



**SCHOOL ACCOUNTABILITY REPORT CARD FOR 2004-2005**  
**SADDLEBACK VALLEY UNIFIED SCHOOL DISTRICT**

# Lomarena Elementary School

**ADDRESS:** 25100 Earhart Rd., Laguna Hills, CA 92653    **PHONE:** (949) 581-1370

**PRINCIPAL:** Edward MacNevin    **GRADE RANGE:** K-6    **SCHEDULE:** Traditional

## OUR SCHOOL AT A GLANCE

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Student enrollment</b>	Total number of students enrolled	669	644	557
<b>Teachers</b>	Number of classroom teachers (full-time equivalent)	29	30	27
<b>Students per teacher</b>	Number of students per teacher	23	22	20
<b>Academic Performance Index</b>	The state's method of combining test scores across all subjects and grade levels	794	794	752
<b>Students per computer</b>	Number of students sharing one computer	4	6	5

### Principal's Comments

At Lomarena, we celebrate effort and achievement, and we clearly communicate our expectations to our students. We are committed to providing a well-rounded, challenging curriculum that meets all students' needs; helping students develop critical thinking and decision-making skills; ensuring a safe and caring learning environment; and promoting respect for diverse cultures, abilities, and talents.

Lomarena's program helps students become active learners who are skilled in literacy, mathematics, and critical thinking. These programs combine explicit skills instruction with teaching that is embedded within meaningful contexts and applied to real-life situations. We are proud of our students, the school, and our community, and we strive to increase opportunities for everyone to join in our quest for excellence.

### Major Achievements

- Our Academic Performance Index (API) has risen an average of 15 points each year since 2000-2001.
- We were named a California Distinguished School in 1993 and 2002.
- We were presented with the Governor's Reading Award for the last two years.
- We earned awards in the Orange County Math Field Day for grades four through six.
- We placed third in the state in the Knowledge Masters Open International.
- We improved our API by 22 points based on our students' CST scores.

### Focus for Improvement

- Continue to meet the various learning needs of all students, including English learners, GATE students, and those at risk of failing.
- Increase students' scores on standardized tests.
- Continue to teach second through sixth grade students in smaller groups with peers at similar learning levels.
- Frequently assess student progress through state- and district-recommended tests.
- Evaluate our programs in reading and mathematics, and adjust instruction as needed.
- Align our school's writing tests with those of the district.

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### Academic Performance Index

The Academic Performance Index (API) is California’s way of comparing schools based on student test scores. The index was created in 1999 to help parents and educators recognize schools that show progress and identify schools that need help. The API is used to compare schools in a statewide ranking system. The California Department of Education (CDE) calculates our school’s API using student test results from the California Standards Tests (CST), the California Achievement Tests (CAT/6), and, for high schools, the California High School Exit Exam (CAHSEE). APIs range from 200 to 1000. The CDE expects all schools to eventually obtain APIs of at least 800. [Additional information on the API](#) can be found on the CDE Web site.

Lomarena’s API was 794 (out of 1000). This is an increase of 22 points compared to last year’s API. About 100 percent of students took the test, which met the state’s required participation rate of 95 percent. You can find three years of detailed API results in the [technical appendix](#) to this report.

**API RANKINGS:** Based on our API growth score, we receive two rankings. The first compares us to all elementary schools in the state on a scale from 1 to 10 (10 being the highest). Compared to all elementary schools in California, our school currently ranks 7 out of 10.

**SIMILAR SCHOOL RANKINGS:** We receive a second ranking that compares us only to schools with similar students, teachers, and class sizes. Compared to similar schools, our school currently ranks 5 out of 10. This factor is recalculated every year by the CDE. To read more about the specific elements included in this calculation, you can turn to the [CDE Web site](#).

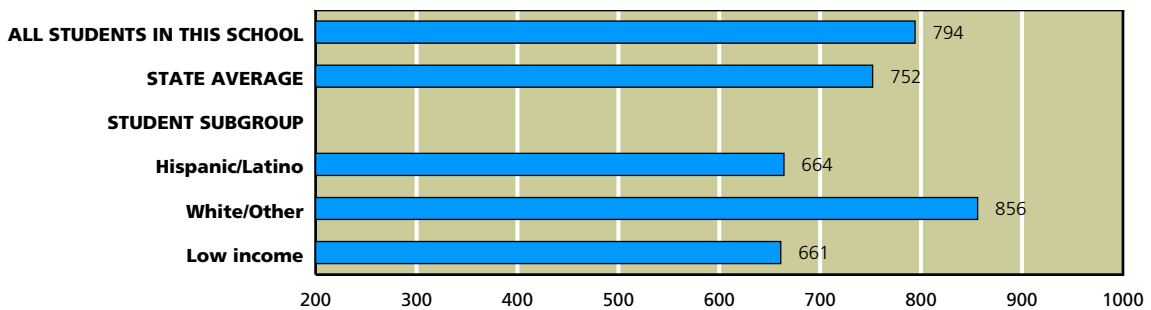
**API GROWTH TARGETS:** Each year the CDE sets specific API “growth targets” for every school. It assigns one growth target for the entire school, and it sets additional targets for ethnic or socioeconomic subgroups of students that make up a significant portion of the student body. Schools are required to meet all of their growth targets. If they do, they may be eligible to apply for awards, such as the California Distinguished Schools Program and Title I Achieving Schools Program. We met our assigned growth targets during the 2004–2005 school year. Just for reference, 68 percent of elementary schools statewide met their growth targets.

CALIFORNIA <b>API</b> ACADEMIC PERFORMANCE INDEX	
<b>Met schoolwide growth target</b>	<b>Yes</b>
<b>Met growth target for prior school year</b>	<b>Yes</b>
<b>API score</b>	<b>794</b>
<b>Growth attained from prior year</b>	<b>+22</b>
<b>Met subgroup* growth targets</b>	<b>Yes</b>
<b>Underperforming school</b>	<b>No</b>

SOURCE: API based on spring 2005 test cycle. Growth scores alone are displayed and are current as of February 2006.

\*Ethnic or socioeconomic groups of students that make up 15 percent or more of a school’s student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

### API, Spring 2005



SOURCE: API based on spring 2005 test cycle. State average represents elementary schools only.  
NOTE: Only groups of students that represent at least 15 percent of total enrollment are calculated and displayed as student subgroups.

### Adequate Yearly Progress

In addition to California’s accountability system, which measures student achievement using the API, schools must also meet requirements set by the federal education law known as **No Child Left Behind (NCLB)**. This law requires all schools to meet a different goal: **Adequate Yearly Progress (AYP)**.

