

School Accountability Report Card Reported for School Year 2007-08 Published During 2008-09

Executive Summary School Accountability Report Card, 2007-08

Pine Grove Elementary School

Address: 20101 State Highway 88 , Jackson CA 95642-2020

Phone: (209) 296-2800

Principal: Thomas Reed

Grade Span: K - 6

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2007-08 school year, except the School Finances and School Completion data that are reported for the 2006-07 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Located about 16 miles east of Jackson on State Highway 88, Pine Grove Elementary School houses approximately 300 kindergarten through sixth grade students on five acres of land nestled among tall pine and fir tree at 2500 feet above sea level. We are proud of our strong relationship with our community and parents, and they consider us an integral part of the community of Pine Grove. Parent volunteers are a very important part of the success of our school, as is the dedicated staff, which focuses on California State Standards while making learning an adventure by involving students in drama, visits to the nearby national forests, special outings to San Francisco and Sacramento, and utilizing local experts. After-school clinics are offered to those students who need extra help in core subjects, GATE and Odyssey of the Mind programs operate at capacity as well.

Student Enrollment

Group	Percent
African American	0.34 %
American Indian or Alaska Native	1.34 %
Asian	0.67 %
Filipino	0.34 %
Hispanic or Latino	3.69 %
Pacific Islander	0.34 %
White (not Hispanic)	77.18 %
Multiple or No Response	16.11 %
Socioeconomically Disadvantaged	22 %
English Learners	2 %
Students with Disabilities	11 %

Total Number of students	298
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Teachers

Indicator	Teachers
Teachers with full credential	13
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

School Facilities

Summary of Most Recent Site Inspection

School Facility Good Repair Status (School Year 2008-09)

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

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%

Science Laboratory Equipment (grades 9-12)	0%
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School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$ 6,170
District	\$ 5,917
State	\$5,300

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	52%
Mathematics	53%
Science	70%

Academic Progress

Indicator	Result
2008 Growth API Score (from 2008 Growth API Report)	812
Statewide Rank (from 2007 Base API Report)	8
2008-09 Program Improvement Status (PI Year)	

2007-08 School Accountability Report Card Report (SARC)

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the [SARC](#) Web site. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

[DataQuest](#) is an online data tool that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., 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.

II. About This School

Contact Information (School Year 2008-09)

This section provides the schools contact information.

School		District	
School Name	Pine Grove Elementary	District Name	Amador County Unified
Street	20101 State Highway 88	Phone Number	(209) 223-1750
City, State, Zip	Jackson , CA 95642-2020	Web Site	www.teachnet.k12.ca.us
Phone Number	(209) 296-2800	Superintendent	Dick Glock
Principal	Thomas Reed	E-mail Address	dglock@amadorcoe.k12.ca
E-mail Address	treed@amadorcoe.k12.ca.us	CDS Code	03-73981-6002844

School Description and Mission Statement (School Year 2007-08)

This section provides information about the school's goals and programs.

Mission Statement: Pine Grove Elementary School is committed to advancing the many and varied abilities of all students by providing broad educational experiences to each and every community member. We encourage "personal best" with positive attitudes which reflect strong character both at school and within the community.

Our community is very involved in our school, providing services, materials, and supplies to assist our staff in educating our students. Our parents' organization, We Are For Kids Association (WAFKA), conducts several fund-raisers, including a spring carnival, and donates all the proceeds to our school. Community groups provide incentives for our students to improve their academic performance. Volunteers regularly help in our classrooms, in yard supervision, and with campus beautification. Volunteers make it possible for our sixth grade students to participate in a competitive basketball league. Local organizations often offer grants for such purposes as the purchase of technology and agricultural education.

For students who need an extra boost in math or reading, we have a federally funded No Child Left Behind teacher who offers one-on-one and small-group help to qualifying students. Our site also accommodates the Indian Education Program, which provides quality help in academic achievement for American Indian children and adults. The Extended Learning Program provides afterschool care, including homework help. Gifted and Talented Education (GATE) students participate in the Odyssey of the Mind program as well as in special projects under the supervision of a district-provided teacher.

Opportunities for Parental Involvement (School Year 2007-08)

This section provides information about opportunities for parents to become involved with school activities.

Our parent group, WAFKA, raises funds to support our school. It has provided student scholarships, helped subsidize the cost of aides' salaries and classroom supplies, and paid for such campus improvements as the new, safer recycled rubber chips for the playground. The Spring Carnival is a major fund-raising activity.

The School Site Council meets monthly and continuously re-evaluates the School Site Plan, including its goals and budget.

We welcome parental help in the classrooms. Please contact the school principal.

