

ANNUAL REPORT TO OUR COMMUNITY*ANNUAL REPORT

BLUE OAK Montessori Charter – 2009-10

OUR SCHOOL

The Buckeye Union School District has a long history of providing strong curricular and instructional programs. The District has five schools that have been recognized as Distinguished Schools and two of the schools have been recognized as National Blue Ribbon Schools. In response to identified, expressed needs from parents and students, the Buckeye Union School District moved forward in preparing the Montessori Charter petition. The Montessori Charter School is housed at, and included within, the Blue Oak Elementary School site. The program began in the 2004-05 school year by serving Kindergarten students. One grade level per year has been added until in the 2008-09 school year it encompasses grades K-3, serving a total of 99 students. The Charter Montessori School follows the instructional methodologies, standards, and educational direction established within the Buckeye Union Elementary District respecting the Montessori philosophy and utilizing Montessori materials and learning methodologies. In addition, the program utilizes the Montessori methodology incorporating core sections in Practical Life, Sensorial Materials, Language, Mathematics and Cultural Subjects. All teachers in our Charter Montessori have a Montessori credential in addition to his/her teaching credential.

The motto at Blue Oak Elementary School is, "Together We Will Build Our Future." At Blue Oak, we want students to acquire the academic skills and knowledge they need to be successful, to learn how to work well with others, and most importantly, to develop a desire to become lifelong learners.

INSTRUCTIONAL PROGRAM

At Blue Oak School, through the strong leadership of administration and a collaborative and professional staff together with an active PTA and very involved Site Council, we continue to focus on reading, language arts, and mathematics with specific targets in spelling, mathematics, technology, school safety, and tolerance and diversity.

Buckeye Union School District and Blue Oak School have established a Professional Learning Community comprised of administration and Learning Community facilitators. The P.L.C. has a representative at each grade level who works to help each grade level and the site implement their data-driven, staff written SMART goals. Standards specifically outline what will be taught at each grade level in each content area.

In 2003, the Houghton Mifflin Language Arts program was adopted for grades K-5 with a ratio of textbooks of one per pupil. A new science curriculum, published by Pearson Scott Foresman, was adopted in 2007 with a ratio of one textbook per pupil. Also in the 2006-07 school year, a new social studies program published by Harcourt Brace in grades K-3 and Scott Foresman in grades 4-5 were adopted. Curriculum areas are summarized below and on the following page.

Language Arts - We use a balanced literacy approach to teach the communication skills of listening, speaking, reading, and writing. Students learn to read through direct instruction and step-by-step strategies. Teachers have completed in-depth training on reading instructional strategies through district sponsored training on staff development days. Additionally, all first grade teachers and representatives from kindergarten and grades two and three received an in-depth training on S.I.P.P.S. (Systematic Instruction in Phonics, Phonetics Awareness, and Sight Words) to serve all of our early readers and to specifically intervene for those students in need of extra help in decoding. Students learn communication skills by hearing good literature. Basic language skills, daily writing and reading, spelling, phonics, and vocabulary development are part of our language arts program. Most teachers in grades one through three work together to regroup students, based on needs, for language arts instruction for half an hour up to an hour and a half a day. These are flexible, needs-based groups that change constantly based on assessed needs. Blue Oak also implemented a "Push-In" reading program. Two certificated teachers come in a few hours a day to work systematically with our neediest students to build reading competency in grades K-3. Additionally, in the fall of 2007, every teacher attended an intensive research-based training called "Step up to Writing." Teachers work together between and across grade levels to implement these strategies consistently. We teach students the process of proofreading and correcting their writing to produce a polished final product.

Math - In May 2008, the district adopted the Houghton Mifflin Math program for grades K-5. Our goal is to provide a balanced curriculum, which includes basic skills instruction and understanding of mathematical concepts. Manipulatives are used to reinforce student understanding of concepts. Students review math concepts and skills with two-minute math drills and the problem of the day. Teachers have attended ongoing math inservices led by cadre leaders in order to provide students with a balanced math program. Through the math cadre model, consistent assessments were

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developed with input from all teachers and based on the state curriculum standards. These have been loaded onto our new data system, Data Director, and all teachers at all grade levels administer the assessments and then scan the results into the data program. This allows students, parents, teachers, and administrators to look at results in great detail and base further instruction or intervention lessons on the results.

