Growth by Student Group: 2010 Growth API Comparison

API Growth by Student Group — 2010 Comparison			
Group	2010 Growth API		
	Pinedale ES	Clovis USD	California
All Students	764	866	767
Black or African American	■	796	686
American Indian or Alaska Native	■	802	728
Asian	■	880	890
Filipino	■	915	851
Hispanic or Latino	763	822	715
Native Hawaiian or Pacific Islander	■	■	753
White	■	890	838
Two or More Races	■	896	807
Socioeconomically Disadvantaged	755	807	712
English Learners	718	788	692
Students with Disabilities	■	684	580

■ Data are reported only for numerically significant groups.

**API Testing Note:** Assessment data are reported only for numerically significant groups. To be considered 'numerically significant' for the API, the group must have either: (1) at least 50 students with valid test scores who make up at least 15% of the total valid scores, or (2) at least 100 students with valid test scores.

## Federal Intervention Program

Schools and districts that receive Title I funding can enter Program Improvement (PI) if they fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year they don't meet AYP, they advance to the next level of intervention. This table displays the 2010-11 Program Improvement status for the school and district. For more information, please visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

Federal Intervention Program		
	Pinedale ES	Clovis USD
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2009-2010	◇
Year in Program Improvement	Year 2	◇
Number of Schools Identified for Program Improvement		2
Percent of Schools Identified for Program Improvement		4.3%

◇ Not applicable.

API Growth by Student Group:  
2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, district, and state level.



*“The Department of Special Projects continues to support the school sites with funding that allows the sites to purchase supplementary instructional materials for English learners in kindergarten through twelfth grades to accelerate pupils as rapidly as possible towards grade level proficiency in reading, writing, and speaking.”*

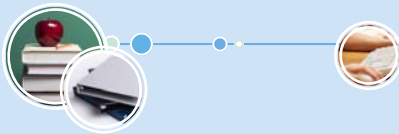


## Adequate Yearly Progress

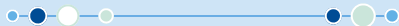
The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district made AYP overall and met each of the AYP criteria for 2009-10. For more information, visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).



*“We strive for our students to learn the curriculum and life skills necessary to graduate from high school and be successful in life.”*



## Adequate Yearly Progress

### Adequate Yearly Progress Criteria

	Pinedale ES		Clovis USD	
<b>Met Overall AYP</b>	No		No	
<b>AYP Criteria</b>	<b>English-Language Arts</b>	<b>Mathematics</b>	<b>English-Language Arts</b>	<b>Mathematics</b>
<b>Participation Rate</b>	Yes	Yes	Yes	Yes
<b>Percent Proficient</b>	No	No	No	No
<b>API</b>	Yes		Yes	
<b>Graduation Rate</b>	✧		Yes	

✧ Not applicable. The graduation rate for AYP criteria applies to high schools.

## Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

### Academic Counselors and School Support Staff

Academic Counselors	FTE and Ratio
<b>Number of Academic Counselors (FTE)</b>	0.0
<b>Ratio of Students Per Academic Counselor</b>	✧
<b>Support Staff</b>	<b>FTE</b>
<b>Counselor (Social/Behavioral or Career Development)</b>	2.0
<b>Library Media Teacher (Librarian)</b>	0.0
<b>Library Media Services Staff (Paraprofessional)</b>	1.0
<b>Psychologist</b>	0.8
<b>Social Worker</b>	0.0
<b>Nurse</b>	0.3
<b>Speech/Language/Hearing Specialist</b>	0.6
<b>Resource Specialist (non-teaching)</b>	1.50
<b>Other: Resource Teacher</b>	1.0

✧ Not applicable.

## Types of Services Funded

### Types of Services Funded

#### Federal Programs

**Title I, Part A:** Title I, Part A is a federal categorical program contained in the Consolidated Application. Its purpose is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education, and reach proficiency on the State Content Standards and Assessments. The intent of the funding is to meet the educational needs of the low-achieving students enrolled in the highest poverty schools.

**Title I, Part A Stimulus Funds:** The intent of the funding is to meet the educational needs of the low-achieving students enrolled in the highest poverty schools. The funds will be used to help districts in this fiscal year and next. The remaining 50 percent of the will be awarded in the fall. These recovery funds constitute a one-time increase for Title I Funding. This funding should be used for short-term investments that have the potential for long-term benefits rather than for expenditures that cannot be sustained once the recovery funds are expended. For example, providing intensive districtwide professional development for special education and regular education teachers that focuses on scaling-up, through replication; proven and innovative, evidence-based, schoolwide strategies in reading, math, writing, and science; and positive behavioral supports to improve outcomes for students with disabilities.