To meet AYP, elementary and middle schools must meet three criteria. First, a certain percentage of students must score at or above proficient levels on the CST (24.4 percent on the English/language arts test and 26.5 percent on the math test). These goals must also be met by all ethnic and socioeconomic subgroups of students. Second, the schools must achieve an API of at least 590 or increase the API by one point from the prior year. Third, 95 percent of the student body must take the required standardized tests.

If even one group of students fails to meet just one of the criteria, the school fails to meet AYP. While all schools must report their progress toward meeting AYP, only schools getting federal funding to help economically disadvantaged students are actually penalized if they fail to make the mark. Schools that do not make AYP for two or more years in a row in the same subject enter **Program Improvement (PI)**. They must offer students transfers to other schools in the district and, in their second year in PI, tutoring services as well.

FEDERAL <b>AYP</b> ADEQUATE YEARLY PROGRESS	
<b>Met AYP</b>	<b>No</b>
<b>Met schoolwide participation rate</b>	<b>Yes</b>
<b>Met schoolwide test score goals</b>	<b>Yes</b>
<b>Met subgroup* participation rate</b>	<b>Yes</b>
<b>Met subgroup* test score goals</b>	<b>No</b>
<b>Met schoolwide API for AYP</b>	<b>Yes</b>
<b>Program Improvement School</b>	<b>No</b>

SOURCE: AYP is based on the Accountability Progress Report of February 2006. A school can be in Program Improvement based on students' test results in the 2004-2005 school year or earlier.

\*Ethnic or socioeconomic groups of students that make up 15 percent or more of a school's student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

### Adequate Yearly Progress, Detail by Subgroup

● MET GOAL    ● DID NOT MEET GOAL    ● NOT ENOUGH STUDENTS

	English/Language Arts		Math	
	DID 95% OF STUDENTS TAKE THE CST?	DID 24.4% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?	DID 95% OF STUDENTS TAKE THE CST?	DID 26.5% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?
<b>SCHOOLWIDE RESULTS</b>	●	●	●	●
<b>SUBGROUPS OF STUDENTS</b>				
<b>Low income</b>	●	●	●	●
<b>Students learning English</b>	●	●	●	●
<b>STUDENTS BY ETHNICITY</b>				
<b>Hispanic/Latino</b>	●	●	●	●
<b>White/Other</b>	●	●	●	●

SOURCE: AYP release of February 2006, CDE.

The table at left shows where we met our AYP goals. The green dots represent goals we’ve met; red dots indicate goals we missed. Just one red dot is sufficient to cause us to fail to attain what NCLB defines as “adequate yearly progress.”

Note: Yellow dots indicate that too few students were in the category to draw meaningful conclusions. Federal rules require at least 50 students to take the test for statistical significance.

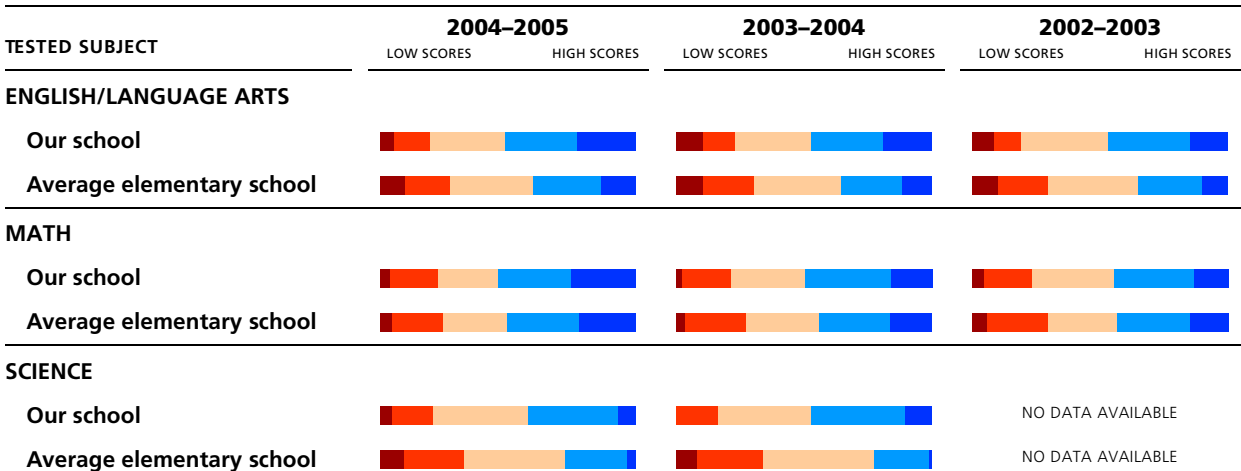
## STUDENT ACHIEVEMENT

Here you'll find a three-year summary of our students' scores on the California Standards Tests (CST) in selected subjects. We compare our students' test scores to the results for students in the average elementary school in California. On the following pages we provide more detail for each test, including the scores for different groups of students. In addition, we provide links to the California Content Standards on which these tests are based. If you'd like more information about the CST, please contact our principal or our teaching staff. To find [grade-level-specific scores](#), you can refer to the Standardized Testing and Reporting (STAR) Web site. Other tests in the [STAR program](#) can be found on the California Department of Education (CDE) Web site.

### California Standards Tests

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS (LEFT to RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED



SOURCE: The scores for the CST are from the spring 2005 test cycle. State average represents elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, our test score results may vary from CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.

### California Standards Tests: Top Scores Only (Proficient and Advanced)

TESTED SUBJECT	2004-2005	2003-2004	2002-2003
<b>ENGLISH/LANGUAGE ARTS</b>			
Our school	51%	48%	47%
Average elementary school	41%	36%	36%
<b>MATH</b>			
Our school	54%	50%	45%
Average elementary school	50%	45%	44%
<b>SCIENCE</b>			
Our school	42%	48%	N/A
Average elementary school	29%	24%	N/A

SOURCE: The scores for the CST are from the spring 2005 test cycle. State average represents elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, our test score results may vary from CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.

## Frequently Asked Questions

**WHERE CAN I FIND GRADE-LEVEL REPORTS?** Due to space constraints and concern for statistical reliability, we have omitted grade-level detail from these test results. Instead we present results at the schoolwide level. You can view the results of far more students than any one grade level would contain, which also improves their statistical reliability. Grade-level results are online at the [STAR Web site](#). Summary scores about advanced and proficient students in the school and district are online in the [technical appendix](#) to this report.