Student Enrollment by Grade Level (School Year 2007-08)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	51
Grade 1	40
Grade 2	38
Grade 3	34
Grade 4	44
Grade 5	45
Grade 6	46
Grade 7	0
Grade 8	0
Ungraded Elementary	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Ungraded Secondary	0
Total Enrollment	298

Student Enrollment by Group (School Year 2007-08)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	0.34 %
American Indian or Alaska Native	1.34 %
Asian	0.67 %
Filipino	0.34 %
Hispanic or Latino	3.69 %
Pacific Islander	0.34 %
White (not Hispanic)	77.18 %
Multiple or No Response	16.11 %
Socioeconomically Disadvantaged	22 %
English Learners	2 %

Students with Disabilities

11 %

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2005-06				2006-07				2007-08			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	16.5	2			16.0	2			19.0	2	1	
1	17.0	1			16.0	2			20.0	2		
2	17.5	2			19.0	1			19.0	2		
3	19.0	2			17.0	2			20.0	1		
4	30.0		1		31.0		1		32.0		1	
5	33.0			1	32.0		1		33.0			1
6	34.0			1	32.0		1		30.0		1	
K-3	17.0	2			20.0	1						
3-4									26.0		1	
4-8	28.0		1		21.5	1	1		12.0	1		
Other												

III. School Climate

School Safety Plan (School Year 2007-08)

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

We require visitors to sign in at the office and wear a visitor's badge while on campus. We supervise students before school, during recesses, and after school. Teachers and instructional aides monitor the campus during regular school hours.

We revise our safety plan every August, just before the beginning of the school year.

The key elements of our safety plan are the explanation of the Standardized Emergency Management System responsibilities and the procedures for fire, earthquakes, and wind storms. All staff receives refresher training at the beginning of each school year, and safety is always the first item discussed at every staff meeting.

As required by law, our school conducts a fire drill every month, an earthquake drill every quarter, and some type of disaster drill at least once per year.

Suspensions and Expulsions

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

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	3.9	13.5	7.0	17.2	17.6	11.4
Expulsions	0.0	0.0	0.0	0.5	0.9	0.3

IV. School Facilities

Facility Conditions and Planned Improvements (School Year 2008-09)

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

Narrative LEA Provided

School Facility Good Repair Status (School Year 2008-09)

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

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	LEA Provided	LEA Provided	LEA Provided	LEA Provided
Mechanical Systems	LEA Provided	LEA Provided	LEA Provided	LEA Provided
Windows/Doors/Gates (interior and exterior)	LEA Provided	LEA Provided	LEA Provided	LEA Provided
Interior Surfaces (walls, floors, and ceilings)	LEA Provided	LEA Provided	LEA Provided	LEA Provided
Hazardous Materials (interior and exterior)	LEA Provided	LEA Provided	LEA Provided	LEA Provided
Structural Damage	LEA Provided	LEA Provided	LEA Provided	LEA Provided
Fire Safety	LEA Provided	LEA Provided	LEA Provided	LEA Provided
Electrical (interior and exterior)	LEA Provided	LEA Provided	LEA Provided	LEA Provided
Pest/Vermin Infestation	LEA Provided	LEA Provided	LEA Provided	LEA Provided
Drinking Fountains (inside and outside)	LEA Provided	LEA Provided	LEA Provided	LEA Provided
Restrooms	LEA Provided	LEA Provided	LEA Provided	LEA Provided
Sewer	LEA Provided	LEA Provided	LEA Provided	LEA Provided
Playground/School Grounds	LEA Provided	LEA Provided	LEA Provided	LEA Provided
Roofs	LEA Provided	LEA Provided	LEA Provided	LEA Provided
Overall Cleanliness	LEA Provided	LEA Provided	LEA Provided	LEA Provided

Overall Summary of School Facility Good Repair Status (School Year 2008-09)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	LEA Provided			

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the [DataQuest](#) Web site.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	13	13	13	201
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

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

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2006-07)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the [NCLB](#) Web site.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	96.3	3.7

High-Poverty Schools in District		
Low-Poverty Schools in District	95.0	5.0

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2007-08)

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (paraprofessional)	.5	N/A
Psychologist	.15	N/A
Social Worker		N/A
Nurse	.23	N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2008-09)

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

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Houghton Mifflin Legacy of Literature Grades K - 6	0%

Mathematics	Macmillan/McGraw Hill: California Mathematics Grades K - 6	0%
Science	Macmillan/McGraw Hill: California Science Grades K - 6	0%
History-Social Science	Harcourt: Reflections Grades K – 5 TCI: History Alive Grade 6	0%
Foreign Language	N/A	N/A
Health	N/A	N/A
Visual and Performing Arts	N/A	N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the [Current Expense of Education](#) Web page and teacher salaries can be found on the [Certificated Salaries and Benefites](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$ 6,170	\$323	\$4,652	\$63,606
District	N/A	N/A	\$5,917	\$57603
Percent Difference – School Site and District	N/A	N/A	21.38%	9.44%
State	N/A	N/A	\$5300	\$59271
Percent Difference – School Site and State	N/A	N/A	12.23%	6.82%

Types of Services Funded (Fiscal Year 2007-08)

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

The state of California is the primary source of district funding. The district receives funds for basic operations such as salaries, books, school supplies, copiers, and repairs based on school attendance figures. Student absences, regardless of the reason, seriously affect our school budget.

