

Piner Elementary School

Piner Olivet
Union School District

School Accountability Report Card

Data From the 2006-2007 School Year • Published During 2007-2008



Marion Guillen
Superintendent
Paula Philbrick
Principal

Principal's Message

"They are all our students!"

Piner Elementary School has had strong and deep roots in Santa Rosa since its opening in 1868. Berry bushes, vineyards, and a nesting pair of Cooper Hawks contribute to a feeling of a country school that is also firmly rooted in current educational practices. Today, the school serves approximately 400 students and their families in grades kindergarten through sixth grade.

All students at Piner Elementary School will achieve their maximum academic potential, benefiting from collaboration between parents, teachers, and support staff. We believe that "They are all our students!" and plan instruction and learning for each and every child. The teaching staff is experienced and works together in grade level and cross grade level teams to provide instruction designed for each student's needs. Many experienced teachers have developed an area of expertise—English Language instruction, sensory motor development, science instruction, to name a few. All levels of student need are met through this process.

Houghton-Mifflin is the Language Arts program used in all classrooms. It provides a wide variety of materials for all levels of learners, from struggling to accelerated. Teachers are supported through a wide menu of staff development both within and outside of the District.

Math content is delivered to all students, but the unique needs of students in grades 3–6 are met through differentiated grouping. Students are assessed at the beginning of the year and placed in an appropriate math curriculum and may be moved to a different level, as indicated by their performance. The goal is have all students achieve at the highest level possible, and many third grade students are learning fourth grade math curriculum.

English Language Learners (ELLs) have access to the Rosetta Stone and Language for Learning programs. Language for Learning was introduced to the District two years ago and the goal is for each child to receive the State-required amount of English Language Development (ELD) using the two mentioned programs. Grade level and cross grade level teams collaborated this fall to designate specific times during the day for small groups of students to receive intensive ELD instruction.

Students who experience difficulty in learning require additional interventions. Student Study Teams are formed, as needed, and allow staff members from all disciplines meet to plan and implement interventions. These are monitored, and if not successful, then students are referred for testing for learning disabilities. Professionals—including behavioral specialists, speech language therapists, resource teachers, bilingual psychologists, occupational therapists and adaptive physical education teachers—provide services to students per their IEP and consult with teachers.

A variety of programs supplement the curriculum. A motor skills program provides balance and skill activities for primary students, and fitness, flexibility, and sport activities for intermediate students. All kindergarten through fourth grade students receives music instruction weekly. A full-time librarian provides daily access to both research materials and high quality fiction books at all levels.

Parents are welcome partners in their child's education. Many parents volunteer regularly in their child's classroom, the school library, or through Piner Parents. Often parents chaperone and drive on school sponsored field trips. Piner Parents is a social group that seeks to support the school culture through skate and movie nights, craft socials, and barbeques. This active group meets monthly.

Piner staff members view themselves as architects of the school culture. BEST practices are evidenced through collaboration between teachers and yard duty staff and students are systematically taught the rules of the yard.

Dedicated staff members and close working partnerships make Piner Elementary a great school.



Piner Elementary School

Grades K-6
2590 Piner Rd.
Santa Rosa, CA 95401-4035
Phone: (707) 522-3030
Website: www.pousd.org

District Governing Board Members

Mardi Hinton,
President

Lisa Anderson,
Vice President

William Campbell,
Clerk

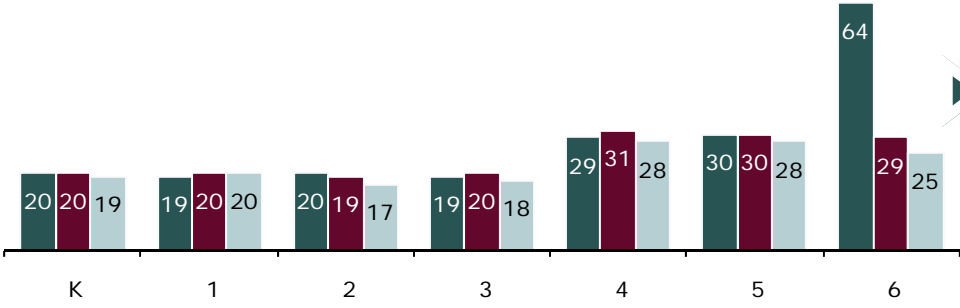
Melinda Ryan

Tricia Woods





Piner-Olivet Union School District



Class Size

The adjacent chart displays the three-year data for average class size.

