



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

San Joaquin Elementary School

ADDRESS: 22182 Barbera, Laguna Hills, CA 92653 **PHONE:** (949) 581-3450

PRINCIPAL: Bob Glew **GRADE RANGE:** K-6 **SCHEDULE:** Traditional

OUR SCHOOL AT A GLANCE

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Student enrollment	Total number of students enrolled	683	644	557
Teachers	Number of classroom teachers (full-time equivalent)	32	30	27
Students per teacher	Number of students per teacher	21	22	20
Academic Performance Index	The state's method of combining test scores across all subjects and grade levels	797	794	752
Students per computer	Number of students sharing one computer	4	6	5

Principal's Comments

At San Joaquin, we want our students to gain the necessary skills to lead full, productive, and meaningful lives. Our instruction emphasizes reading, language arts, and math. We supplement our daily instruction with federally funded programs for disadvantaged students, instructional aides who help students master English, and extended learning time before and after school. We offer 80 minutes of homework help three days a week at the Iglesia Park Community Center. Senior citizens from Leisure World volunteer their time at our school.

We have high expectations for our students, and our staff is dedicated to helping students perform their best academically. Our Academic Performance Index (API) rose 11 points to 797 in May 2005. The API reflects academic performance both schoolwide and within significant student subgroups, including white, Hispanic/Latino, and socioeconomically disadvantaged.

Major Achievements

- Our API increased 11 points last year.
- In June 2005, 29 students and their families hosted students from Ecole Active Bilingue Jeannine Manuel of Paris, France, for 19 days.
- We continued programs such as Muffins for Mom, Doughnuts for Dad, Grandparents Day, New Parents Orientation, and the End-of-the-Year Awards Ceremony. Last June we initiated a Math Bee for fourth, fifth, and sixth graders. We also offered a two-day science school for fifth graders.
- We offered thousands of hours of extended learning time to students in grades two, three, four, five, and six.

Focus for Improvement

- We increased the amount of daily instructional time in reading and language arts to 105 minutes in grades three through six. We are grouping students in these grades according to their scores on standardized tests, Scholastic Reading Inventory scores, teacher testing, and teacher recommendations.
- We will be adding one new computer per classroom in the winter of 2005-2006.
- We continued to improve the scores of our economically disadvantaged and Hispanic students on California standardized tests. All categories showed improvement in May 2005.
- We implemented the new district-adopted reading and language arts materials.

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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.

San Joaquin’s API was 797 (out of 1000). This is an increase of 11 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 6 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](#).

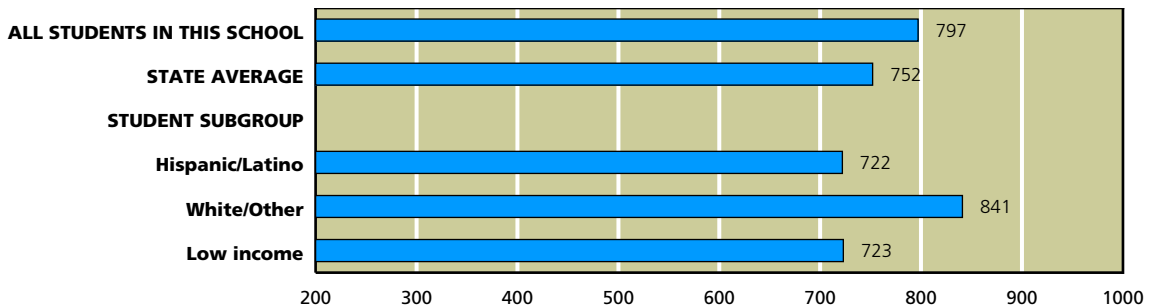
API GROWTH TARGETS: Each year the CDE sets specific API “growth targets” for every school. It assigns one growth target for the entire school, and it sets additional targets for ethnic or socioeconomic subgroups of students that make up a significant portion of the student body. Schools are required 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 API ACADEMIC PERFORMANCE INDEX	
Met schoolwide growth target	Yes
Met growth target for prior school year	Yes
API score	797
Growth attained from prior year	+11
Met subgroup* growth targets	Yes
Underperforming school	No

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

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?
SCHOOLWIDE RESULTS	●	●	●	●
SUBGROUPS OF STUDENTS				
Low income	●	●	●	●
Students learning English	●	●	●	●
STUDENTS BY ETHNICITY				
Hispanic/Latino	●	●	●	●
White/Other	●	●	●	●

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.