Science - The science curriculum is based on our goal of providing a hands-on learning approach in conjunction with teaching the scientific process. The district adopted the Pearson Scott Foresman program and combined with extensive teacher-developed materials and activities, students are provided with a complete science program with activities and experiments in earth, physical, and life sciences. Class field trips also support the instruction.

Social Studies/History - Curriculum materials are designed to involve students in activities which show the connection between the past and the present. With parent and community support, every class takes a field trip to extend what they have learned in social studies/history. In May 2006 we adopted Harcourt for grades K-3 and Scott Foresman for grades 4-5. Content is regularly correlated with the language arts curriculum to involve reading and writing in the content areas.

Health - Health is taught by the classroom teacher. The district has adopted a substance abuse prevention and character education program: Positive Action. Students participate in this program focused on teaching life skills and a positive self-concept. All students participate in Red Ribbon Week activities.

Visual and Performing Arts - The classroom music program is taught by a music specialist in grades 1-5. Components of the music program are listening, appreciation, music concepts, movement, and playing rhythm instruments. An instrumental music program is offered to students in grades 4-5. There is an after-school choral program with semiannual performances. Blue Oak has purchased and teachers are enjoying using the "Arts Attack" program to supplement and support their fine arts program.

Physical Education - P.E. specialists provide a well-defined curriculum in grades 1-5 with focus on developing motor skills, movement exploration, and the introduction of team sports. All grade levels concentrate on lifelong fitness.

Technology - We have developed a district technology plan and, in addition, all of our classrooms are networked. Students and staff also have access to the Internet from 30 computers in the library-media center. Fourth and fifth grade students use the library-media center to develop multimedia research projects, which follow the school and district technology goals. In order to use the Internet, students and staff must sign a user agreement. Internet access is filtered. We have research capabilities in the library through a CD-ROM workstation and an electronic card catalog. There is a satellite link, which provides access to learning

channels in all classrooms. First to fifth grade students spend at least 30 minutes a week working in the computer lab. Three district computer technicians support technology at schools. Through a partnership with Intel, additional computers have been placed in classrooms so that all classrooms have between two and four current computers. Teachers are participating in training on the use of technology. Additionally, three of our teachers serve as a technology cadre supporting and training teachers in all areas of technology. The district also provided all of our classroom teachers with a laptop computer, LCD projector, document camera, and interactive white board to support and enhance instruction in all curricular areas.

LEARNING OPPORTUNITIES

Blue Oak has a modified single track schedule. Students receive a two-week break in the fall and spring. Remediation classes are offered in reading during the intersession breaks. Additionally, a push-in reading intervention program was implemented in 2007 using the prescriptive, research-based S.I.P.P.S. (Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words) for grades 1-3.

We promote the concept that we are a community of learners by encouraging students in different grade levels to work together. Students in grades 3-5 work with buddy classes in grades K-2. Camerado Springs Middle School students come to Blue Oak as cross-age tutors in classrooms or as assistants to teachers, library/office staff, or the P.E. specialists.

Through our Core Values program, we take a very positive approach to student behavior by offering recognition for positive behavior and academic achievement. We focus on the five Core Values of Respect, Responsibility, Trust, Kindness and Caring, and Citizenship. All staff and adults on our campus support the Core Values by recognizing students exhibiting those values with awards and/or Bulldog "P.A.W.S." (Positive Action Wins Success). These P.A.W.S. are collected and 12 students are chosen each week to receive a special reward. Additionally, two students from every class each month are chosen by their teachers for exemplifying that month's Core Value. These students join the principal and assistant principal for a special lunch. All students who receive awards of any kind have their names and/or pictures posted on our Core Value Wall of Excellence in the school office. Through the consistent implementation of this program in the new 2008-09 school year, we have experienced a significant drop in behavior referrals to the office. When referrals do occur, appropriate consequences are applied consistently. We also have a Conflict Manager program, *Peace Patrol* that trains

students to mediate playground problems and foster friendship skills.

Recognition Activities: We regularly schedule awards ceremonies to recognize upper-grade student effort and achievement in academics and/or sports. Good attendance is encouraged and recognized as part of our regular trimester awards assemblies.

We offer a variety of co-curricular programs to enrich the curriculum and promote self-esteem. These include: Student Yearbook; Peace Patrol; Student Leadership; grade level field trips to places such as the Marin Coast, Gibson Ranch, and Sutter's Fort; Chorus; County Spelling Bee; All School Read-In; Class Partnerships; Family Math Night; and several PTA-sponsored family events and school assemblies.