■ 04-05 ■ 05-06 □ 06-07

Grade	2004-05			2005-06			2006-07		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	2			2			2		
1	3			2			2		
2	3			3			3		
3	3			3			3		
4		2			2			2	
5		2			2			2	
6		2			1			2	

Professional Development

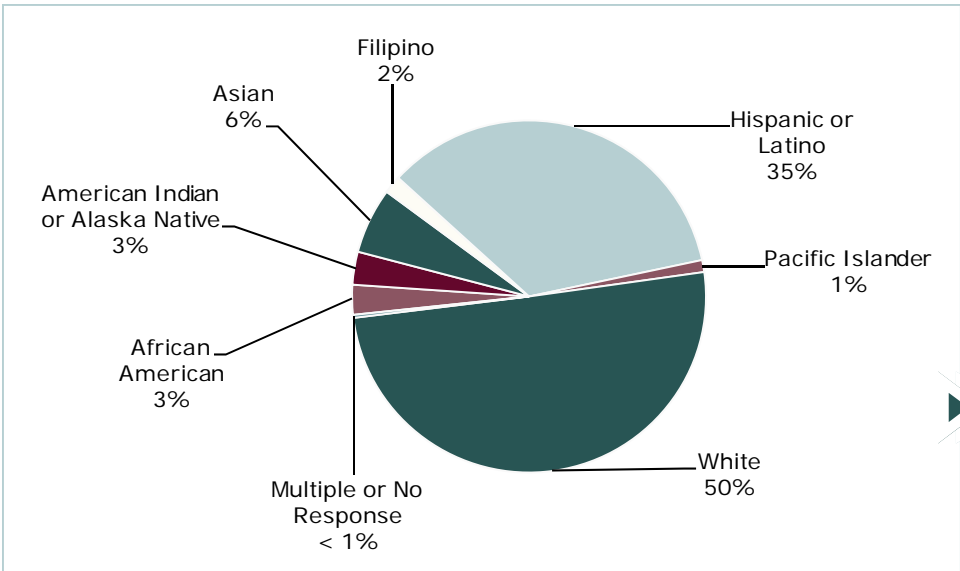
The district provides training based on identified goals for district staff which include:

- Differentiated Instruction and Universal Access
- Training to support adopted instructional materials
- Training to provide teachers with certification and skills necessary to work with English Language Learners
- A group of teachers is participating in Thinking Maps training
- Teachers participate in regular district and grade level meetings
- New teachers participate in the BTSA program through Sonoma County Office of Education
- All staff regularly take courses in First Aid and CPR

Other professional development opportunities are considered on an individual basis or related to school /district priorities and goals. For the previous three school years, we had more than three days each year dedicated to staff and professional development.

Public Internet Access

Computers with Internet access are available for student use at each school library; for information on usage of the school library, please contact the school. For information on usage of Sonoma County public libraries, including public use of computers with Internet access, please call (707) 545-0831 or visit <http://www.sonoma.lib.ca.us/>.



Enrollment and Demographics

The total enrollment was 366 students for the 2006-07 school year.



Textbooks and Instructional Materials

Quality and Availability of Textbooks		
Subject	Textbook	Adopted
Reading/Language Arts	Houghton-Mifflin	2002
Mathematics	Saxon	2001
Science	Houghton-Mifflin Discovery Works	2001
History-Social Science	Houghton-Mifflin	2002

Subject	Percentage of Pupils Who Lack Their Own Assigned Textbook and Instructional Materials
English-Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%

Note: This data was most recently collected and verified in August, 2007.

Parental Involvement

Piner Elementary School has a variety of opportunities for parental involvement. Piner Parents, a 'fun' raising group, supports the school by providing social opportunities for children and their families. The parent group meets monthly and includes parents from all grade levels, teachers and the principal. Activities include: Sock Hop, Mary's Pizza Night, End of the year barbeque, Winter Craft Night, Book Fair and more. These activities build school spirit and bring parents, staff and students together.