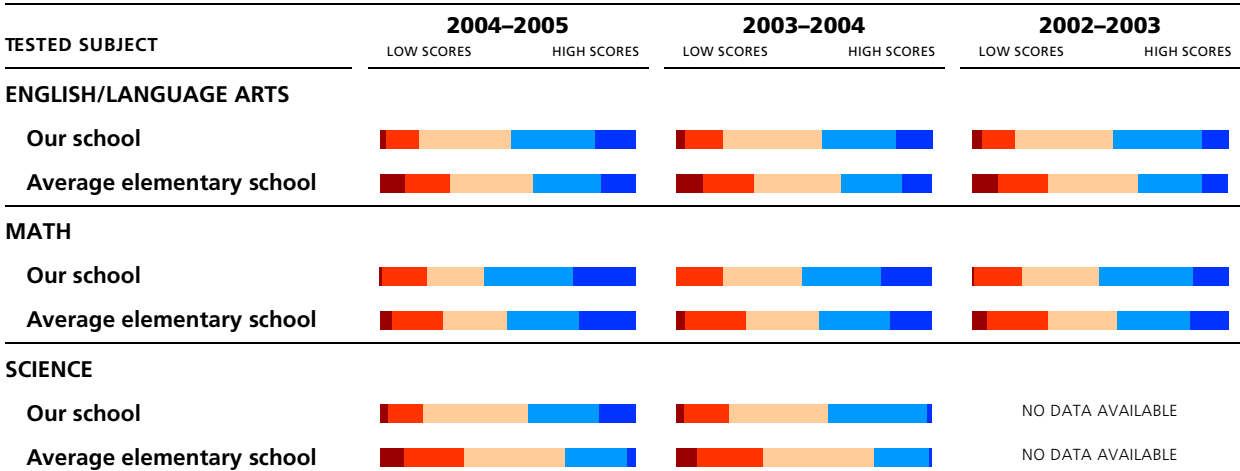
STUDENT ACHIEVEMENT

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
ENGLISH/LANGUAGE ARTS			
Our school	49%	43%	45%
Average elementary school	41%	36%	36%
MATH			
Our school	59%	51%	51%
Average elementary school	50%	45%	44%
SCIENCE			
Our school	43%	41%	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			49%	95%	SCHOOLWIDE AVERAGE: About eight 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):

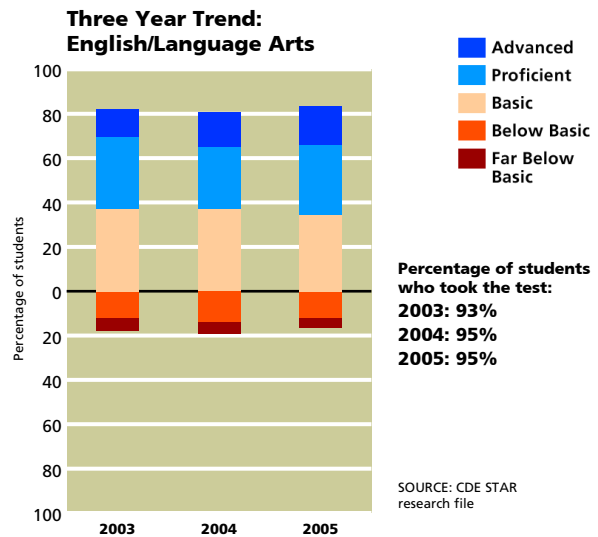
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			44%	235	GENDER: About nine percent more girls than boys at our school scored proficient or advanced.
Girls			53%	252	
English proficient			58%	381	ENGLISH PROFICIENCY: 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			18%	107	
Low income			31%	178	INCOME: About 29 percent fewer students from lower income families scored proficient or advanced than our other students.
Not low income			60%	305	
Learning disabled	DATA STATISTICALLY UNRELIABLE		N/S	11	LEARNING DISABILITIES: 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			52%	449	
Asian American	DATA STATISTICALLY UNRELIABLE		N/S	13	ETHNICITY: 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			28%	188	
White/Other			60%	211	