**WHAT DO THE FIVE PROFICIENCY BANDS MEAN?** Test experts assign students to one of these five proficiency levels, based on the number of questions they answer correctly. Our immediate goal is to help students move up one level. Our eventual goal is to enable all students to reach either of the top two bands, advanced or proficient. Those who score in the middle band, basic, have come close to attaining the required knowledge and skills. Those who score in either of the bottom two bands—below basic or far below basic—need more help to reach the proficient level. The number of questions students must answer correctly to be grouped into one of these proficiency levels is in the [CDE's technical memo](#) on the CDE's Web site.

**WHY ARE THE CALIFORNIA STANDARDS TESTS (CST) AND THE CALIFORNIA ACHIEVEMENT TESTS (CAT/6) SCORED DIFFERENTLY?** These two tests are quite different, and their scoring methods differ, too. When students take the CST, they are scored against five criteria. So in theory, all students in California could score at the top. The CAT/6 is a nationally normed test, which means that students are scored against each other nationally. This scoring method is similar to grading “on the curve.” Students' CAT/6 scores are expressed as a ranking on a scale from 1 to 99.

**HOW HARD ARE THE CALIFORNIA STANDARDS TESTS?** California's standards are very high, and the tests that measure students' mastery are difficult. Just 41 percent of elementary school students scored proficient or advanced on the English/language arts test and 51 percent in math. Experts consider our state's standards to be among the most clear and rigorous in the country. Here you can review the [California Content Standards](#).

**ARE ALL STUDENTS' SCORES INCLUDED?** Yes, the results of all students who took the test are included, with one exception. When schoolwide results are reported and fewer than 11 students in one grade or subgroup take a test, state officials remove their scores from the report. They omit them to protect students' privacy as called for by federal law. All students in grades two through eleven are required to take these tests unless their parents have requested waivers.

**HOW STATISTICALLY RELIABLE ARE THESE RESULTS?** The reliability of results depends on the number of students tested and the number of questions on the test. The larger these numbers are, the more reliable the data is. The CDE suppresses scores when fewer than eleven students are present, and we suppress scores for student subgroups when fewer than 30 students are present.

**CAN I REVIEW SAMPLE TEST QUESTIONS?** Sample test questions for the CST are on the [CDE's Web site](#). These are examples of questions used in previous years.

**WHERE CAN I FIND ADDITIONAL INFORMATION?** The CDE has placed a wealth of resources on its Web site. First, the STAR Web site offers a path both to the detailed reports for schools and districts, and to assistance packets for parents and teachers. The [grades and subjects](#) covered by these tests are fully described. This site includes explanations of [technical terms](#) and scores. You'll also find a [guide](#) to navigating the STAR Web site as well as help understanding how to [compare test scores](#).

### English/Language Arts (Reading and Writing)

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			51%	99%	<b>SCHOOLWIDE AVERAGE:</b> About ten percent more students at our school scored proficient or advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			48%	99%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			41%	99%	

### Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

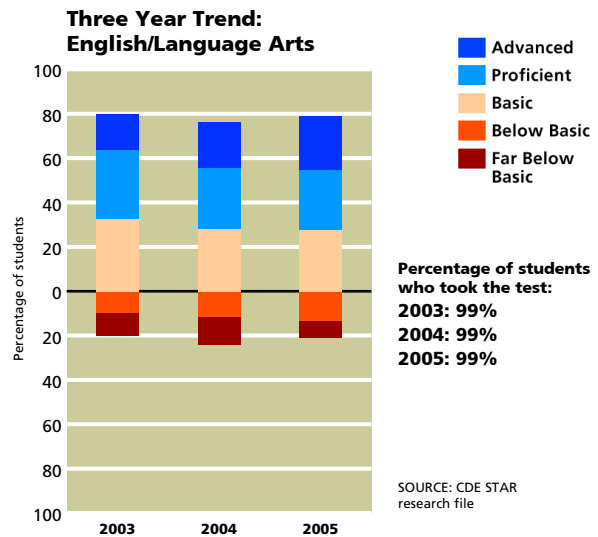
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			45%	233	<b>GENDER:</b> About 13 percent more girls than boys at our school scored proficient or advanced.
Girls			58%	232	
English proficient			63%	359	<b>ENGLISH PROFICIENCY:</b> English learners scored lower on the CST than students whose native language is English. Because we give this test in English, English learners tend to be at a disadvantage.
English learners			12%	106	
Low income			23%	141	<b>INCOME:</b> About 40 percent fewer students from lower income families scored proficient or advanced than our other students.
Not low income			63%	324	
Learning disabled			13%	45	<b>LEARNING DISABILITIES:</b> Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled			56%	402	
Asian American	DATA STATISTICALLY UNRELIABLE		N/S	11	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
Hispanic/Latino			23%	159	
White/Other			68%	240	

SOURCE: The scores for the CST are from the spring 2005 test cycle. State average represents elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, our test score results may vary from other CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.  
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.  
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. Each year's results are represented in a vertical bar, with students' scores arrayed across five proficiency bands. Progress can take many forms. When viewing schoolwide results over three years, progress can be more students scoring in the top proficiency bands (blue). It can also take the form of fewer students scoring in the lower two proficiency bands (brown and red).

You can read the California standards for English/language arts for [first](#) grade, [second](#) grade, [third](#) grade, [fourth](#) grade, and [fifth](#) grade at the CDE's Web site. The standards for [all grade levels](#) are also available at this site.



### Math

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			54%	99%	<b>SCHOOLWIDE AVERAGE:</b> About four percent more students at our school scored proficient or advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			57%	99%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			50%	99%	

