



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

Valencia Elementary School

ADDRESS: 25661 Paseo de Valencia, Laguna Hills, CA 92653 **PHONE:** (949) 830-3650

PRINCIPAL: Sharon Vestermark **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	674	644	557
Teachers	Number of classroom teachers (full-time equivalent)	28	30	27
Students per teacher	Number of students per teacher	24	22	20
Academic Performance Index	The state's method of combining test scores across all subjects and grade levels	923	794	752
Students per computer	Number of students sharing one computer	6	6	5

Principal's Comments

In 2004 we were honored to be recognized as a National Blue Ribbon School of Excellence. We are proud of the many accomplishments of our students, who meet and exceed academic expectations. Our academic focus was on language arts and mathematics. The staff implemented a new language arts program and attended workshops focusing on delivering challenging content to students. Students thrived within the rigorous academic curriculum and participated in an active arts program, producing plays, performing in instrumental and choral concerts, and creating unique works of art.

Parents are crucial members of our educational team, logging more than 75,000 volunteer hours. Last year the PTA donated funds for a science program, educational field trips, Composer Countdown, the Art Masters program, and a wealth of new technology housed in our library and media research center.

Major Achievements

- In 2004-2005 our Academic Performance Index (API) rose 20 points to 923 and was among the highest in Orange County.
- We received a National Blue Ribbon School of Excellence award.
- At least 70 percent of students in grades two through six scored in the proficient or advanced ranges on California standardized tests.
- Kindergarten and first grade students continue to perform above district goals in language arts and math.
- We support underperforming students with a Resource Specialist Program for special education, the Language Arts Assistance Program (LAAP), extra-help classes after school, and one-on-one community-based tutoring.
- Upper-grade staff maintain classroom Web sites and post grades online for easy access by parents.

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Focus for Improvement

- Continue to use the computer-based Scholastic Reading Inventory (SRI) to assess students' reading levels.
- Use SRI scores to set grade-level goals and improve reading comprehension.
- Share expertise by grade level to teach writing skills, and to administer and score common grade-level writing assignments.
- Continue to provide an outstanding arts program through assemblies, performances, field trips to cultural venues, and the Art Masters program.

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.

Valencia’s API was 923 (out of 1000). This is an increase of 24 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 10 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 8 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](#).

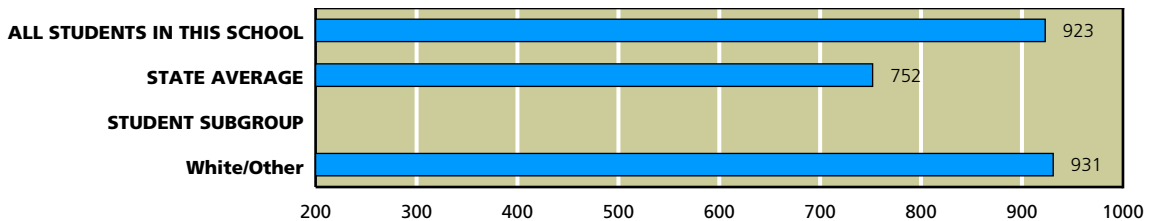
API GROWTH TARGETS: Each year the CDE sets specific API “growth targets” for every school. It assigns one growth target for the entire school, and it sets additional targets for ethnic or socioeconomic subgroups of students that make up a significant portion of the student body. Schools are required 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	923
Growth attained from prior year	+24
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	●	●	●	●
STUDENTS BY ETHNICITY				
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.