The Piner-Olivet Education Foundation is a districtwide 'fund' raising organization comprised of parents, teachers and the superintendent. They meet monthly and plan ways to support the district programs including; computer labs, libraries and the motor skills program.

Parent volunteers are an integral part of our school community and they are encouraged to volunteer in a variety of ways. Parents tutor small groups of students in the classroom, assist teachers with class projects, chaperone field trips, and help on Picture Day. A cadre of parents plans, organizes, and runs the end-of-the-year field day celebration for students.

Parents may also participate on School Site Council (SSC), which collects and analyzes student data, and works with the staff to establish priorities for expenditures of the Site block grant and makes recommendations to the Board of Trustees. Major tasks completed by SSC include writing the Single Plan for Student Achievement (SPSA), the School Accountability Report Card (SARC), and updating and supporting the safety plan.

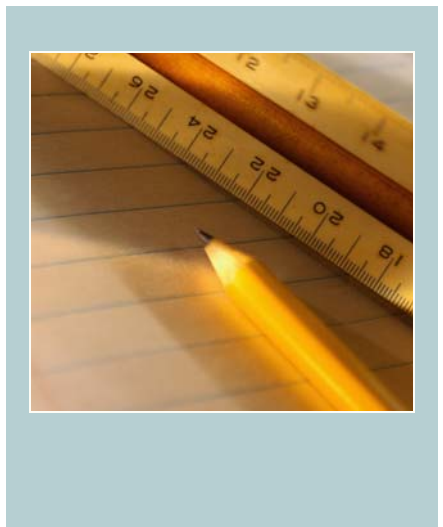
Parents receive information periodically about their child's school performance. Report cards are distributed three times a year and fall conferences provide a venue for formal conversations between teachers and parents. These conversations continue informally throughout the year, as needed. Multiple measures are reported to the parents twice a year and written progress reports are distributed three times a year. Intermediate students use agendas to record their daily assignments and facilitate communication between home and school about academic work. Additionally, at-risk students are discussed through the Student Study Team and retention process.

For more information on how to become involved, contact Deanna Hayes, President, Piner Parents, at (707) 522-3030.

Textbooks and Instructional Materials

The Piner-Olivet Union School District adopts from the most recent State-approved textbook list. All materials align with the content standards and cycles of the curriculum frameworks, adopted by the State Board of Education. Every student in the District has access to his or her own textbooks and instructional materials.

The Governing Board recognizes that student learning is enhanced when students have access to high-quality textbooks, equipment, and other instructional materials. To assure access, the District follows a selection process that includes a thorough review of approved materials, committee recommendation, public display, and Governing Board approval for all textbooks and instructional materials. We are currently in the process of securing standards-based instructional materials for Visual & Performing Arts classes.





School Facility Good Repair Status

Below are the results of the school's most recently completed inspection, using the Facilities Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status.

School Facility Conditions and Improvements				
Item Inspected	Repair Status			
	Good	Fair	Poor	
Gas Leaks	✓			
Mechanical Systems	✓			
Windows/Doors/Gates (interior and exterior)	✓			
Interior Surfaces (walls, floors, and ceilings)	✓			
Hazardous Materials (interior and exterior)	✓			
Structural Damage	✓			
Fire Safety	✓			
Electrical (interior and exterior)	✓			
Pest/Vermin Infestation	✓			
Drinking Fountains (inside and outside)	✓			
Restrooms	✓			
Sewer	✓			
Playground/School Grounds	✓			
Roofs	✓			
Overall Cleanliness	✓			
Overall Summary of Facility Condition				
Item Inspected	Exemplary	Good	Fair	Poor
Overall Summary	✓			

Note: The most recent school site facilities inspection and completion date of the inspection form occurred in August, 2007.

