

# PLEASANT GROVE SCHOOL

Pleasant Grove Joint Union School District



2008-09 School Accountability Report Card | Published During the 2009-10 School Year

## GRADES K-8

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Annette Alberti  
Superintendent/Principal

## Principal's Message

Welcome to Pleasant Grove School. Pleasant Grove is a single-school district that opened in the late 1800s. Many of our students' grandparents, and even some of our staff members, attended school here. We enjoy the benefits of being a central part of this close-knit, multi-generational farming community.

Although we have strong roots in the past, we are a forward-thinking, high-quality school. We value strong fundamental, Standards-based education while employing innovative, engaging teaching techniques to meet the variety of learning needs and styles we encounter. Our vision is one of excellence in action and continuous learning for *all of us*.

Pleasant Grove students and staff all work hard and expect a lot of each other. Due to our small size, we are able to provide a unique educational experience and ensure that all staff members perform at their best, no matter what their role. We were excited to have our hard work recognized by being named a California Distinguished School in 2008.

## Parental Involvement

The Pleasant Grove School District has a long-standing tradition of parent involvement, with parents and staff working together to ensure that our students receive a top-notch education. Parents have many options for involvement. They are an important part of our School Site Council (SSC); they volunteer as coaches, in classrooms, and are members of Parents' Club. They provide the funding for our Good Behavior field trips each trimester, support our technology program, provide classroom funds to help defray the costs of teachers' extra purchases, and help with numerous activities.

For more information on how to become involved, contact Sarah Hintz, President of the Parents' Club, at (916) 992-6048.

## Professional Development

Pleasant Grove School has eight teachers. Their years of experience range from two years to 28 years. Our teachers have, on average, 11 years of experience.

The entire faculty at Pleasant Grove holds a full credential. None of the faculty at Pleasant Grove holds a trainee credential, which is reserved for those teachers who are in the process of completing their teacher training. The entire faculty at Pleasant Grove holds the elementary (multiple-subject) credential.

Our teachers are committed to refining their teaching skills and routinely attend classes and workshops on weekends and during the summer. Many teachers have attended Saturday and summer writing classes sponsored by the Area 3 Writing Project, math classes sponsored by CSUS, and social studies classes sponsored by the History Project.

We offer ongoing, onsite training throughout the year to our teachers. They share specific skills and receive training on new curricula or test-score analysis. Each Monday is a minimum day for students. On Monday afternoons, we meet together to discuss school goals and other professional development topics. Recent goals include improving skills in writing and mathematics. We also provide opportunities for teachers to observe in other classes. These observations, along with in-class coaching, provide additional means of professional development.

Our beginning teachers receive support through Beginning Teacher Support and Assessment (BTSA). They are assigned a support provider who meets with them weekly. In addition, the beginning teacher and support provider attends monthly meetings provided by the Tri-County BTSA office.



## Vision Statement

Pleasant Grove School District strives to educate students who, when they graduate, have high moral and ethical standards, an enthusiasm for learning, and who are equipped with the skills and knowledge necessary to excel in a global society.

## Mission statement

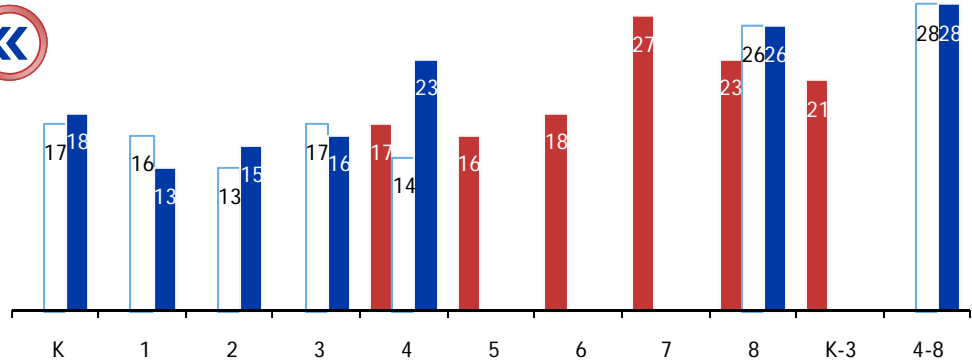
The mission of Pleasant Grove School is to maintain a positive school climate, a safe, and orderly environment, and a standards-based academic program for all students. We accomplish this by:

- Teaching through the use of rigorous standards-based curriculum;
- Integrating technology;
- Developing a highly qualified, committed staff;
- Actively involving parents, families, and the community in the educational process;
- Providing quality facilities and support services; and
- Upholding fiscal integrity.