**Title III, Limited English Proficient (LEP):** The purpose of Title III, LEP, is to ensure that all LEP students, referred to as English learners in California, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging State academic standards as all other students.

**Title III, Immigrant Funds:** The purpose of the Title III – Immigrant Education Program subgrants is to support enhanced instructional opportunities to immigrant students and their families. Title III – Immigrant Education Program funds are to be specifically targeted to eligible immigrant students and their families through the provision of supplementary programs and services for the underlying purpose of assuring that these students meet the same challenging grade level and graduation standards as mainstream students. The term “eligible immigrant student” is defined in Title III.

**Migrant Education (Held at District):** This state-administered, federally funded program assists Migrant Students to meet standards for student achievement through educational instruction and health services. The purpose is to ensure that migrant children are provided with appropriate educational services including supportive services that address their special needs in a coordinated and efficient manner; and design programs to help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health related problems and other factors that inhibit the ability of the children to do well in school. The program is designed to support and ensure that the Migrant Students we serve reach challenging academic standards, pass the CAHSEE, and ultimately graduate from high school with the option to pursue post graduate education. The Migrant Parent Advisory Committee participates in the creation of the annual Migrant Service Agreement, any budget revisions, program planning and evaluation. A needs assessment is conducted annually to solicit ideas and topics that parents would like to discuss. Topics included are transportation, instructional aides, graduation and CAHSEE.

**Title VII Indian Education (Held at District):** Title VII Indian Education Funds under NCLB are designed to meet and support the special educational and culturally related academic needs of American Indians and Alaska Natives, so that such students can achieve to the same challenging State performance standards expected by all students. The program supports American Indian students, who have a completed 506 Form on file, to meet the same rigorous standards that have been set for all students in reading/language arts and math in grades Kindergarten – grade twelve. Through a Memorandum of Understanding, OSA Center for Indian Education provides additional services to students in grades 7-12. The Center provides tutors and offers one-on-one support or small group instruction depending on the needs of students. The MOU allows CUSD to provide additional support and targeted instruction for students in grades 7-12 through OSA at no additional funds from Clovis USD. The program is guided by the Indian Education Program Parent Advisory Committee (PAC), comprised of: American Indian and Alaskan Native parents or guardians and District teachers and Administration.

*Continued on page 10*

## Types of Services Funded

Clovis Unified School District receives a variety of State and Federal funds that are designed to further support the needs of our students. Funds are allocated on yearly basis based on student population and needs at each individual site. Listed in the table are the types of funds CUSD receives.

In addition, Clovis Unified School District offers State Funded Intervention Programs to students in grades 2-12. Reading Intervention is offered to students in grades 2-6 who are in the Far Below Basic band and are failing. Intervention takes place before school and/or after school and on Saturday, depending on the school site. Intervention programs are offered to students in grades 7-12 as a before-school and/or after-school program to students who are at risk of not passing the California High School Exit Exam (CAHSEE). Intervention instruction focuses on reading/language arts and math. It is a school site decision as to how many intervention programs are offered.



*“Clovis Unified School District receives a variety of State and Federal funds that are designed to further support the needs of our students.”*

## California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The State Board of Education designated the *Fitnessgram*® as the PFT for students in California public schools. The test measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

The primary goal of the *Fitnessgram*® is to assist students in establishing lifetime habits of regular physical activity. The table shows the percentage of students meeting the fitness standards for the most recent testing period. For more detailed information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

### Percentage of Students Meeting Fitness Standards

Grade 5	
Four of Six Standards	◇
Five of Six Standards	◇
Six of Six Standards	◇
◇ Data not available from the state at the time of publication.	



### Types of Serviced Funded - Continued

#### Federal Programs

The PAC is responsible for advising the district to ensure effective school programs and services are provided for Native American students and assists in conducting an annual Needs Assessment.

**21st Century Community Learning Centers (21st CCLC) and After School Education and Safety Grant (ASES):** This state-administered, federally funded program provides five-year grant funding to establish or expand before- and after-school programs that provide disadvantaged K-12 students (particularly students who attend schools in need of improvement) with academic enrichment opportunities and supportive services to help the students meet state and local standards in core content areas. The purpose of the 21st CCLC program and After School Education and Safety Grant (ASES), as described in federal statute, is to provide opportunities for communities to establish or expand activities within the learning community. Cole Elementary offers a Before and After School Program: 1) Improved academic achievement, 2) Enrichment services that reinforce and complement the academic program, and 3) Family literacy and related educational development services.

#### State Programs

**Economic Impact Aid (EIA):** EIA is a State categorical program contained in the Consolidated Application. These supplemental funds are used to support (1) additional programs and services for English learners or (2) compensatory educational services for educationally disadvantaged students. EIA funding is open to all public school districts that request participation using Part I of the annual Consolidated Application.