CURRICULUM IMPROVEMENT

As part of our School Improvement Program, parents and staff on the School Site Council conduct an annual self-study that includes information from classroom observations, student and parent surveys, and discussions with teachers. From the self-study, goals and objectives are developed for the following year. Progress towards meeting goals is monitored at School Site Council meetings.

Our site has a technology cadre led by three experts who work with and train other teachers in all aspects of technology. Teachers from every grade level serve as site and district-wide learning community facilitators.

SUPPORT SERVICES

GATE (Gifted and Talented Education) – Teachers have been trained to differentiate their curriculum to challenge GATE students on a frequent basis. Differentiated learning plans (DLPs) are written in conjunction with the teacher, parents, and student to insure educational and academic needs of our high achievers are being met. Supplementary opportunities occur throughout the school year both during and after school to provide students with experiences beyond the classroom in art, science, and oral interpretation. One teacher serves as our site GATE liaison and provides GATE students an opportunity to use the Renzulli and/or Rosetta Stone Technology program for one hour after school each week in the computer lab. GATE students will also be participating in at least one field trip this year.

Special Education - The needs of special education students are met by the special education teacher and the classroom teacher. Special education students are served through a variety of approaches including assistance by special education staff in the regular

classroom or through pullout services. Special education teachers are assisted by instructional aides. Special education staff meets once a month with each of his/her students' classroom teachers to update and share information to maximize the achievement of the students identified with special learning needs.

English Learners – All of our classroom teachers are certified to teach students whose first language is not English. We also have an EL tutor who comes in a few days a week to work specifically on research-based strategies with those English Learners to insure we are meeting all of their needs.

Special Education Classes

Resource Specialist Program (RSP) - two classes

Special Day Class (SDC) - two classes

County Special Ed - Hearing Impaired Class

Health Clerk - (5 hrs/day) & District Nurse (1 day/wk)

Counselor - 2 days/week

School Psychologist - 1 day/week

Speech and Language Specialist – 5 days/week

Library Associate - A full-time library associate is supported by parent volunteers. The library is open from 8:00-4:00 daily.

Blue Oak Charter Montessori School is one of eight schools in the K-8 Buckeye Union School District. The district serves the communities of Shingle Springs, Cameron Park and El Dorado Hills. This report was prepared with assistance from the School Site Council. For further information on Blue Oak Charter Montessori School, please contact the principal or the assistant principal at (916) 933-5149 or (530) 676-0164. For further information on the Buckeye Union School District, please contact the Superintendent, Teresa M. Wenig, or the Assistant Superintendent, Gabrielle Marchini, at (530) 677-2261 or (916) 985-2183. Our website address is: <http://buckeyeusd.org>

Statistical data regarding student performance, school facilities, teachers, textbooks, class size and enrollment, and school finances may be found on the following pages

STUDENT PERFORMANCE

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The 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 two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE [Standardized Testing and Reporting \(STAR\) Results](#) Web site. Program information regarding the STAR Program can be found in the [Explaining 2008 STAR Program Summary Results to the Public guide](#). Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting 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		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	*	63	62	69	71	75	43	46	50
Mathematics	*	80	93	69	72	74	40	43	46
Science	0	0	0	67	78	79	38	46	50
History-Social Science	0	0	0	70	68	67	33	36	41

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.

Standardized Testing and Reporting Results by Student Group (School Year 2008-09)

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
Hispanic or Latino	*	*		
Pacific Islander	*	*		
White (not Hispanic)	61	93		
Male	61	93		
Female	65	94		
Economically Disadvantaged	*	*		
Students with Disabilities	*	*		

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.

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 on the [CDE Academic Performance Index \(API\) Web page](#).

Academic Performance Index Ranks – Three-Year Comparison

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

API Rank	2006	2007	2008
Statewide			9 *
Similar Schools			N/A

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

"B" means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs.

"C" means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.

" * " means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

Academic Performance Index Growth 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
	2006-07	2007-08	2008-09	2009
All Students at the School	N/A	B	5	865 *

"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 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

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 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 on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

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

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

"Yes" Met 2009 AYP Criteria

"No" Did not Meet 2009 AYP Criteria

Federal Intervention Program (School Year 2009-10)

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 (ELA 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 on the CDE [Adequate Yearly Progress \(AYP\) 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	

Schools receiving Title I funding enter federal program improvement (PI) if they do not make adequate yearly progress for two consecutive years. There are no schools in Buckeye District currently identified as a PI school.