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 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			59%	95%	SCHOOLWIDE AVERAGE: About nine 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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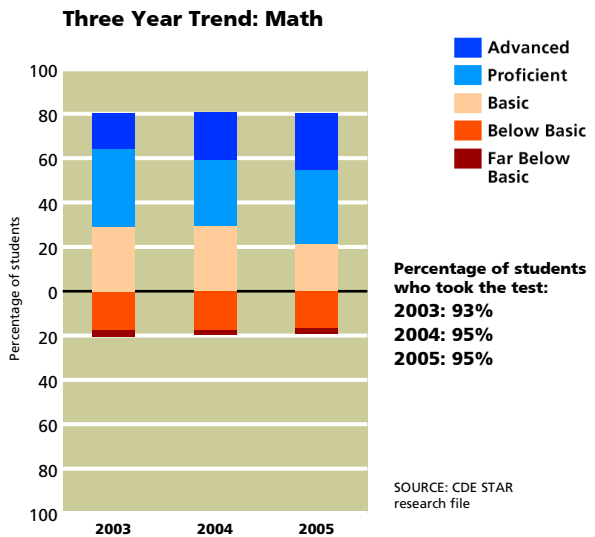
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			59%	234	GENDER: About the same percent of boys and girls at our school scored proficient or advanced.
Girls			58%	252	
English proficient			67%	380	ENGLISH PROFICIENCY: 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			31%	100	
Low income			43%	177	INCOME: About 26 percent fewer students from lower income families scored proficient or advanced than our other students.
Not low income			69%	303	
Learning disabled	DATA STATISTICALLY UNRELIABLE		N/S	11	LEARNING DISABILITIES: 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			62%	449	
Asian American	DATA STATISTICALLY UNRELIABLE		N/S	13	ETHNICITY: 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			44%	187	
White/Other			67%	210	

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 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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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			43%	93%	SCHOOLWIDE AVERAGE: About 14 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):

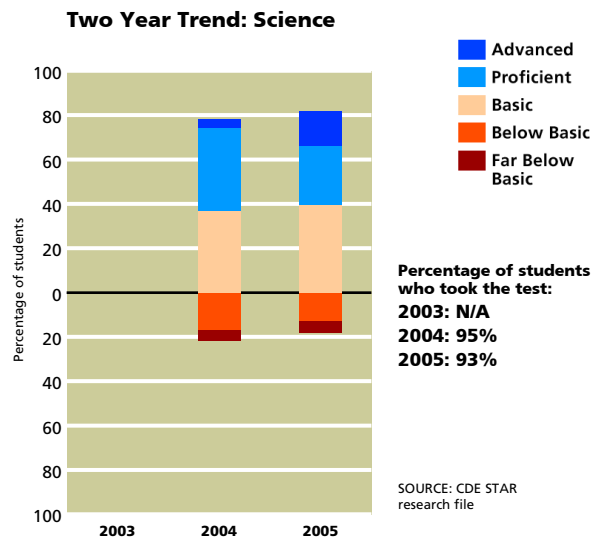
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			47%	47	GENDER: About eight percent more boys than girls at our school scored proficient or advanced.
Girls			39%	54	
English proficient			53%	75	ENGLISH PROFICIENCY: 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	26	
Low income			24%	33	INCOME: About 28 percent fewer students from lower income families scored proficient or advanced than our other students.
Not low income			52%	67	
Learning disabled	DATA STATISTICALLY UNRELIABLE		N/S	11	LEARNING DISABILITIES: 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			47%	89	
Hispanic/Latino			15%	40	ETHNICITY: 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			66%	44	