**State Flexibility Funds:** These funds were once known as SIP or SLIBG. This year the state has lifted the categorical restrictions the funds once had. LEAs are allowed to exercise flexibility and use the funds as they best see fit to increase student learning. These funds will no longer be under the umbrella of SBCP and school SSCs will no longer be responsible and oversee this funding base. The state has allowed for flexibility for a number of state funded programs.

**English Language Acquisition Program (ELAP):** The purpose of ELAP funds is to improve the English proficiency of English learners and to prepare them to meet the State's academic content and performance standards. ELAP is a program that provides additional funds to schools with large numbers of English learners, but to be used only for the acquisition of English in grades 4-8.

## Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., the California State Library). Access to the internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents. For information on usage of Fresno County public libraries, including public use of computers with internet access, please call (559) 488-3195 or visit [www.fresnolibrary.org](http://www.fresnolibrary.org).

## Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

### Suspension and Expulsion Rates

	Pinedale ES			Clovis USD		
	07-08	08-09	09-10	07-08	08-09	09-10
<b>Suspension Rate</b>	0.120	0.259	0.173	0.140	0.145	0.139
<b>Expulsion Rate</b>	0.000	0.000	0.000	0.001	0.001	0.003

## Teacher Qualifications

Teacher Credential Information				
	Clovis USD	Pinedale ES		
Teachers	09-10	07-08	08-09	09-10
With Full Credential	1,653	23	26	18
Without Full Credential	27	0	0	0
Teaching Outside Subject Area of Competence		0	0	0

## 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). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	Pinedale ES		
	08-09	09-10	10-11
Teacher Misassignments of English Learners	1	0	0
Total Teacher Misassignments	1	0	0
Vacant Teacher Positions	0	0	0

## No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2009-10 school year. For more information on teacher qualifications related to NCLB, please visit [www.cde.ca.gov/nclb/sr/tq](http://www.cde.ca.gov/nclb/sr/tq).

No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Pinedale ES	100.0%	0.0%
All Schools in District	94.7%	5.3%
High-Poverty Schools in District	98.5%	1.5%
Low-Poverty Schools in District	94.0%	6.0%

**NCLB Note:** High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

## Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.



## Professional Development

Professional development is ongoing to ensure that the Pinedale staff keeps abreast of new learning strategies, innovative teaching techniques, and applied technology in the field of education.

Every effort is made to encourage and nurture the development of the teaching and support staff at Pinedale. Staff development conferences are provided for individual staff members upon request. Our staff development focuses for the 2010 school year is on Explicit and Direct Instruction (EDI) and Language Star Teaching Strategies (Kevin Clark). Previous staff development included: Standards-based instruction, Readers' and Writers' workshop instruction, data analysis, math curriculum and benchmarks, English Learning (EL) assessment policies, technology, data analysis, writing strategies, and rubrics. The staff is committed to the development of writing using the Writing for Excellence program. New teachers are encouraged to take release days to observe veteran staff. The professional development focus is generated by a staff survey and also by the principal when new data and information necessitates an in-service. Additional training for physical education and nutrition is a primary goal for the current school year. For the past three years, the District has ensured at least three annual staff development days based on site and District needs.

## District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.



## Financial Data

The financial data displayed in the SARC is from the 2008-09 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs) and [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec).

## District Financial Data

### District Salary Data

Category	Clovis USD	Similar Sized District
Beginning Teacher Salary	\$35,268	\$42,377
Mid-Range Teacher Salary	\$58,781	\$67,667
Highest Teacher Salary	\$75,361	\$87,102
Average Principal Salary (Elementary School)	\$90,875	\$108,894
Average Principal Salary (Middle School)	\$99,027	\$113,713
Average Principal Salary (High School)	\$101,800	\$124,531
Superintendent Salary	\$235,000	\$223,323
Teacher Salaries — Percent of Budget	39.3%	40.2%
Administrative Salaries — Percent of Budget	5.5%	5.5%

## School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

### School Financial Data

	Pinedale ES
Total Expenditures Per Pupil	\$5,517
Expenditures Per Pupil From Restricted Sources	\$1,042
Expenditures Per Pupil From Unrestricted Sources	\$4,475
Annual Average Teacher Salary	\$54,177

## Financial Data Comparison

The following table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

### Financial Data Comparison

	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Pinedale ES	\$4,475	\$54,177
Clovis USD	\$6,743	\$61,996
California	\$5,681	\$68,179
School and District — Percent Difference	-50.7%	-14.4%
School and California — Percent Difference	-26.9%	-25.8%

### School Accountability Report Card

Data in this report are provided by the California Department of Education (CDE), school and the district office. For additional information on facts about California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English Learners.

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