School Facilities

Piner Elementary School consists of 27 classrooms, one Multi-Purpose Room and administration building. During the summer of 2003, a modernization project renovated the Multi-Purpose Room and eleven classrooms. Playground facilities include a fenced kindergarten yard, blacktop, and field areas. The site is maintained by 1.5 full-time equivalent (FTE) custodians and a part-time groundskeeper. Student restrooms are cleaned daily and monitored frequently to ensure they are well stocked and clean. Student eating areas are cleaned and hosed off daily. Classrooms are vacuumed and mopped several times weekly. Common areas such as the Multi-Purpose Room, kitchen, staff room, and administrative office complex are cleaned weekly. The outside sidewalks are maintained regularly and the kindergarten yard has bark swept and raked weekly.

The maintenance of the school facility is under the direction of the business manager and performed by custodians, a part-time groundskeeper and part-time facilities manager. He is responsible for maintaining the heating, air conditioning, ventilation and fire sprinkler systems. When needed, he arranges for outside contractors to complete larger repair projects, including broken windows, doors, sump pumps, wells, etc. In the event of a power failure, the custodian, principal, and facility manager are trained on starting generators to ensure the water supply is maintained during power outages. Periodic drills ensure skills are maintained.

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School Facilities

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The principal and business manager make periodic tours of the school to examine school structures for safety, cleanliness, and functionality. A 'to do' list is closely monitored by the superintendent, principal, and business manager to ensure facility and safety issues are resolved in a timely manner. Outside agencies (RESIG, the local school insurance group, and the Fire Department) regularly inspect the school and their results are used to ensure facilities are safe for staff and students. An aging pipe system has contributed to several sewage problems during the 2005-06 school year. Prompt service repaired the problem and assured staff and student safety. Major repairs are necessary to completely rectify the situation.

The close proximity to an agricultural site makes monitoring of vermin (rats and mice) an ongoing job. Outside pest control companies are contracted regularly to ensure this is controlled, as much as possible. All actions by pest companies conform will all school safety requirements. Extra custodial time was allocated during winter break to maintain cleanliness in classrooms. Strategic landscaping projects eliminated nesting areas.

Portions of the school were built in 1957, 1958, and the late 1970s. A major modernization project was completed during the summer of 2003. The soccer and baseball fields were upgraded during the summer of 2007.

Future plans are to explore the possibility of installing air conditioning units on older classrooms, continued field improvements, and upgrading technology to include wireless Internet service.



California Standards Tests Results

The multiple-choice California Standards Tests (CST) are part of the Standardized Testing and Reporting (STAR) and are administered only to students in California public schools. These tests determine students' achievement of the California Academic Content Standards and provide feedback on their success given what they are expected to know in each grade level and subject.

Percentage of Students Scoring At Proficient or Advanced Levels									
	Piner ES			POUSD			California		
	04-05	05-06	06-07	04-05	05-06	06-07	04-05	05-06	06-07
English-Language Arts	49%	49%	47%	50%	52%	51%	40%	42%	43%
Mathematics	53%	58%	52%	55%	58%	55%	38%	40%	40%
Science	29%	48%	39%	30%	40%	37%	27%	35%	38%



CST Subgroup Results: English-Language Arts, Mathematics, and Science

Percentage of Students Scoring At Proficient or Advanced Levels			
Subgroup	Spring 2007 Results		
	English-Language Arts	Mathematics	Science
Male	40%	52%	46%
Female	55%	52%	32%
Economically Disadvantaged	24%	33%	20%
English Learners	16%	38%	12%
Students with Disabilities	19%	23%	❖
Migrant Education Services	❖	❖	❖
African American	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	50%	65%	❖
Filipino	❖	❖	❖
Hispanic or Latino	25%	39%	28%
Pacific Islander	❖	❖	❖
White	60%	61%	50%

❖ 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.

California Standards Tests

For the 2007 STAR exam, students in grades 2-11 took an English-language arts and mathematics test. Students in grades 4 and 7 also participated in an essay writing test. History-social science tests were given to students in grades 8 and 11, and students in grades 5, 8, and 10 took a science test. Students in grades 9-11 who completed a Standards-based science course and/or history-social science course were given additional exams.

Because tests are meant to measure how well students achieve standards rather than how well they do compared to other students, the results are reported as performance levels. The five performance levels are:

- **Advanced** (*exceeds State Standards*)
- **Proficient** (*meets Standards*)
- **Basic**
- **Below basic**
- **Far below basic**

Students scoring at the Proficient or Advanced level meet State Standards in that content area.