California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting 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 CDE [Physical Fitness Testing \(PFT\) Web page](#). Note: Scores are not shown when the number of students tested is ten 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.

Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	NA	NA	NA

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities and English language learners is

reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the [National Assessment of Educational Progress](#) Web page (Outside Source).

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE [National Assessment of Educational Progress \(NAEP\)](#) Web page.

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – Aggregated

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight

Subject and Grade Level	Average Scale Score		State Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – Aggregated

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92

SCHOOL FACILITIES AND SAFETY

Facility needs at the elementary level have increased significantly due to continuing enrollment growth and class size reduction in grades K-3. The Charter Montessori program was added to the Blue Oak School site in August 2004 and has a current enrollment of 99 students.

In November 2006, a district bond measure, Measure K, was supported by voters. Funding from the bond has benefitted Blue Oak School. In the summer of 2007 a shade structure was installed to cover the lunch area. In addition all teachers have received a laptop computer, document camera, an LCD projector, and a Promethean Board (interactive white board).

School facilities are safe, clean, and adequate. Classroom space meets existing standards, and play areas are large and include spacious, well-kept sports fields. Rest rooms, floors, walls, roofs, plumbing and electrical systems are in excellent condition. The grounds are litter free under the care of two full-time day custodians and two night shift custodians. Custodians make regular inspections of the campus. Graffiti occurs infrequently and has been removed within a few hours. Efforts are quite successful as Blue Oak is a clean, well-maintained school.

Blue Oak feeds into Camerado Springs Middle School that spans grades 6-8.

School Facility Good Repair Status (School Year 2009-10)

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
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		✓			
Interior: Interior Surfaces		✓			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		✓			
Electrical: Electrical		✓			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		✓			
Safety: Fire Safety, Hazardous Materials		✓			
Structural: Structural Damage, Roofs		✓			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		✓			
Overall Rating	Good				

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 on the CDE [DataQuest](#) Web page.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	3	4	5	255
Without Full Credential	0	0	0	6
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	2007-08	2008-09	2009-10
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 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE [Improving Teacher and Principal Quality](#) Web page.

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

CURRICULUM AND INSTRUCTIONAL MATERIALS

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

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 (2003).	0
Mathematics	Houghton Mifflin, K-5, (2008).	0
Science	Pearson Scott Foresman (2007).	0
History-Social Science	Harcourt, grades K-3, (2006-07); Scott Foresman, grades 4-5, (2006-07).	0
Health	--	NA
Visual and Performing Arts	--	NA

CLASS SIZE AND ENROLLMENT

Specific to Montessori Charter Program:

Recognizing the positive effects of limiting class size, one of the goals of Blue Oak School is to reduce the teacher to student ratio.

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	2006-07			2007-08			2008-09					
	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	19.0	1			20.0	1			20.0	1		
1					19.0	1						
2									18.0	1		
3									20.0	1		
K-3	20.0	2			18.0	2			20.0	2		

Student Enrollment by Grade Level (School Year 2008-09)

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

Grade Level	Number of Students
Kindergarten	30
Grade 1	20
Grade 2	28
Grade 3	21
Total Enrollment	99

Student Enrollment by Group (School Year 2008-09)

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	1.01 %
Asian	2.02 %
Filipino	1.01 %
Hispanic or Latino	8.08 %
Pacific Islander	1.01 %
White (not Hispanic)	85.86 %
Multiple or No Response	1.01 %
Socioeconomically Disadvantaged	11.00 %
Students with Disabilities	13.00 %

SCHOOL FINANCES

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

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 on the CDE [Current Expense of Education & Per-pupil Spending](#) Web page and teacher salaries can be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$6,014	\$1,098	\$4,916	\$47,578
District	\$7,032	\$1,349	\$5,683	\$61,726
Percent Difference – School Site and District	-14%	-19%	-13%	-23%
State	N/A	N/A	\$5,512	\$63,421
Percent Difference – School Site and State	N/A	N/A	-10%	-25%

Teacher and Administrative Salaries (Fiscal Year 2007-08)

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

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,015	\$41,031
Mid-Range Teacher Salary	\$58,930	\$63,366
Highest Teacher Salary	\$78,196	\$80,596
Average Principal Salary (Elementary)	\$99,684	\$100,937
Average Principal Salary (Middle)	\$104,955	\$105,066
Superintendent Salary	\$150,000	\$147,438
Percent of Budget for Teacher Salaries	44.20 %	40.60 %
Percent of Budget for Administrative Salaries	5.40 %	6.10 %