### Class Size

The bar graphs display the three-year data for average class size.

06-07 07-08 08-09



*"Our vision is one of excellence in action and continuous learning for all of us."*

Class Size Distribution – Number of Classrooms By Size

Grade	06-07			07-08			08-09		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K				1			1		
1				1			1		
2				1			1		
3				1			1		
4	1			1				1	
5	1								
6	1								
7		1							
8		1			1			1	
K-3	1	2							
4-8					2			2	

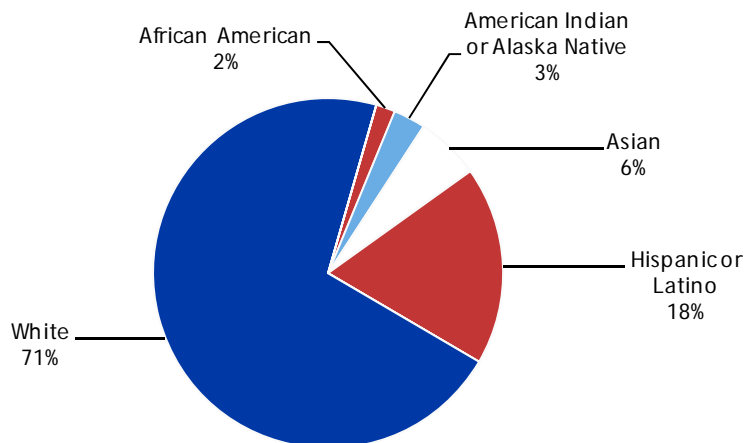
### Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.



### Enrollment and Demographics

The total enrollment at the school was 169 students for the 2008-09 school year.



### School Facility Good Repair Status

The table below shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition.

School Facility Conditions and Improvements				
Items Inspected	Repair Status			
	Good	Fair	Poor	
<b>Systems:</b> Gas Systems and Pipes, Mechanical Systems (heating, ventilation, and air conditioning), Sewer	✓			
<b>Interior:</b> Interior Surfaces (floors, ceilings, walls, and window casings)	✓			
<b>Cleanliness:</b> Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)	✓			
<b>Electrical:</b> Electrical Systems (interior and exterior) <u>Repair Needed and Action Taken or Planned:</u> Light cover missing from one light. Ordered cover from manufacturer and fixed in November 2009.		✓		
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Drinking Fountains (interior and exterior) <u>Repair Needed and Action Taken or Planned:</u> Flush valve on one toilet is not working. Valve replaced in May 2009.		✓		
<b>Safety:</b> Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)	✓			
<b>Structural:</b> Structural Condition, Roofs	✓			
<b>External:</b> Windows/Doors/Gates/Fences, Playgrounds/School Grounds	✓			
Overall Summary of Facility Conditions				
	Exemplary	Good	Fair	Poor
Overall Summary		✓		

Note: The most recent school site inspection occurred on April 9, 2009, and the inspection form was most recently completed on April 9, 2009. The next inspection will occur in April 2010.

### School Facilities

**Buildings:** Pleasant Grove School was built in 1952 then added on to in 1962, 1972, and 2005. Our school includes nine buildings, of which three are portables. We have eight classrooms, a cafeteria/multi-use room, daycare building, library building, and office building that contains three student service rooms.

We purchased a portable classroom in 1997, added a new library in 2001, and bought a new childcare facility in 2002. We also completed an extensive flood-control project in 2002. The District spent \$1.8 million dollars to modernize classrooms, bathrooms, cafeteria, and expand our office building in 2004-05. Modernization funds were obtained from the State for this project.

The school is in very good condition, and it provides students a safe, clean, and functional environment for learning. Our two person part-time custodial crew ensures our facility is in top shape by daily and weekly cleaning routines. Maintenance and repairs are completed regularly and in a timely manner. Work orders are completed by staff members and work is prioritized by order of importance and safety.

**Library:** The District houses a branch of the Sutter County Library on our campus. Students and the community have access to the books and to four Internet-connected computers. The librarian is on site on Tuesdays and Thursdays and works with students, staff, and community members to provide the resources they require.