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.
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 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
READING				
High-scoring students	Percentage of students scoring at or above the 75th percentile nationally	18%	16%	15%
Students scoring at or above average	Percentage of students scoring at or above the 50th percentile nationally	49%	41%	37%
LANGUAGE				
High-scoring students	Percentage of students scoring at or above the 75th percentile nationally	29%	22%	19%
Students scoring at or above average	Percentage of students scoring at or above the 50th percentile nationally	58%	49%	45%
MATH				
High-scoring students	Percentage of students scoring at or above the 75th percentile nationally	37%	35%	30%
Students scoring at or above average	Percentage of students scoring at or above the 50th percentile nationally	69%	60%	54%

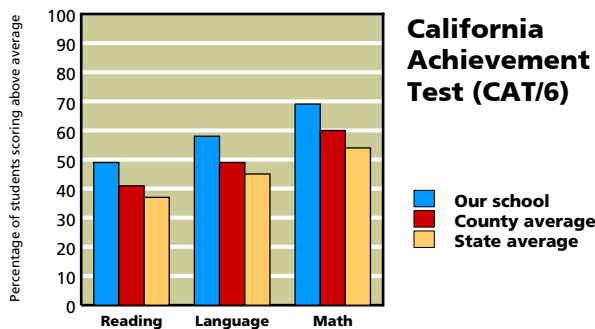
SOURCE: The scores for the CAT/6 are from the spring 2005 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, 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 San Joaquin, 49 percent of students scored at or above average in reading (compared to 37 percent statewide); 58 percent scored at or above average in language (compared to 45 percent statewide); and 69 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 San Joaquin, 18 percent of students scored at the top in reading (compared to 15 percent statewide); 29 percent scored at the top in language (compared to 19 percent statewide); and 37 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.



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

Other Measures of Student Achievement

We are on a trimester system and issue report cards three times a year. We schedule conferences in November and March, and at other times as necessary. Teachers generate progress reports twice a month for most upper grade students. All third through sixth graders use student planners.

Students in grades two through six undergo standardized state testing each May. English learners take the California English Language Development Test in September. Teachers use this testing information plus district-developed tests to determine eligibility for state-funded programs in third through sixth grade.

STUDENTS

Students' English Language Skills

At San Joaquin, 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 San Joaquin students who were still learning English, nine 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 163 students classified as English learners. At San Joaquin, 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	85%	83%	85%
Vietnamese	0%	8%	2%
Hmong	0%	0%	1%
Cantonese	1%	0%	1%
Filipino/Tagalog	4%	1%	1%
Khmer/Cambodian	0%	0%	1%
Korean	1%	3%	1%
All other	9%	5%	7%

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

Ethnicity

Most students at San Joaquin 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	3%	2%	8%
Asian American/Pacific Islander	13%	15%	11%
Latino/Hispanic	36%	47%	49%
White/European American/Other	47%	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 San Joaquin, 34 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	34%	47%	56%
Parents with some college	59%	55%	51%
Parents with college degree	36%	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 59 percent of the students at San Joaquin have attended college and 36 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 San Joaquin varies across grade levels from a low of 18 students to a high of 33. Our average class size schoolwide is 24 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
Kindergarten	28	24	20
First grade	20	19	19
Second grade	18	19	19
Third grade	20	21	20
Fourth grade	33	30	29
Fifth grade	32	31	30
Sixth grade	25	30	30

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

Safety

Our staff monitors students at all times, from 30 minutes before school until 30 minutes after school. Teachers, other staff, or paid playground aides supervise children during recess and lunch. We have a clean and safe campus, and we revise our school safety plan each fall. We also hold monthly fire drills.

Homework

The district's homework policy is described in our Student/Parent Handbook. We review this policy with parents at our Back-to-School Night in September. The policy includes both written assignments and specific oral reading requirements. In grades three through six, students write down homework assignments daily in a student planner. All teachers post homework assignments in their classroom 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.