The adjacent tables show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, and science. For a complete report on all subgroups and their scores by grade level, please visit <http://star.cde.ca.gov/>.





Norm Referenced Test Results

Percentage of Students Scoring At or Above the 50th Percentile						
	Reading			Mathematics		
	04-05	05-06	06-07	04-05	05-06	06-07
Piner ES	49%	55%	34%	71%	71%	60%
POUSD	53%	51%	51%	62%	63%	64%
California	41%	42%	42%	52%	53%	53%



Norm Referenced Tests

Norm referenced tests (NRT) are nationally administered multiple-choice achievement tests that provide statistical feedback on a national level. The purpose of these tests is to determine how well California students are achieving academically compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The current NRT adopted by the State Board of Education is the California Achievement Test, Sixth Edition, or CAT/6. For a complete report on all subgroups and their scores by grade level, please visit <http://star.cde.ca.gov/>.

The adjacent tables show the percentage of students that scored at or above the 50th percentile (national average) in reading and math.

NRT Subgroup Results: Reading and Math

Percentage of Students Scoring At or Above the 50th Percentile		
Subgroup	Spring 2007 Results	
	Reading	Mathematics
Male	31%	51%
Female	39%	74%
Economically Disadvantaged	30%	43%
English Learners	22%	50%
Students with Disabilities	❖	❖
Migrant Education Services	❖	❖
African American	❖	❖
American Indian or Alaska Native	❖	❖
Asian	❖	❖
Filipino	❖	❖
Hispanic or Latino	30%	50%
Pacific Islander	❖	❖
White	33%	67%

❖ 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.

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 test measures six key fitness areas:

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

To meet fitness standards, students must score in the Healthy Fitness Zone (HFZ) on all six fitness tests. For 2006-07, 25.0% of students in the fifth grade scored in the HFZ. For more information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.

School Safety

Our school safety plan is designed to ensure student safety during man-made and natural emergencies.

Frequent drills (emergency phone tree, fire, and earthquake drills) keep students safe and staff skills sharp. Yard duty personnel use walkie-talkies during recesses to communicate about facility concerns and student safety. The district utilizes walkie-talkies and a designated channel to communicate across the District during emergencies. Under the direction of SSC, the Safety Plan is reviewed annually and updated, as needed. The SSC and Piner Parents collaborated to refurbish all classroom emergency bags during January 2006.

The School Safety Plan was most recently reviewed, updated, and discussed with school faculty in November 2007.



Adequate Yearly Progress

Adequate Yearly Progress Criteria				
	Piner ES		POUSD	
Met Overall AYP	Yes		Yes	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API	Yes		Yes	
Graduation Rate	✧		✧	

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

Adequate Yearly Progress

NCLB 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
2. Percent of students scoring proficient on statewide assessments
3. API scores
4. Graduation rate for high schools

For a detailed report on Adequate Yearly Progress, please visit www.cde.ca.gov/ta/ac/ay/.

Academic Performance Index

API Ranks — Three Year Comparison			
	2003-04	2004-05	2005-06
Statewide API Rank	7	7	6
Similar Schools API Rank	5	5	4

API Growth by Student Group — Three Year Comparison				
Group	Actual API Change			2006-07 API Score
	2004-05	2005-06	2006-07	
All Students at the School	4	3	-13	770
African American	■	■	■	■
American Indian or Alaska Native	■	■	■	■
Asian	■	■	■	■
Filipino	■	■	■	■
Hispanic or Latino	4	11	1	699
Pacific Islander	■	■	■	■
White	20	-1	-11	817
Socioeconomically Disadvantaged	-8	20	-1	670
English Learners	✧	■	-23	677
Students with Disabilities	✧	■	■	■

✧ API scores for English learners and students with disabilities were first reported in the 05-06 API cycle.

■ Data are reported only for numerically significant subgroups.

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, with 800 set as the statewide target. Schools are ranked in ten categories of equal size from 1 (lowest) to 10 (highest). A similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." The adjacent tables show the school's three-year data for API rank and API growth. For more detailed information, please visit www.cde.ca.gov/ta/ac/ap/.