### Subgroup Test Scores

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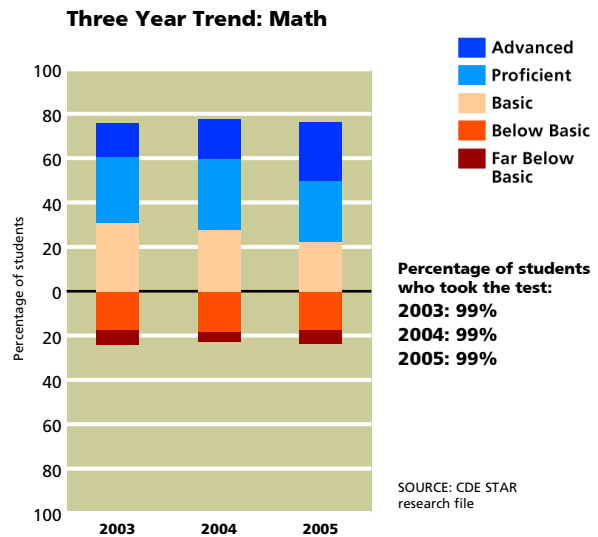
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			52%	233	<b>GENDER:</b> About four percent more girls than boys at our school scored proficient or advanced.
Girls			56%	232	
English proficient			64%	359	<b>ENGLISH PROFICIENCY:</b> English learners scored lower on the CST than students whose native language is English. Because we give this test in English, English learners tend to be at a disadvantage.
English learners			22%	106	
Low income			32%	141	<b>INCOME:</b> About 32 percent fewer students from lower income families scored proficient or advanced than our other students.
Not low income			64%	324	
Learning disabled			18%	45	<b>LEARNING DISABILITIES:</b> Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled			58%	402	
Asian American	DATA STATISTICALLY UNRELIABLE		N/S	11	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
Hispanic/Latino			30%	159	
White/Other			66%	240	

SOURCE: The scores for the CST are from the spring 2005 test cycle. State average represents elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, our test score results may vary from other CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.  
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.  
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. Each year's results are represented in a vertical bar, with students' scores arrayed across five proficiency bands. Progress can take many forms. When viewing schoolwide results over three years, progress can be more students scoring in the top proficiency bands (blue). It can also take the form of fewer students scoring in the lower two proficiency bands (brown and red).

You can read the math standards for [first grade](#), [second grade](#), [third grade](#), [fourth grade](#), and [fifth grade](#) at the CDE's Web site. The standards for [all grade levels](#) are also available at this site.



**Science**

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			42%	96%	<b>SCHOOLWIDE AVERAGE:</b> About 13 percent more students at our school scored proficient or advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			37%	99%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			29%	99%	

**Subgroup Test Scores**

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

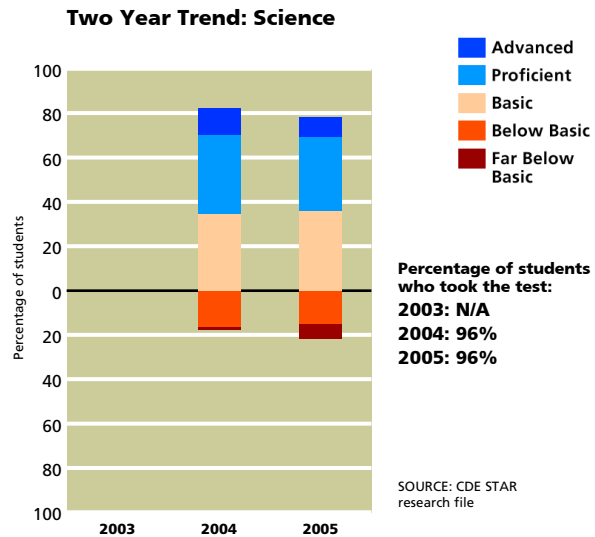
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			43%	46	<b>GENDER:</b> About two percent more boys than girls at our school scored proficient or advanced.
Girls			41%	46	
English proficient			50%	70	<b>ENGLISH PROFICIENCY:</b> We cannot compare scores for these two groups because the number of English learners tested was either zero or too small to be statistically significant.
English learners	DATA STATISTICALLY UNRELIABLE		N/S	22	
Low income			33%	33	<b>INCOME:</b> About 14 percent fewer students from lower income families scored proficient or advanced than our other students.
Not low income			47%	59	
Learning disabled	DATA STATISTICALLY UNRELIABLE		N/S	13	<b>LEARNING DISABILITIES:</b> We cannot compare scores for these two groups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			46%	79	
Hispanic/Latino			23%	30	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
White/Other			54%	50	

SOURCE: The scores for the CST are from the spring 2005 test cycle. State average represents elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, our test score results may vary from other CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.  
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.  
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

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The science standards test was administered only to fifth graders. Of course, students in all grade levels study science in these areas: physical science, life science, earth science, and investigation and experimentation. For background, you can review the science standards themselves by going to the CDE's Web site.



### California Achievement Test (CAT/6)

The CAT/6 differs from the CST in three ways. First, in the spring of 2005, only students in grades three and seven took this test. Second, the CAT/6 is taken by students in other states, which enables us to see how our students are doing compared to other students in the nation. Third, the CAT/6 is scored by comparing students to each other on a scale from 1 to 99, much like being graded “on the curve.” In contrast, the CST scores students against five defined criteria.

SUBJECT	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>READING</b>				
High-scoring students	Percentage of students scoring at or above the 75th percentile nationally	16%	16%	15%
Students scoring at or above average	Percentage of students scoring at or above the 50th percentile nationally	41%	41%	37%
<b>LANGUAGE</b>				
High-scoring students	Percentage of students scoring at or above the 75th percentile nationally	23%	22%	19%
Students scoring at or above average	Percentage of students scoring at or above the 50th percentile nationally	50%	49%	45%
<b>MATH</b>				
High-scoring students	Percentage of students scoring at or above the 75th percentile nationally	30%	35%	30%
Students scoring at or above average	Percentage of students scoring at or above the 50th percentile nationally	65%	60%	54%

SOURCE: The scores for the CAT/6 are from the spring 2005 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, our test score results may vary from other CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.

**STUDENTS SCORING ABOVE AVERAGE:** This view of test scores shows the percentage of our students who scored in the top half of students nationally (at the 50th percentile and higher). At Lomarena, 41 percent of students scored at or above average in reading (compared to 37 percent statewide); 50 percent scored at or above average in language (compared to 45 percent statewide); and 65 percent scored at or above average in math (compared to 54 percent statewide).

**HIGH-SCORING STUDENTS:** This view of test scores shows the percentage of our students who scored in the top fourth of students nationally (at the 75th percentile and higher). At Lomarena, 16 percent of students scored at the top in reading (compared to 15 percent statewide); 23 percent scored at the top in language (compared to 19 percent statewide); and 30 percent scored at the top in math (compared to 30 percent statewide).

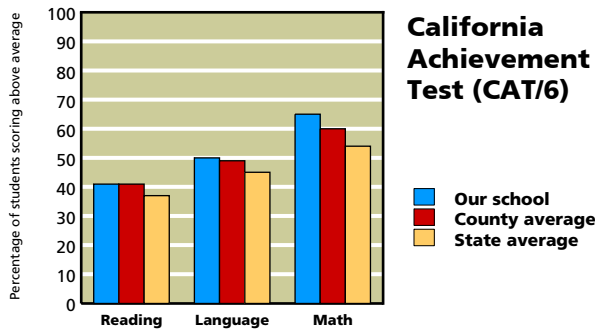
#### Our CAT/6 Results Compared

Students take this test only in the third grade. The values displayed to the right represent the percentage of our students who scored at or above average compared to their peers in the county and state.