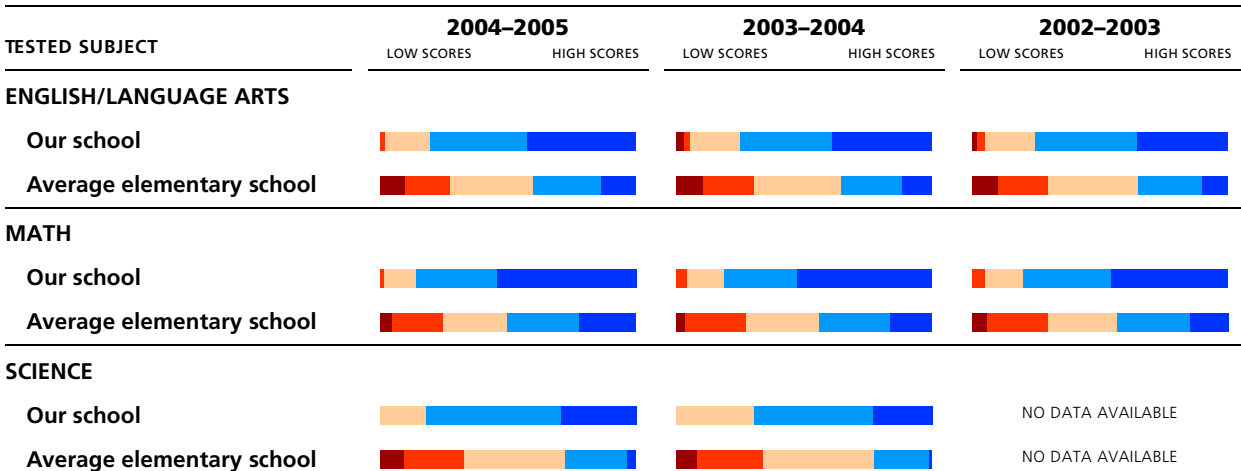
STUDENT ACHIEVEMENT

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	79%	74%	74%
Average elementary school	41%	36%	36%
MATH			
Our school	85%	80%	79%
Average elementary school	50%	45%	44%
SCIENCE			
Our school	81%	69%	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			79%	100%	SCHOOLWIDE AVERAGE: About 38 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):

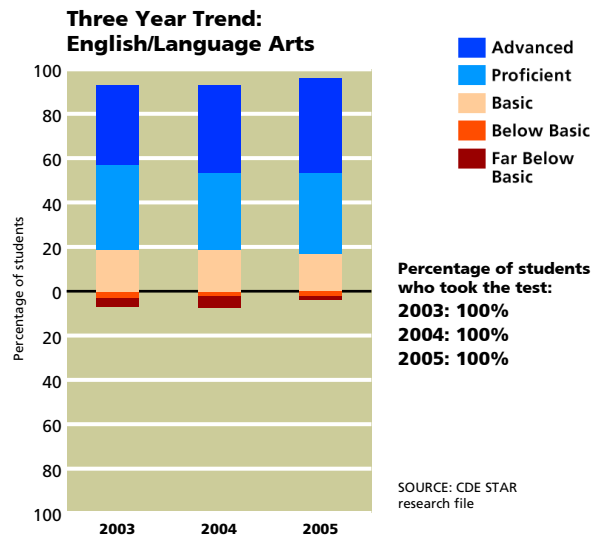
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			76%	266	GENDER: About seven percent more girls than boys at our school scored proficient or advanced.
Girls			83%	257	
English proficient			81%	506	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	NO DATA AVAILABLE		N/A	0	
Low income	NO DATA AVAILABLE		N/A	0	INCOME: We cannot compare scores for these two groups because the number of students tested from low income families was either zero or too small to be statistically significant.
Not low income			81%	489	
Learning disabled	DATA STATISTICALLY UNRELIABLE		N/S	23	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			82%	478	
Asian American	DATA STATISTICALLY UNRELIABLE		N/S	24	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	DATA STATISTICALLY UNRELIABLE		N/S	22	
White/Other			81%	412	

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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

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

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			85%	100%	SCHOOLWIDE AVERAGE: About 35 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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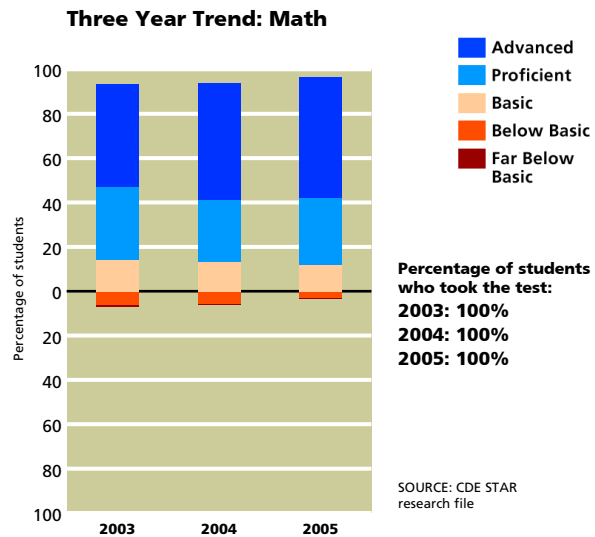
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			85%	266	GENDER: About the same percent of boys and girls at our school scored proficient or advanced.
Girls			84%	257	
English proficient			86%	506	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	NO DATA AVAILABLE		N/A	0	
Low income	NO DATA AVAILABLE		N/A	0	INCOME: We cannot compare scores for these two groups because the number of students tested from low income families was either zero or too small to be statistically significant.
Not low income			86%	489	
Learning disabled	DATA STATISTICALLY UNRELIABLE		N/S	23	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			88%	478	
Asian American	DATA STATISTICALLY UNRELIABLE		N/S	24	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	DATA STATISTICALLY UNRELIABLE		N/S	22	
White/Other			86%	412	

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			81%	100%	SCHOOLWIDE AVERAGE: About 52 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

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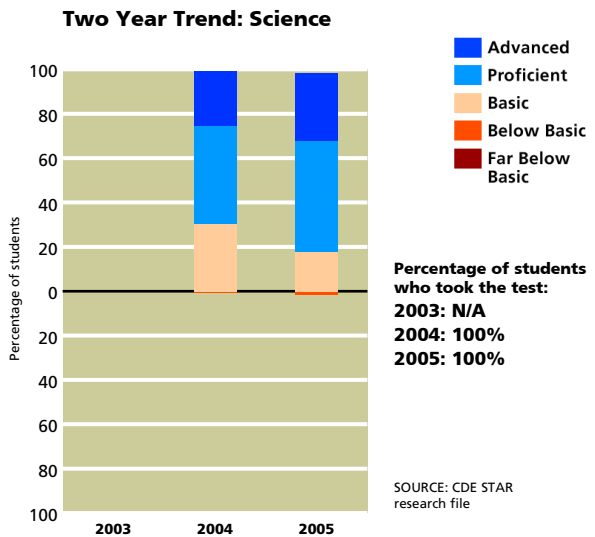
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GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			79%	58	GENDER: About three percent more girls than boys at our school scored proficient or advanced.
Girls			82%	61	
English proficient			83%	115	ENGLISH PROFICIENCY: 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	NO DATA AVAILABLE		N/A	0	
Low income	NO DATA AVAILABLE		N/A	0	INCOME: We cannot compare scores for these two groups because the number of students tested from low income families was either zero or too small to be statistically significant.
Not low income			83%	113	
Learning disabled	NO DATA AVAILABLE		N/A	0	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			85%	111	
Asian American	DATA STATISTICALLY UNRELIABLE		N/S	12	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	DATA STATISTICALLY UNRELIABLE		N/S	11	
White/Other			84%	90	

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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	38%	16%	15%
Students scoring at or above average	Percentage of students scoring at or above the 50th percentile nationally	71%	41%	37%
LANGUAGE				
High-scoring students	Percentage of students scoring at or above the 75th percentile nationally	39%	22%	19%
Students scoring at or above average	Percentage of students scoring at or above the 50th percentile nationally	77%	49%	45%
MATH				
High-scoring students	Percentage of students scoring at or above the 75th percentile nationally	63%	35%	30%
Students scoring at or above average	Percentage of students scoring at or above the 50th percentile nationally	85%	60%	54%

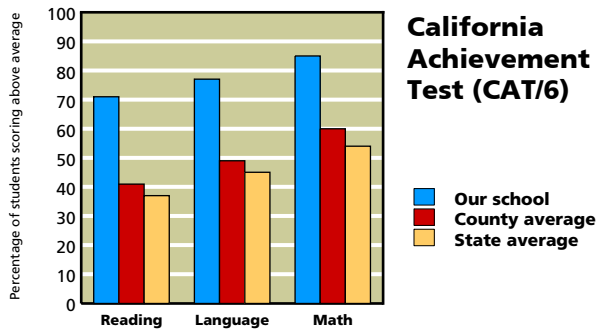
SOURCE: The scores for the CAT/6 are from the spring 2005 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, 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 Valencia, 71 percent of students scored at or above average in reading (compared to 37 percent statewide); 78 percent scored at or above average in language (compared to 45 percent statewide); and 85 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 Valencia, 38 percent of students scored at the top in reading (compared to 15 percent statewide); 39 percent scored at the top in language (compared to 19 percent statewide); and 63 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

Teachers monitor student progress through state testing, classroom observation, oral questioning, work samples, written tests, performances, and projects. Teachers also assess progress in reading comprehension, phonics, writing, spelling, and arithmetic using district expectations and standards. We give the California English Language Development Test to all English learners. Special education students, or those being considered for special education, take standardized assessments to measure progress.

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

STUDENTS

Students' English Language Skills

At Valencia, 96 percent of students were considered to be proficient in English, compared to 68 percent of elementary school students in California overall. Of the four percent of Valencia students who were still learning English, 22 percent advanced to English proficiency since the prior census.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English proficient students	96%	63%	68%
English learners	4%	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 28 students classified as English learners. At Valencia, 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	57%	83%	85%
Vietnamese	14%	8%	2%
Hmong	0%	0%	1%
Cantonese	0%	0%	1%
Filipino/Tagalog	0%	1%	1%
Khmer/Cambodian	0%	0%	1%
Korean	4%	3%	1%
All other	25%	5%	7%

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

Ethnicity

Most students at Valencia identify themselves as White/European American/Other. In fact, there are about seven times as many White/European American/Other students as Asian/Pacific Islander students, the second-largest ethnic group at Valencia. 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	1%	2%	8%
Asian American/Pacific Islander	11%	15%	11%
Latino/Hispanic	8%	47%	49%
White/European American/Other	80%	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 Valencia, six 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	6%	47%	56%
Parents with some college	87%	55%	51%
Parents with college degree	70%	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 87 percent of the students at Valencia have attended college and 70 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 Valencia varies across grade levels from a low of 19 students to a high of 33. Our average class size schoolwide is 25 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	19	19	19
Second grade	19	19	19
Third grade	20	21	20
Fourth grade	33	30	29
Fifth grade	29	31	30
Sixth grade	32	30	30

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

Safety

Our students enjoy safe and modern playground equipment. District and school maintenance staff inspect the equipment and the school campus regularly. Staff members supervise students before and after school, and paid campus supervisors monitor students during lunch and recess. Students follow playground safety rules. We update the school safety plan annually, and all staff members have assigned duties to perform in case of an emergency.

Homework

Homework provides an important link between home and school, enabling parents to become familiar with assigned work and monitor their child's progress while reinforcing classroom learning. Teachers assign homework Monday through Thursday. Parents should expect 20 to 60 minutes of homework for students in grades one through three and 60 to 90 minutes of homework in grades four through six.

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.

Creating a positive climate that fosters learning is a priority for staff and parents at Valencia. We have established school discipline and attendance policies designed to foster good citizenship and responsible behavior. We communicate these policies to all staff, students, and parents. We give citizenship notices to students and parents that recognize good character and responsible and respectful acts. Notices also provide a means to communicate concerns and consequences of poor behavior to parents.

SUSPENSIONS AND EXPULSIONS	YEAR	OUR SCHOOL	DISTRICT AVERAGE
Suspensions per 100 students	2004-2005	1	2
	2003-2004	1	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 four 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	51%	36%	22%
Girls in Fitness Zone	57%	43%	27%
Total	54%	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 instructional days. Primary grades begin at 8:30 a.m. and end at 2:15 p.m. Upper-grade classes run from 8:30 a.m. to 2:30 p.m. Morning and afternoon kindergarten sessions run from 8:30 a.m. to 11:50 a.m. and from 12 p.m. to 3:20 p.m. The Learning Connection provides before- and afterschool care for children of working parents.

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

Sharon Vestermark has been principal of this school for three years. Our principal has 12 years of experience as a principal and ten as a teacher.

An experienced principal and staff use a collaborative decision-making model for school governance. The atmosphere on our campus is collegial and positive. Regular staff and grade-level representative meetings help us maintain open communication. The SSC reviews our school improvement plan annually and approves the budgets for certain programs. An active PTA contributes to school programs, giving gifts of time and resources.

Teacher Experience and Education

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Teaching experience	Average years of teaching experience	19	13	12
Newer teachers	Percentage of teachers with one or two years of teaching experience	3%	9%	11%
Teachers holding an MA degree or higher	Percentage of teachers with a master's degree or higher from a graduate school	33%	45%	30%
Teachers holding a BA degree alone	Percentage of teachers whose highest degree is a bachelor's degree from a four-year college	67%	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 three 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, 19 years of experience. About 67 percent of our teachers hold only a bachelor's degree from a four-year college or university. About 33 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	100%	98%	96%
Trainee credential holders	Percentage of staff holding an internship credential	0%	1%	4%
Emergency permit holders	Percentage of staff holding an emergency permit	0%	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.

All of the faculty at Valencia hold a full credential. None of the faculty at Valencia 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 97 percent of the faculty at Valencia hold the elementary (multiple-subject) credential. This number is above 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	24%	N/A	26%
Teachers lacking a full credential	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
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.

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

All teachers are evaluated under the terms of the State Education Code and district policies. Working with the administration, teachers set mutually acceptable goals. We evaluate all teachers via classroom observations to monitor the progress they are making toward these goals. The administration conducts a final conference and provides a written evaluation based on the California Standards for the Teaching Profession.

Staff Development

On three districtwide staff development days, teachers participate in workshops that focus on school goals for curriculum improvement and support district and state objectives. During 2003–2004, staff development days addressed the implementation of the new language arts materials. Additionally, teachers were encouraged to identify other training opportunities that met their professional goals, and funding was set aside from school improvement funds for this purpose. For example, last year teachers attended trainings in using math manipulatives (three-dimensional learning tools like counting beads), teaching science, teaching writing, and educating GATE students.

Substitute Teachers

Our school district has a list of teachers who meet the state qualifications for substitute teaching. We are fortunate to have several retired staff members who often substitute for our regular teachers. Two-thirds of our substitutes are employed as substitutes in neighboring districts. Applications for substitutes are accepted year-round at the district office.

Teacher Assignment

We assign teachers to classrooms based on their certification, interests, and skills. All of our teachers meet requirements for full credentialing in the state of California. Several teachers have completed master's degrees and other postgraduate coursework. Eleven teachers also maintain Cross-cultural Language and Academic Development (CLAD) credentials for teaching English learners.

Specialized Programs and Staff

Valencia provides access to many resources for students and their families. Underperforming students in the first through third grades receive small-group instruction from an instructional assistant in the LAAP program. School improvement monies fund a library clerk and a technology assistant who provide services to students and staff in the library and media center. Our PTA provides supplemental funding to keep the center open additional hours each week. Thanks to our PTA, we also have a second office clerk to provide more immediate service to students and staff.

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 136 students who qualify for this program. Students in grades one through six may be referred for assessment for the GATE program. Qualified students may remain at Valencia and be placed in a GATE cluster class at their grade level that provides enriched instructional opportunities as part of the core curriculum. They may also choose to attend one of five regional GATE schools, where, on a space-available basis, they participate in a full-time differentiated (customized) program. Valencia serves as one of these regional sites. In GATE classes, the regular curriculum, which is based on the California Content Standards, is supplemented by activities with more depth, complexity, and novelty.

SPECIAL EDUCATION PROGRAM: Students with moderate to severe learning differences are sometimes entitled to individual education plans and extra attention. Our school has 44 students who qualify for these **special education** programs. Our Student Study Team meets weekly to discuss students with special needs. Based on the team’s recommendation, students may be assessed for special education services. We have one full-time resource teacher and a part-time instructional assistant who support identified students through Individual Education Programs (IEPs). We refer students whose disabilities cannot be accommodated in our school programs to regional special education classes. Our special education staff also includes a part-time school psychologist and a speech and language pathologist.

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. CLAD-certified teachers provide sheltered English instruction in mainstream classes for those students whose primary language is not English. The district has many resources available for students learning English and their parents. We encourage the parents of second-language students to become involved in school governance and the English Language Advisory Committee, which addresses the needs of students learning English.

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	0.0
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 state standards. By third grade, students are expected to be fluent readers and writers. During 2004–2005, we implemented a new integrated language arts program. Primary students acquire phonemic awareness and phonics skills as they decode simple texts and write and illustrate their own texts. Upper-grade students read literary and nonfiction texts and write multiparagraph narrative and expository essays. All writing assignments emphasize grammar, punctuation, capitalization, and spelling.

Math

Our math curriculum is based on state standards and blends arithmetic skill development with mathematical concept development. Primary students learn basic numbers and place value, as well as how to compute whole numbers. They also learn skills such as measurement, patterning, rounding, and estimation. Students in the upper grades learn how to add, subtract, multiply, and divide whole numbers, fractions, and decimals. Students 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 district and state standards for each grade level. Students study physical, life, and earth sciences through lessons, investigations, and experimentation. In the lower grades, students study such topics as the elements, the senses, weather, and seeds and plants. Upper-grade students continue to expand their study of these concepts in addition to energy, the solar system, chemical reactions, the earth, and gravitation. Valencia's school garden and extensive science lab materials give students hands-on experiences.

Social Studies

Our history and social studies curriculum is aligned to district and state standards, and the core instructional materials we use are approved by the state. The curriculum develops responsible citizenship, incorporates respect for and tolerance of others, considers the importance of other cultures, and develops an understanding of the influence of the past on the present and future. Students in grade three focus on local Orange County history, and students in the upper grades study California history, United States 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?
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 ten buildings, of which six are portables. Together they accommodate approximately 744 people. On an average day, 704 students and staff occupy these buildings, taking up 95 percent of our capacity. Valencia School opened in 1969 and was modernized during the 2001–2002 school year. We upgraded student and staff rest rooms, installed new carpeting, and reconfigured the staff lounge and workroom. The site has permanent and portable structures configured to provide traditional classroom settings, a multipurpose room, a library and media center, a food service area, administrative offices, and extensive athletic fields. PTA support has enabled us to purchase a new shade cover for the lunch area and new playground equipment.

The district's facilities team spent \$13,000 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 32 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

Valencia's library collection includes a variety of materials to meet students' interests and curricular needs. Students learn how to independently access these materials using the online library catalog. Classroom teachers, library staff, and parent volunteers collaborate to select library materials. A library clerk and technology instructional assistant are available to help students select materials and develop computer skills.

Computers

We have 108 computers available for student use, which means that, on average, there is one computer for every six students. There are 28 classrooms connected to the Internet. We use technology at Valencia daily.

Students visit the library and media center weekly and have access to computers in their classrooms. Students use technology to conduct research, develop presentations, create documents, and choose books from our online catalog. Our reading incentive program is computer based, as is the Scholastic Reading Inventory program, which we use to track students' reading comprehension and reading levels. PTA support has allowed us to add several new software titles to our computers.

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

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

Parent Involvement

Parents are active participants at Valencia. PTA members contribute volunteer hours working in classrooms, supervising students on field trips, and preparing instructional materials. The group raises money to support the Art Masters program, assemblies, our school garden, and educational field trips into the surrounding community. The PTA has also provided funding for an additional office clerk, software, and a mobile iMac lab. Our SSC is the primary governing body for the school improvement plan, annually approving the site-level plan and budget. Parents give willingly of their time and resources to provide an enriched educational environment for their children. Please call the school office to find out about volunteer opportunities.

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.

Our PTA raised over \$100,000, which helped fund assemblies, field trips, an art program, an additional clerical assistant, a science program, and a lunch area cover. Valencia also received grants from Pacific Life, Washington Mutual, and Baja Fresh. The Valencia Education Foundation worked with the school to fund a roving substitute to reduce class size one day each week in grade four.

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.

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