We expect students to behave at all times. We review our expectations about student behavior on the first day of school. The Student/Parent Handbook outlines school rules. Consequences for inappropriate behavior include warnings, detention at recess or lunch, parent meetings, in-school suspension, out-of-school suspension, and expulsion. We reward students for positive behavior through individual teacher reward programs at our Student of the Month Assembly. We also give an annual Principal's Award to deserving sixth graders at our End-of-the-Year Awards Ceremony.

SUSPENSIONS AND EXPULSIONS	YEAR	OUR SCHOOL	DISTRICT AVERAGE
Suspensions per 100 students	2004–2005	0	2
	2003–2004	0	1
	2002–2003	1	1
Expulsions per 100 students	2004–2005	0	0
	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 no suspension incidents and no 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
Boys in Fitness Zone	22%	36%	22%
Girls in Fitness Zone	39%	43%	27%
Total	31%	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

Our school year includes 180 instructional days. Classes run from 8 a.m. until 2 p.m. for grades one through six. Kindergartners receive 200 minutes of daily instruction, primary students 285 minutes, and upper grade students 305 minutes. We begin each Monday with a school assembly. We have extended learning time from 7:30 a.m. to 8 a.m. and from 2 p.m. to 3 p.m. daily.

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
Kindergarten	36,000	36,000
Grades 1–3	50,475	50,400
Grades 4–5	54,000	54,000
Grade 6	54,000	54,000

SOURCE: This data is reported by school district staff.

TEACHERS AND STAFF

Principal

Bob Glew has been principal of this school for four years. Our principal has 35 years of experience as a principal and four as a teacher.

The Principal’s Cabinet meets monthly to discuss building issues and needs. Our SSC, PTA, and ELAC serve as excellent sources for involvement and input. The student council identifies student needs and wants. We send out a parent survey each fall.

Teacher Experience and Education

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Teaching experience	Average years of teaching experience	17	13	12
Newer teachers	Percentage of teachers with one or two years of teaching experience	5%	9%	11%
Teachers holding an MA degree or higher	Percentage of teachers with a master’s degree or higher from a graduate school	46%	45%	30%
Teachers holding a BA degree alone	Percentage of teachers whose highest degree is a bachelor’s degree from a four-year college	54%	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 five percent of our teachers are relatively new to teaching, having taught two years or less. This number is below the percentage of new teachers in other elementary schools in California. Our teachers have, on average, 17 years of experience. About 54 percent of our teachers hold only a bachelor’s degree from a four-year college or university. About 46 percent have completed a master’s degree or higher.

Credentials Held by Our Teachers

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Fully credentialed teachers	Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level	97%	98%	96%
Trainee credential holders	Percentage of staff holding an internship credential	5%	1%	4%
Emergency permit holders	Percentage of staff holding an emergency permit	3%	1%	2%
Teachers with waivers	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.

About 97 percent of the faculty at San Joaquin hold a full credential. This number is close to the average for all elementary schools in the state. About five percent of the faculty at San Joaquin hold 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. About three percent of our faculty hold emergency permits. Very few elementary school teachers hold this authorization statewide (just two percent). About 92 percent of the faculty at San Joaquin 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
Courses taught by a teacher not meeting NCLB standards	Percentage of core courses not taught by a "highly qualified" teacher according to federal standards in NCLB	6%	N/A	26%
Teachers lacking a full credential	Percentage of teachers without a full, clear credential	3%	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. About three percent 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.

The districtwide average is 11 percent, compared to 26 percent statewide. For those

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

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

Teachers submit instructional goals at the end of each September. We evaluate nontenured teachers at least twice a year and tenured teachers every other year using a district-developed evaluation document.

Staff Development

Our district has three staff development days yearly. Principals and the district office plan the topics for these days. Additionally, either our entire staff or grade-level groups of teachers meet monthly. A Principal's Cabinet also meets monthly to discuss teacher issues and concerns plus staff development needs. Recent staff development meetings have covered testing results, teaching strategies in reading and language arts, and preparation for our April 2005 Coordinated Compliance Review.