Testing Note: Assessment data are reported only for numerically significant subgroups. Data may not appear if ethnic/racial, socio-economically disadvantaged, or other subgroups (1) contain less than 100 students with valid test scores OR (2) comprise less than 15% of the school population tested and contain less than 50 students with valid scores.



Teacher Qualifications

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

Teacher Credential Information				
	POUSD		Piner ES	
Teachers	2006-07	04-05	05-06	06-07
With Full Credential	94	24	23	23
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence		0	0	0
		05-06	06-07	07-08*
Teacher Misassignments of English Learners— English Language Learner (ELL) teachers without ELL certification		0	0	0
Total Teacher Misassignments		0	0	0
Vacant Teacher Positions— teacher in a position that was vacant at the beginning of the year for a full year or an entire semester		0	0	0

* Most current data.

No Child Left Behind Compliant Teachers

Core Academic Courses Taught by NCLB Compliant Teachers		
	% of Classes Taught by NCLB Compliant Teachers	% of Classes Taught by Non-NCLB Compliant Teachers
Piner ES	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools	0.0%	0.0%
Low-Poverty Schools	0.0%	0.0%

Academic Counselors

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
0.0	0

Suspensions and Expulsions

Suspension and Expulsion Rates						
	Piner ES			POUSD		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspension Rate	0.0%	5.3%	12.3%	0.0%	3.1%	5.4%
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

School Support Staff

The following is a list of the support staff at the school and their full-time equivalent (FTE):

- Library Media Teacher (Librarian) 0.0
- Library Media Services Staff (paraprofessional) 0.0
- Psychologist 1.0*
- Social Worker 0.0
- Nurse 1.0*
- Speech/Language/Hearing Specialist 1.0*
- Resource Specialist (non-teaching) 1.0*
- Other 0.0

* District support staff

No Child Left Behind Compliant Teachers

No Child Left Behind (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. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

Suspensions and Expulsions

The adjacent table shows the rate of suspensions and expulsions for the most recent three-year period.



Federal Intervention Program

Schools that receive Title I funding can enter Program Improvement (PI) if they don't reach 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 that they don't meet AYP, they advance to the next level of intervention. For more information, please visit www.cde.ca.gov/ta/ac/ay.

Federal Intervention Program		
	Piner ES	POUSD
Program Improvement Status	Not In PI	Not In PI
First Year of Program Improvement	✧	✧
Year in Program Improvement	✧	✧
Number of Schools Identified for Program Improvement		0
Percent of Schools Identified for Program Improvement		0.0%

✧ Not applicable.

Financial Information

The data displayed is from the 2005-06 school year because 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.

District Salary Information — Does not include benefits		
Range	POUSD	Similar Sized District
Beginning Teacher Salary	\$38,794	\$38,159
Mid-Range Teacher Salary	\$54,130	\$59,148
Highest Teacher Salary	\$78,143	\$73,514
Average Principal Salary	\$81,231	\$91,903
Superintendent Salary	\$135,192	\$132,994
% of Budget for Teacher Salaries	43%	42%
% of Budget for Administrative Salaries	6%	6%

Financial Data				
	Total Expenditures Per Pupil	Expenditures Per Pupil From Restricted Sources	Expenditures Per Pupil From Unrestricted Sources	Average Teacher Salary
Piner ES	\$3,731	\$223	\$3,508	\$62,334
POUSD			\$3,918	\$60,199
California			\$4,943	\$58,519
% Difference Between School and District			-12%	3%
% Difference Between School and State			-41%	6%

Types of Services Funded

The District provides programs and supplemental services that support and assist students including Title I, Title II, Title III, Title IV, Peer Assistance & Review, Gifted & Talented Program, Class Size Reduction, and English Language Acquisition Program.



SARC—The information contained herein is provided by the California Department of Education: Enrollment and Demographics, Class Size, Counselors and Support Staff, CST, NRT, API, PI, AYP, California PFT, Teacher Qualifications, and some Financial Information. 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.

All other information is provided by the school and the district office.

All data accurate as of January 14, 2008.