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### School Facilities

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The District participates in the State School Deferred Maintenance Program, which provides State-matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2009-10 school year, the District budgeted \$9,541 for the Deferred Maintenance Program. This represents approximately 2% of the District's general fund budget.





## 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 level, performance level, and participation rate can be found on the NAEP Web page at <http://nces.ed.gov/nationsreportcard/>.

### NAEP Reading and Mathematics Results: Grades 4 and 8

This table displays the scale scores and achievement levels on the NAEP for reading (2007) and mathematics (2009) for grades four and eight.

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

### NAEP Reading and Mathematics Results: Students with Disabilities and/or English Language Learners by Grades 4 and 8

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

NAEP Reading and Mathematics Results for Grades 4 and 8				
	Reading 2007		Mathematics 2009	
	Grade 4	Grade 8	Grade 4	Grade 8
State Participation Rate				
Students with Disabilities	74%	78%	79%	85%
English Language Learners	93%	92%	96%	96%
National Participation Rate				
	Grade 4	Grade 8	Grade 4	Grade 8
Students with Disabilities	65%	66%	84%	78%
English Language Learners	80%	77%	94%	92%



**NAEP Testing 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. NAEP results reflect state level student performance and is not reflective of either the district or the individual school. Also, comparisons of student performance on the NAEP and student performance on the STAR Program assessments cannot be made because there are key differences between the two testing programs. For example, the two assessments test students in different grade levels and the tests are based on a different set of standards. For more information on the differences between the NAEP and STAR, please visit CDE's NAEP Web page at [www.cde.ca.gov/ta/tg/nr/](http://www.cde.ca.gov/ta/tg/nr/).

## Standardized Testing and Reporting Program

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

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

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

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

For a complete report on all tests, participation, groups, and their scores by grade level, please visit <http://star.cde.ca.gov/>. To learn more about the STAR Program, please visit the guide at [www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf](http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf).



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

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

Percentage of Students Scoring At Proficient or Advanced Levels

	Pleasant Grove School			Pleasant Grove Joint USD			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
English-Language Arts	66%	57%	57%	66%	57%	57%	43%	46%	50%
Mathematics	67%	62%	65%	67%	62%	65%	40%	43%	46%
Science	79%	63%	77%	79%	63%	77%	38%	46%	50%
History-Social Science	74%	46%	62%	74%	46%	62%	33%	36%	41%

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

Percentage of Students Scoring At Proficient or Advanced Levels

Group	Spring 2009 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
Male	59%	68%	85%	67%
Female	56%	61%	65%	55%
Economically Disadvantaged	34%	47%	60%	36%
English Learners	0%	17%	❖	❖
Students with Disabilities	❖	❖	❖	❖
Students Receiving Migrant Education Services	❖	❖	❖	❖
African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	44%	56%	❖	❖
Pacific Islander	❖	❖	❖	❖
White	65%	71%	84%	70%

❖ 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.

## Academic Performance Index

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

Each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing (ie. The 2008 Base is calculated from results of statewide testing in spring 2008 but is released in May 2009). The Growth API is released after the Base API but is calculated from test results from the following year (ie. The Growth API is calculated from results of statewide testing in spring 2009 and released in August 2009). Therefore, for the 2008-09 API reporting cycle, the 2008 Base indicator and 2009 Growth indicator are used. To learn more about API, please visit the API information guide at [www.cde.ca.gov/ta/ac/ap/documents/infoguide08.pdf](http://www.cde.ca.gov/ta/ac/ap/documents/infoguide08.pdf) and the API overview guide at [www.cde.ca.gov/ta/ac/ay/documents/overview09.pdf](http://www.cde.ca.gov/ta/ac/ay/documents/overview09.pdf).

## Academic Performance Index Ranks

API Ranks – Three Year Comparison

	2006	2007	2008
Statewide API Rank	8	9	8
Similar Schools API Rank	9	10	5

## Academic Performance Index Growth

API Growth by Student Group – Three Year Comparison

Group	Actual API Change			2009 Growth API Score
	06-07	07-08	08-09	
All Students at the School	35	-37	2	829
African American	■	■	■	■
American Indian or Alaska Native	■	■	■	■
Asian	■	■	■	■
Filipino	■	■	■	■
Hispanic or Latino	■	■	■	■
Pacific Islander	■	■	■	■
White	33	-34	21	856
Socioeconomically Disadvantaged	■	■	■	■
English Learners	■	■	■	■
Students with Disabilities	■	■	■	■

■ Data are reported only for numerically significant groups.