Substitute Teachers

The district has a current list of more than 700 teachers who meet the state qualifications for substitute teaching. Many of our substitute teachers are employed in neighboring districts. Applications for substitute teachers are accepted year-round at the district personnel office. Substitute teachers were available daily in 2004-2005.

Teacher Assignment

All of San Joaquin's staff members teach in their credentialed areas. New staff members work with mentor teachers and participate in a support program. Two staff members are assigned to support third through sixth graders in reading, language arts, and math.

Specialized Programs and Staff

San Joaquin has a library aide, a computer aide, a psychologist who is available two and a half days a week, and a community liaison for Hispanic families. We also have a full-time speech and language teacher and one reading support aide for eligible students in grade two. We have two Title I teachers (for a total of one and two-thirds full-time positions) who provide reading, language arts, and math instruction to third through sixth graders. Our part-time support staff members work 18.5 hours weekly.

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 15 students who qualify for this program. We identify students for our GATE program every December. We use individual testing for students in kindergarten and grade one. Students in grades two through six all take the Otis-Lennon School Ability Test. Teachers may recommend students for the GATE program; the district also identifies students based on CAT/6 scores. Classroom teachers provide qualified students with more challenging learning activities daily. Parents may also enroll their students in one of five schools in the district that offer a GATE instructional program.

SPECIAL EDUCATION PROGRAM: Students with moderate to severe learning differences are sometimes entitled to individual education plans and extra attention. Our school has 67 students who qualify for these **special education** programs. San Joaquin has two full-time special education staff members as well as part-time staff members. Our full-time teachers provide instruction to severely handicapped students in self-contained classrooms, while the part-time staff members teach learning-disabled students. Some of these students participate in regular classroom activities and lessons. Eligible students receive speech and language therapy two or three days weekly. Each special education student has an Individual Education Plan (IEP), which we review yearly. We reassess students every three years. Our Student Study Team meets twice monthly to discuss ways to support specific students with academic or behavior problems.

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. Forty percent of San Joaquin students are Hispanic/Latino. We have three part-time aides who provide small-group help to students learning English, two Title I teachers, and a part-time community liaison staff member. Tutoring is available after school for 80 minutes three days each week at the Iglesia Community Center. Half of our staff members have a Cross-cultural Language and Academic Development (CLAD) credential, which qualifies them to teach English learners. Our Hispanic/Latino students and our disadvantaged students showed significant academic gains on state standardized tests in May 2005.

Specialized Resource Staff

In addition to teachers and administrators, our school may employ other staff, such as social workers, speech and hearing specialists, school psychologists, nurses, and technology specialists. Most of these professionals work part time. The census called CBEDS, which occurs in the first week of October, accounts for these specialized staff in ways that may not account accurately for the time they spend here. For more details on **statewide ratios of counselors, psychologists, or other pupil services** staff to students, see the California Department of Education (CDE) Web site. **Library facts** and frequently asked questions are also available there.

Many specialized resource staff work at more than one school in our district, and their schedules will change as students' needs change. For these reasons, the staffing counts you see here may be inexact, and may also differ from the staffing provided today in this school.

STAFF POSITION	STAFF (FTE)
Counselors	0.0
Librarians	0.0
Psychologists	1.0
Social workers	0.0
Nurses	0.0
Speech/language/hearing specialists	1.0
Resource specialists	0.0

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. According to these standards, kindergartners must be able to recognize and name all uppercase and lowercase letters, first graders must be able to associate sounds and letters, third graders must be able to develop a topic sentence, and sixth graders must be able to spell frequently misspelled words. We require students to read at home daily. In spring 2004 we adopted a new reading and language arts program. We test writing skills in the fourth and sixth grades.

Math

Our math curriculum is based on state standards. According to these standards, elementary students learn number relationships and place value as well as how to add, subtract, multiply, and divide. Students also learn about money, time, rounding numbers, measurement, and estimation. Students in grades four through six study geometric shapes, fractions, and decimals. Students' success in mathematics is based on their ability to master specific computation skills for use in practical applications.

Science

Our science curriculum is based on state standards. According to these standards, elementary students study physical, life, and earth sciences through lessons based on investigation and experimentation. In the lower grades, students study such topics as the elements, the senses, weather, and seeds and plants. Upper elementary students continue to study these topics as well as energy, the solar system, and chemical reactions. We adopted our science textbook three years ago. We test fifth graders' mastery of science through standardized state tests.

Social Studies

Our social studies curriculum is based on state standards. According to these standards, elementary school students learn what it means to be a citizen of this country and to understand the importance of other cultures. Students learn about government and develop an understanding of the difference between recent and distant historical events. Students in the upper elementary grades study California history, US history, and geography. Our social studies textbooks are four years old and align with state standards.

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?
HM Reading: A Legacy of Literature	2003	Language arts	Yes	Yes
Mathematics by Houghton Mifflin	2002	Math	Yes	Yes
Social Science 2000	2000	Science	Yes	Yes
Harcourt Science	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 15 buildings, of which 13 are portables. Together they accommodate approximately 722 people. On an average day, 720 students and staff occupy these buildings, taking up 100 percent of our capacity. Our school opened in 1975. In recent years, we have repaired or improved restrooms, installed carpeting, and resurfaced the area under our playground equipment. We have also resurfaced the playground tarmac. A new kindergarten playground was installed in October 2004. We have fixed several leaky roofs and are repairing the heating and air-conditioning systems. Our school is eligible for new improvement funds. We expect modernization to begin in the summer of 2006.

The district’s facilities team spent \$65,300 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 three 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

San Joaquin has a library area that houses more than 12,000 volumes and has computers with Internet access and a computerized card catalog. The School Site Council (SSC) allocates funds for our library aide; she works 18.5 hours a week. Students visit the library at least once weekly.

Computers

We have 168 computers available for student use, which means that, on average, there is one computer for every four students. There are 34 classrooms connected to the Internet.

San Joaquin has a computer lab that

houses 40 computers. Students visit the lab once weekly. Our SSC pays for our computer lab aide; she works 18.5 hours a week. Computers are also available in individual classrooms. All classrooms have Internet access. The PTA and the district will combine funds to purchase 28 new computers in November 2005.

RESOURCES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Students per computer	4	6	5
Internet-connected classrooms	34	29	28

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

Parent Involvement

Our PTA funds assemblies and the Art Masters program. Parents also volunteer as tutors and classroom aides. Please contact our PTA president, Heidi Ham, at (949) 581-3450 for information about volunteering. Senior citizens contribute significantly to our school as part of an extensive volunteer tutoring program. Seven parents are members of our SSC. Our community liaison aide works extensively to involve our Hispanic/Latino families in our many school activities and programs. She and an elected parent head our English Language Advisory Committee (ELAC).

The contact person for parent involvement is:

Name: Anabelle Marin

Phone number: (949) 581-3450

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.

The PTA provided more than \$22,000 to fund assemblies and programs last year. We have received financial donations from the Kiwanis, Washington Mutual, Pacific Life, and the Simon Foundation. Parents have donated equipment and computers. Operation School Bell donates clothing and shoes to needy students. The student council sponsors a food drive each November. All donations are given to our own disadvantaged families.

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
FISCAL YEAR 2003–2004			
Total expenses	\$209,724,702	N/A	N/A
Expenses per student	\$6,058	\$6,987	\$6,919
FISCAL YEAR 2002–2003			
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
Beginning teacher’s salary	\$30,000	\$37,061
Midrange teacher’s salary	\$58,398	\$58,294
Highest-paid teacher’s salary	\$78,991	\$72,876
Average principal’s salary (elementary school)	\$104,781	\$94,471
Superintendent’s salary	\$224,630	\$179,061
Percentage of budget for teachers’ salaries	46%	41%
Percentage of budget for administrators’ salaries	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.