State and federal programs provide funds for specific uses. These funds include library and technology grants, an arts and music block grant, a discretionary block grant (state), No Child Left Behind (federal), GATE, the English Learners Program, and state lottery funds. The SSC discusses and approves state and federal fund expenditures according to a budget that is approved each spring.

Teacher and Administrative Salaries (Fiscal Year 2006-07)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the [Certificated Salaries and Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38285	\$37916
Mid-Range Teacher Salary	\$55175	\$58151
Highest Teacher Salary	\$72681	\$75396
Average Principal Salary (Elementary)	\$79006	\$91086
Average Principal Salary (Middle)	\$81411	\$95220
Average Principal Salary (High)	\$88920	\$101661
Superintendent Salary	\$128085	\$136091
Percent of Budget for Teacher Salaries	39.3 %	38.5 %
Percent of Budget for Administrative Salaries	5.6 %	5.8 %

IX. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the [Standardized Testing and Reporting \(STAR\) Results](#) Web page.

CST Results for All Students - Three-Year Comparison

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

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	51	58	52	50	49	52	42	43	46
Mathematics	61	62	53	40	40	43	40	40	43
Science	30	55	70	35	46	58	35	38	46
History-Social Science				34	33	43	33	33	36

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

CST Results by Student Group – Most Recent Year

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*		
American Indian or Alaska Native	*	*		
Asian	*	*	*	
Filipino	*	*		

Hispanic or Latino	44	44	*	
Pacific Islander	*	*	*	
White (not Hispanic)	53	54	72	
Male	46	55	81	
Female	59	52	55	
Economically Disadvantaged	28	36	*	
English Learners	*	*	*	
Students with Disabilities	21	29	*	
Students Receiving Migrant Education Services				

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California Physical Fitness Test Results (School Year 2007-08)

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

Grade Level	Percent of Students Meeting Healthy Fitness Zones
5	19.2
7	*
9	*

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the [API](#) Web page.

API Ranks – Three-Year Comparison

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

API Rank	2005	2006	2007
Statewide	8	7	8
Similar Schools	5	4	5

"N/A" means a number is not applicable or not available due to missing data.

"*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

"A" means the school or subgroups scored at or above the statewide performance target of 800 in 2008.

"B" 6002844

"C" means the school had significant demographic changes and will not have any growth or target information.

"D" means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.

"E" indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

API Changes by Student Group – Three-Year Comparison

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

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	-12	21	-7	812
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	-10	22	-13	814
Socioeconomically Disadvantaged	-29	25		
English Learners				
Students with Disabilities				

"N/A" means a number is not applicable or not available due to missing data.

"*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

"A" means the school or subgroups scored at or above the statewide performance target of 800 in 2008.

"B" means the school did not have a valid 2007 Base API and will not have any growth or target information.

"C" means the school had significant demographic changes and will not have any growth or target information.

"D" means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.

"E" indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

Adequate Yearly Progress

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

Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics

Percent proficient on the state's standards-based assessments in ELA and mathematics

API as an additional indicator

Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the [AYP](#) Web page.

AYP Overall and by Criteria (School Year 2007-08)

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

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	N/A	Yes

Federal Intervention Program (School Year 2008-09)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the [AYP](#) Web page.

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	

XI. School Completion and Postsecondary Preparation

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the [University of California](#) Web site.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the [California State University](#) Web site.

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the [DataQuest](#) Web site.

Indicator	School			District			State		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Dropout Rate (1-year)				3.2	1.4	3.8	3.1	3.5	4.4
Graduation Rate				84.4	91.2	86.1	85.0	83.0	79.5

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

2007-2008	20 days
2006-2007	12 days
2005-2006	7 days

In order to build our learning environment, we continue to expand our knowledge and use of technology. Pine Grove Elementary School annually has three days funded by the state for staff training in curriculum and instructional strategies. The school and district provide funds for attendance at conferences. The curriculum office provides additional in-service opportunities. We receive teaching assistance through the district's PAR program. Our teachers also attend grade-level meetings to talk and plan together.