#### Other Measures of Student Achievement

We monitor our students’ progress through state testing and classroom work. We review teachers’ observations and the students’ work samples, oral and written tests, and projects. Teachers also use district tests in language arts and mathematics to measure achievement in phonics, reading comprehension, writing, spelling, and arithmetic. All teachers explain their student evaluation process to parents at Back-to-School Night each fall.

We are on a trimester system, with three report card periods in each school year. We also provide one progress report for all students and two progress reports for students in danger of failing. We encourage parents to attend Back-to-School Night, the spring Open House, and parent-teacher conferences each November and March.



SOURCE: Spring 2005 test cycle. County and state averages represent elementary schools only.

**STUDENTS**

**Students' English Language Skills**

At Lomarena, 76 percent of students were considered to be proficient in English, compared to 68 percent of elementary school students in California overall. Of the 24 percent of Lomarena students who were still learning English, six percent advanced to English proficiency since the prior census.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English proficient students	76%	63%	68%
English learners	24%	37%	32%

SOURCE: Language Census for school year 2004-2005. County and state averages represent elementary schools only.

**Languages Spoken at Home by English Learners**

Please note that this table describes the home languages of just the 160 students classified as English learners. At Lomarena, the language these students most often speak at home is Spanish. In California it's common to find English learners in classes with students whose native language is English. When you visit our classrooms, ask our teachers how they work with language differences among their students.

LANGUAGE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Spanish	89%	83%	85%
Vietnamese	2%	8%	2%
Hmong	0%	0%	1%
Cantonese	0%	0%	1%
Filipino/Tagalog	4%	1%	1%
Khmer/Cambodian	0%	0%	1%
Korean	1%	3%	1%
All other	4%	5%	7%

SOURCE: Language Census for school year 2004-2005. County and state averages represent elementary schools only.

**Ethnicity**

Most students at Lomarena identify themselves as White/European American/Other. The state of California allows citizens to choose more than one ethnic identity, or to select "multiethnic" or "decline to state." As a consequence, the sum of all responses rarely equals 100 percent.

ETHNICITY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
African American	2%	2%	8%
Asian American/Pacific Islander	12%	15%	11%
Latino/Hispanic	35%	47%	49%
White/European American/Other	52%	36%	32%

SOURCE: CBED5 census of October 2004. County and state averages represent elementary schools only.

**Family Income and Education**

The free or reduced-price meal subsidy goes to students whose families earn less than \$34,873 a year (based on a family of four) in the 2004-2005 school year. At Lomarena, 32 percent of the students qualified for this program, compared to 56 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	32%	47%	56%
Parents with some college	67%	55%	51%
Parents with college degree	45%	35%	28%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2004-2005 school year. Parents' education level is collected in the spring at the start of testing. Rarely do all students answer these questions. County and state averages represent elementary schools only.

The parents of 67 percent of the students at Lomarena have attended college and 45 percent have a college degree. Note that not all students provide this data, so the results may not be fully accurate.

**CLIMATE FOR LEARNING**

**Average Class Sizes**

Because funding for class-size reduction was focused on the early grade levels, our school's class sizes, like most elementary schools, differ across grades.

The average class size at Lomarena varies across grade levels from a low of 20 students to a high of 34. Our average class size schoolwide is 27 students. The average class size for elementary schools in the state is 23 students.

AVERAGE CLASS SIZE BY GRADE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Kindergarten</b>	30	24	20
<b>First grade</b>	20	19	19
<b>Second grade</b>	20	19	19
<b>Third grade</b>	20	21	20
<b>Fourth grade</b>	32	30	29
<b>Fifth grade</b>	30	31	30
<b>Sixth grade</b>	34	30	30

SOURCE: CBEDS census, October 2004. County and state averages represent elementary schools only.

**Safety**

We implement district-approved safety plans and integrate them into our site discipline and character education plans. Thanks to PTA assistance, we have an earthquake storage area that we restock annually with food, water, and first aid supplies.

**Homework**

Homework provides an important link between home and school. It helps parents become familiar with their child's schoolwork and enables teachers to monitor each student's progress and reinforce classroom learning. Teachers assign homework Monday through Thursday. First through third grade students receive 20 to 60 minutes of homework each day; older students receive 60 to 90 minutes of homework daily.

### Discipline

At times we find it necessary to suspend students who break certain school rules. We report only suspensions in which students are sent home for a day or longer. We do not report in-school suspensions, in which students are removed from one or more classes during a single school day.

Expulsion is the most serious consequence we can impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning here.

At the beginning of each year, we provide parents with our school handbook, which explains the school rules, dress code, and suspension and expulsion policy. Students and parents sign a document accepting responsibility for appropriate behavior. Teachers and playground supervisors award Pride Cards to students who follow school rules. Teachers give trimester awards in citizenship for those students who consistently serve as role models.

SUSPENSIONS AND EXPULSIONS	YEAR	OUR SCHOOL	DISTRICT AVERAGE
<b>Suspensions per 100 students</b>	<b>2004–2005</b>	<b>3</b>	<b>2</b>
	2003–2004	1	1
	2002–2003	2	1
<b>Expulsions per 100 students</b>	<b>2004–2005</b>	<b>0</b>	<b>0</b>
	2003–2004	0	0
	2002–2003	0	0

SOURCE: This data is reported by school district staff. It represents incidents, not the number of students involved. District averages represent elementary schools only.

During the 2004–2005 school year, we had 17 suspension incidents and two incidents of expulsion. To make it easy to compare our suspensions and expulsions to those of other schools, we represent these events as a ratio (incidents per 100 students) in this report.

### Physical Fitness

Students in grades five, seven, and nine take the California Fitness Test each year. This test measures students’ aerobic capacity, body composition, muscular strength, endurance, and flexibility using six different tests. The table at right shows the percentage of students at our school who scored within the “healthy fitness zone” on all six tests. Our results are compared to other students’ results in the district and state. If you want to learn more about [physical fitness testing and standards](#), you’ll find information on the CDE Web site.

CATEGORY	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
<b>Boys in Fitness Zone</b>	38%	36%	22%
<b>Girls in Fitness Zone</b>	30%	43%	27%
<b>Total</b>	34%	39%	25%

SOURCE: 2004–2005 physical fitness test data is produced annually as schools test their students on the six Fitnessgram Standards. Data is reported by Educational Data Systems.

### Schedule

The school year includes 180 days of instruction. Morning kindergarten runs from 8:20 a.m. to 11:40 a.m., and afternoon kindergarten runs from 11:20 a.m. to 2:40 p.m. Older students begin school at 8:30 a.m. and end at 2:30 p.m. Afterschool programs run from 2:30 p.m. to 3:30 p.m., Monday through Thursday. Office hours are from 7:30 a.m. to 4 p.m.

### Time Spent Teaching Each Year

Our school year includes the required amount of instructional minutes mandated by the California State Board of Education. This is true at every grade level. Please note that the numbers we show do not include several days when school closes for teacher conferences.

TIME PLANNED FOR INSTRUCTION BY GRADE LEVEL (IN MINUTES)	OUR DISTRICT	STATE MINIMUM
<b>Kindergarten</b>	36,000	36,000
<b>Grades 1–3</b>	50,475	50,400
<b>Grades 4–5</b>	54,000	54,000
<b>Grade 6</b>	54,000	54,000

SOURCE: This data is reported by school district staff.

## TEACHERS AND STAFF

### Principal

Edward MacNevin has been principal of this school for two years. Our principal has two years of experience as a principal and eight as a teacher.

Shared leadership is the key to successful management at our school. Teams of teachers and parents help us make decisions and implement new programs. Teachers meet regularly to discuss and evaluate programs and students, and they share information with parents and relevant staff. Our parent organizations are invaluable assets in helping us determine academic direction and focus.

### Teacher Experience and Education

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Teaching experience</b>	Average years of teaching experience	17	13	12
<b>Newer teachers</b>	Percentage of teachers with one or two years of teaching experience	13%	9%	11%
<b>Teachers holding an MA degree or higher</b>	Percentage of teachers with a master's degree or higher from a graduate school	32%	45%	30%
<b>Teachers holding a BA degree alone</b>	Percentage of teachers whose highest degree is a bachelor's degree from a four-year college	68%	55%	70%

SOURCE: Professional Assignment and Information Form (PAIF), October 2004, completed by teachers during the CBEDS census. County and state averages represent elementary schools only.

About 13 percent of our teachers are relatively new to teaching, having taught two years or less. This number is above the percentage of new teachers in other elementary schools in California. Our teachers have, on average, 17 years of experience. About 68 percent of our teachers hold only a bachelor's degree from a four-year college or university. About 32 percent have completed a master's degree or higher.

### Credentials Held by Our Teachers

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Fully credentialed teachers</b>	Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level	100%	98%	96%
<b>Trainee credential holders</b>	Percentage of staff holding an internship credential	0%	1%	4%
<b>Emergency permit holders</b>	Percentage of staff holding an emergency permit	0%	1%	2%
<b>Teachers with waivers</b>	Lowest level of accreditation, used by districts when they have no other option	0%	0%	0%

SOURCE: PAIF, October 2004. This is completed by teachers during the CBEDS census. County and state averages represent elementary schools only. A teacher may have earned more than one credential. For this reason, it is likely that the sum of all credentials will exceed 100 percent.

All of the faculty at Lomarena hold a full credential. None of the faculty at Lomarena holds a trainee credential, which is reserved for those teachers who are in the process of completing their teacher training. In comparison, four percent of elementary school teachers throughout the state hold trainee credentials. None of our faculty holds emergency permits. Very few elementary school teachers hold this authorization statewide (just two percent). About 90 percent of the faculty at Lomarena hold the elementary (multiple-subject) credential. This number is below the average for elementary schools in California, which is 93 percent. You can find three years of data about teachers' credentials in the [technical appendix](#) to this report.

### Indicators of Teachers Who May Be Underprepared

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Courses taught by a teacher not meeting NCLB standards</b>	Percentage of core courses not taught by a "highly qualified" teacher according to federal standards in NCLB	23%	N/A	26%
<b>Teachers lacking a full credential</b>	Percentage of teachers without a full, clear credential	0%	2%	4%

SOURCE: Courses taught by teachers not meeting NCLB standards are derived from the Consolidated Application filed by districts with the CDE. Average represents median. Data on teachers lacking a full credential is derived from the PAIF of October 2004.

**"HIGHLY QUALIFIED" TEACHERS:** The federal law known as No Child Left Behind (NCLB) requires districts to report the number of teachers considered to be "[highly qualified](#)." These "highly qualified" teachers must have a full credential, a bachelor's degree, and, if they are teaching a core subject (such as reading, math, science, or social studies), they must also demonstrate expertise in that field. The table above shows the percentage of core courses and students taught by teachers who are considered to be less than "highly qualified." The exceptions known as the [High Objective Uniform State Standard of Evaluation \(HOUSSE\)](#) rules allow some veteran teachers to meet the "highly qualified" test who wouldn't otherwise do so.

**CREDENTIAL STATUS OF TEACHERS:** Teachers who lack full credentials are working under the terms of an emergency permit, an internship credential, or a waiver. They should be working toward their credential, and they are allowed to teach in the meantime only if the school board approves. None of our teachers were working without full credentials, compared to four percent of teachers in elementary schools statewide.

More facts about our teachers, called for by the recent Williams legislation of 2004, are available from the links below. What you will find are specific facts about [misassigned teachers](#) and [teacher vacancies](#) in the 2005–2006 school year.

### Districtwide Distribution of Teachers Who Are Not "Highly Qualified"

This table shows how teachers considered to be less than "highly qualified" are distributed within our district. Specifically, the data describes just the percentage of core courses that lack teachers who meet NCLB's standard.

DISTRICT FACTOR	DESCRIPTION	DISTRICT AVERAGE
<b>Courses taught by a teacher not meeting NCLB standards</b>	Percentage of core courses not taught by "highly qualified" teachers	11%
<b>Schools with most low income students</b>	Percentage of core courses not taught by "highly qualified" teachers	100%
<b>Schools with fewest low income students</b>	Percentage of core courses not taught by "highly qualified" teachers	11%

SOURCE: Consolidated Application. Schools in the district are divided into quartiles, based on their students' free lunch entitlements. Top and bottom quartiles are compared.

The districtwide average is 11 percent, compared to 26 percent statewide. For those schools with the highest percentage of students getting free and reduced-price lunches, this factor is 100 percent, compared to 35 percent statewide. For those schools with the lowest percentage of students getting free and reduced-price lunches, this factor is 11 percent, compared to 21 percent statewide.

## **Evaluating and Improving Teachers**

We evaluate all teachers yearly through formal and informal observations. Teachers set individual goals each year as outlined in the state teaching code. We base teacher evaluations on these goals as well as student performance on state tests, teaching techniques, and school goals. When necessary, teachers receive assistance from mentor teachers or attend additional training courses.

## **Staff Development**

We offer teacher training on staff development days and after school. This year our teachers focused on teaching strategies in reading and mathematics and on using electronic grade books to report grades on the Internet. Teachers meet regularly in grade-level teams to review student work, plan instruction, and review teaching strategies. The district supports teachers in curriculum development and other areas.

## **Substitute Teachers**

We are fortunate to have a group of experienced teachers who serve as substitutes. When we cannot find a substitute for a class, the principal steps in to teach. In some cases, another teacher will teach the class during a preparation period.

## **Teacher Assignment**

All of our teachers hold appropriate teaching credentials. We hired two new teachers this year. Mentors meet frequently with new teachers to discuss instructional issues, upcoming school events, classroom management, planning, and assessments.

**Specialized Programs and Staff**

A part-time teacher instructs students individually in grades four through six. One resource teacher and two special education teachers work with our special education students. A school psychologist and a speech and language therapist provide student assistance and testing. We have one library and media center assistant and six instructional classroom aides. Two technology specialists train students and staff, and assist with hardware and software issues. We also employ two language arts aides, one English learner community liaison, and one health aide.

**GIFTED AND TALENTED EDUCATION:** Educators identify academically gifted or talented students based on teacher recommendations or tests for inclusion in enrichment programs called **Gifted and Talented Education (GATE)**. Our school has 19 students who qualify for this program. Each year, we refer students to test for the GATE program. Students who qualify may remain at Lomarena and enter a GATE cluster class at their grade level. This group receives enriched instructional opportunities along with the regular curriculum. GATE students in grades two through six can also attend one of five regional GATE classes, each of which offers a full-time, enriched program on a space-available basis.

**SPECIAL EDUCATION PROGRAM:** Students with moderate to severe learning differences are sometimes entitled to individual education plans and extra attention. Our school has 75 students who qualify for these **special education** programs. We have a two-level system for evaluating student needs. The Child Study Team, which is composed of one teacher, one administrator, one classroom teacher, and the special education staff, evaluates all referrals and makes recommendations based on need. When recommended, students receive testing to determine their needs and appropriate support. Our special education students receive assistance from directed instructional groups and from the resource teacher and her assistant. Our speech and language therapist provides assessment and assistance during the week.

**ENGLISH LEARNER PROGRAM:** Most students not yet fluent in English enroll in special classes that help them gain fluency. We strive to advance our **English learners** into regular classes as soon as possible. Teachers certified in Cross-cultural Language and Academic Development (CLAD) provide instruction in English to groups composed entirely of English learners. This sheltered instruction takes place within the regular program. Bilingual assistants who speak Spanish also help our English learners. We have a Newcomers Program that assists non-English-speaking students. We encourage the parents of English learners to join our English Language Advisory Committee (ELAC) and participate in our workshops and programs.

**Specialized Resource Staff**

When we reported on our specialized resource staff at the beginning of our 2004–2005 school year, no one was assigned to our school. That’s why zeroes or the letters N/A appear in this table. To find out if new staff have more recently been assigned to these positions in our school, please ask our principal.

STAFF POSITION	STAFF (FTE)
Counselors	N/A
Librarians	N/A
Psychologists	N/A
Social workers	N/A
Nurses	N/A
Speech/language/hearing specialists	N/A
Resource specialists	N/A

SOURCE: CBEDS census, October 2004.

## CURRICULUM AND TEXTBOOKS

For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them, as well. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation. The most direct way to understand what your children should be learning is to review the standards themselves. You can find the [content standards for each subject at each grade level](#) on the Web site of the California Department of Education.

### Reading and Writing

Our reading and writing curriculum is based on the California Content Standards in English/language arts for each grade level. By third grade, students are expected to be able to read and write. Primary students acquire phonics skills as they decode simple texts and write and illustrate their own stories. Upper-grade students read fiction and nonfiction and write narrative and expository essays, including responses to literature, summaries, and persuasive compositions. All writing exercises emphasize grammar, punctuation, capitalization, and spelling.

### Math

Our math curriculum is based on the California Content Standards for each grade level. The program combines basic arithmetic with mathematical concepts. Primary students learn basic numbers and place value as well as how to add, subtract, multiply, and divide. They learn measurement, patterns, rounding, and estimation. Upper-grade students study how to add, subtract, multiply, and divide whole numbers, fractions, decimals, and integers. They learn the principles of geometry, statistics, probability, and ratios, as well as how to analyze and solve equations.

### Science

Our science curriculum is based on the state and district standards for each grade level. According to these standards, students in all elementary grades study topics in physical, life, and earth sciences through lessons, investigations, and experimentation. In the primary grades, students study such topics as the elements, the senses, weather, and seeds and plants. Upper-grade students also learn about energy, the solar system, chemical reactions, the earth, and gravity.

### Social Studies

The history and social studies curriculum follows state and district content standards, and we use core instructional materials approved by the state. The curriculum promotes responsible citizenship and respect for and tolerance of others. It helps students learn the importance of other cultures and develop an understanding of the influence of the past on the present and future. Students in third grade focus on local Orange County history; students in the upper grades study California history, US history, and ancient civilizations.

## Textbooks

Below we show some of the textbooks we use at our school.

TITLE	DATE OF PUBLICATION	SUBJECT	IS THERE A BOOK FOR EACH STUDENT?	IS THIS BOOK ALIGNED WITH STATE STANDARDS?
<b>HM Reading: A Legacy of Literature</b>	2003	Language arts	Yes	Yes
<b>Mathematics by Houghton Mifflin</b>	2002	Math	Yes	Yes
<b>Social Science 2000</b>	2000	Science	Yes	Yes
<b>Harcourt Science</b>	2000	Social studies	Yes	Yes

SOURCE: This information is reported by school district staff.

More facts about our textbooks, called for by the recent Williams legislation of 2004, are available from the following link. What you will find is whether we had a textbook for each student in each core course in the 2005–2006 school year, and whether those [textbooks](#) were in line with the California Content Standards.

## RESOURCES

### Buildings

Our school includes nine buildings, of which eight are portables. Together they accommodate approximately 708 people. On an average day, 700 students and staff occupy these buildings, taking up 99 percent of our capacity. Our school facilities include computer pods within grade levels, a computer lab with 35 computers and Internet access, and a library located in the center of the school. We have a covered outdoor lunch area off the kitchen. Also on campus are the Learning Center for childcare and a School Readiness and Resource Center for preschool children.

The district's facilities team spent \$28,000 on repairs to our buildings in the 2004–2005 school year. Repairs are usually modest in scale, and do not include modernization projects, renovations, or other construction normally paid for by bond measures. This sum was one percent of the district's deferred maintenance budget of \$1,908,100.

The bathrooms in our school contain 30 toilets, all of which were in good working order when we surveyed the building. More information about the [condition and cleanliness of bathrooms](#) can be found in the supplement to this report called for by the Williams legislation of 2004.

More facts about the [condition of our school buildings](#) are available in an online supplement to this report. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the [Office of Public School Construction](#) (OPSC), and were brought about by the legislation known as Williams. If you'd like to see the six-page [survey form](#) used for the assessment, you will find it on the Web site of the OPSC.

### Library

Our Media Center includes a library and a separate computer lab. We have one part-time library media clerk. All computers at our school have access to the Internet for research and to the Scholastic Reading Counts database, which helps students with reading comprehension. The PTA supplements our state library funds to help us purchase books in English and Spanish.

### Computers

We have 189 computers available for student use, which means that, on average, there is one computer for every four students. There are 28 classrooms connected to the Internet. Every classroom has two to four newer

student computers with Internet access and CD-ROM or DVD capabilities. There is also one computer lab with 35 computers. Classes focus on our Scholastic Reading Counts program, a keyboarding program, and other educational programs in a variety of subject areas.

RESOURCES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Students per computer	4	6	5
Internet-connected classrooms	28	29	28

SOURCE: CBEDS census of October 2004. County and state averages represent elementary schools only.

### Parent Involvement

Our School Site Council, which is composed of parents and staff, approves our school site plan and makes some budget decisions. Parents involved in the ELAC help our staff make decisions about our programs for students learning English. Our parent organizations have helped us replace playgrounds, purchase books and software, provide the Art Masters program, and raise funds for other programs. The groups always welcome new members.

To become involved, please contact Jennifer Bodenhofer at (949) 581-1370.

**FUNDING**

**School Expenses**

We spend the majority of our funds on teacher salaries and benefits, classroom aides, and textbooks, all of which directly relate to classroom instruction.

Last year our PTA funded assemblies, field trips, science camp scholarships, equipment, a health clerk, and the Art Masters program. The group also funds our reading incentive program and family events. The student council purchased PE and recess equipment and sponsored the yearbook, Spirit Day activities, and other campus events.

Our school’s expenditures can be viewed from the link below. You’ll find a comparative breakdown of our school’s [expenses](#) along with the average salary for teachers at our school. In prior years, we reported expenditures and teacher salaries based on the districtwide average. This year, our calculations are based on actual school-specific detail. This improved way of accounting for our school’s expenditures is the result of a new law passed in the fall 2005 legislative session. If you’re seeking financial information about the school district as a whole, you’ll find that information below.

**District Expenses**

CATEGORY OF EXPENSE	OUR DISTRICT	SIMILAR DISTRICTS	ALL DISTRICTS
<b>FISCAL YEAR 2003–2004</b>			
Total expenses	\$209,724,702	N/A	N/A
Expenses per student	\$6,058	\$6,987	\$6,919
<b>FISCAL YEAR 2002–2003</b>			
Total expenses	\$209,614,519	N/A	N/A
Expenses per student	\$5,930	\$6,882	\$6,822

SOURCE: Fiscal Services Division, California Department of Education.

Our district spent an average of \$6,058 per student in the 2003–2004 school year, compared to \$6,987 for the average unified district in the state. Our total operating expenses for the 2003–2004 year were \$209,724,702. Facts about the 2004–2005 fiscal year are not released by the CDE until May 2006. Additional details about our expenditures can be found at the [Ed-Data Partnership’s Web site](#).

The current expense of education is a measure of the cost of direct educational services to students. This figure is then divided by the average daily attendance (ADA) to arrive at an expenditure-per-pupil figure. Since the current expense figure does not include food services, land acquisition, new construction, and other expenditures, the current expense per ADA really describes the cost of operating schools for core educational purposes. More information is available on the [CDE’s Web site](#).

**District Salaries, 2003–2004**

This table reports the salaries of teachers and administrators in our district for the year 2003–2004. More current information was not available at the time we published this annual report. This table compares our average salaries to those in districts like ours, based on both enrollment and the grade level of our students. In addition, we report the percentage of our district’s total budget dedicated to teachers’ and administrators’ salaries. The costs of health insurance, pensions, and other indirect compensation are not included.

SALARY INFORMATION	DISTRICT AVERAGE	STATE AVERAGE
<b>Beginning teacher’s salary</b>	\$30,000	\$37,061
<b>Midrange teacher’s salary</b>	\$58,398	\$58,294
<b>Highest-paid teacher’s salary</b>	\$78,991	\$72,876
<b>Average principal’s salary (elementary school)</b>	\$104,781	\$94,471
<b>Superintendent’s salary</b>	\$224,630	\$179,061
<b>Percentage of budget for teachers’ salaries</b>	46%	41%
<b>Percentage of budget for administrators’ salaries</b>	5%	5%

SOURCE: This financial data is from the Statewide Average Salaries and Expenditure Percentages report, 2003–2004, the Fiscal Services Division, CDE.

**TECHNICAL NOTE ON DATA RECENCY:** All data is the most current available as of March 21, 2006. The CDE may release additional or revised data for the 2004–2005 school year after the publication date of this report. We rely on the following sources of information from the California Department of Education: California Basic Education Data System (October 2004 census); Language Census (April 2005); CAT/6 and California Standards Tests (spring 2005 test cycle); Academic Performance Index (February 2006 growth score release); Adequate Yearly Progress (February 2006). The district staff provides additional information on suspensions and expulsions, attendance, salaries and expenditures, buildings, and special program enrollment.

**DISCLAIMER:** School Wise Press, the publisher of this accountability report, makes every effort to assure the accuracy of this information, but offers no guarantee, express or implied. While we do our utmost to assure the information is complete, we must note that we are not responsible for any errors or omissions in the data. Nor are we responsible for any damages caused by the use of the information this report contains. Before making decisions based on this information, we strongly recommend that you visit the school and ask the principal to provide the most up-to-date facts available.