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



## Academic Performance Index Ranks

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

## Academic Performance Index Growth

This table displays, by student group, the actual API change in points added or lost for the past three years, and the 2009 API score.



## California Physical Fitness Test

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

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

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

### Percentage of Students Meeting Fitness Standards

Grade 5	
Four of Six Standards	21.4%
Five of Six Standards	21.4%
Six of Six Standards	28.6%
Grade 7	
Four of Six Standards	16.7%
Five of Six Standards	12.5%
Six of Six Standards	62.5%



## Adequate Yearly Progress

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

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

The table displays whether or not the school and district made AYP overall and met each of the AYP criteria for 2008-09. For more information, please visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

Adequate Yearly Progress Criteria				
	Pleasant Grove School		Pleasant Grove Joint USD	
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.

## Federal Intervention Program

Schools and districts that receive Title I funding can enter Program Improvement (PI) if they fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year they don't meet AYP, they advance to the next level of intervention. This table displays the 2009-10 Program Improvement status for the school and district. For more information, please visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

Federal Intervention Program		
	Pleasant Grove School	Pleasant Grove Joint USD
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.

## Teacher Qualifications

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

Teacher Credential Information				
Teachers	Pleasant Grove Joint USD	Pleasant Grove School		
	08-09	06-07	07-08	08-09
With Full Credential	9	8	8	9
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence		0	0	0

## Teacher Misassignments and Vacant Teacher Positions

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

Teacher Misassignments and Vacant Teacher Positions			
	Pleasant Grove School		
	07-08	08-09	09-10
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

## No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2008-09 school year. For more information on teacher qualifications related to NCLB, please visit [www.cde.ca.gov/nclb/sr/tg](http://www.cde.ca.gov/nclb/sr/tg).

	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
	Pleasant Grove School	100.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	◆	◆
Low-Poverty Schools in District	◆	◆

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

◆ Information not available.



## Academic Counselors

This table displays information about academic counselors at the school.

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

◆ Not applicable.



## School Support Staff

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

School Support Staff	
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (paraprofessional)	0.00
Psychologist	0.10
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.10
Resource Specialist (non-teaching)	0.40
Other	0.00

## District Financial Data

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

## Types of Services Funded

Most of our funds cover salaries, benefits, and instructional materials. General fund money supports our transportation and nutrition programs. Our childcare program is self-supporting. Class Size Reduction funds allow for smaller classes in grades K-3. Our reserve account handles any unforeseen circumstances. We receive funds from the State and Federal governments, local donations, grants, and Parents' Club.

Our Title I program serves approximately 30 students through small-group and individual work. Each year about half of our Title I students test out of Title I and continue to succeed in class.

Gifted and Talented Education (GATE) funds provide after-school classes in dance, choir, drama, science, art, and a variety of other topics. They also provide for performances and family nights. All students may participate in GATE classes.

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

All data accurate as of December 2009.

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## District Financial Data

### District Salary Data

Category	Pleasant Grove Joint USD	Similar Sized District
Beginning Teacher Salary	✱	\$38,481
Mid-Range Teacher Salary	✱	\$55,789
Highest Teacher Salary	✱	\$70,849
Average Principal Salary	✱	\$88,862
Superintendent Salary	✱	\$110,994
Teacher Salaries – Percent of Budget	36.1%	37.2%
Administrative Salaries – Percent of Budget	7.8%	6.6%

✱ Single-site districts are not required to display this data. (*Education Code* Section 41409.3).

## School Financial Data

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

### School Financial Data

	Pleasant Grove School
Total Expenditures Per Pupil	\$7,698
Expenditures Per Pupil From Restricted Sources	\$1,858
Expenditures Per Pupil From Unrestricted Sources	\$5,840
Average Teacher Salary	\$49,963

## Financial Data Comparison

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

### Financial Data Comparison

	Expenditures Per Pupil From Unrestricted Sources	Average Teacher Salary
Pleasant Grove School	\$5,840	\$49,963
Pleasant Grove Joint USD	\$5,840	\$49,963
California	\$5,512	\$56,284
School and District – Percent Difference	◆	◆
School and California – Percent Difference	+5.6%	-12.7%

◆ Because Pleasant Grove Joint USD is a single-site district, the percent difference does not apply.

**Financial Data Note:** The financial data displayed in the SARC is from the 2007-08 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs) and [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec).