



**SCHOOL ACCOUNTABILITY REPORT CARD FOR 2003-2004**  
**SANTA RITA UNION ELEMENTARY SCHOOL DISTRICT**

# La Joya Elementary School

**ADDRESS:** 55 Rogge Road, Salinas, CA 93906    **PHONE:** (831) 443-7216

**PRINCIPAL:** Mary Stefan    **GRADE RANGE:** K-5    **SCHEDULE:** Traditional

## OUR SCHOOL AT A GLANCE

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Student enrollment</b>	Total number of students enrolled	692	516	566
<b>Teachers</b>	Number of classroom teachers (full-time equivalent)	32	25	28
<b>Students per teacher</b>	How many students there are per teacher	22	21	20
<b>Academic Performance Index</b>	The state's method of combining test scores across all subjects and grade levels	684	661	735
<b>Students per computer</b>	How many students share one computer	7	6	5

### Principal's Comments

We believe that all students can learn if we work together to provide a strong, student-centered curriculum. Our grade level teams share ideas and work on common goals. All staff members add their individual strengths to create a caring, cohesive community in which students flourish.

Our students' math scores are significantly higher than their reading-language arts scores as a result of our emphasis on improving the math program. We are now focused on improving the reading-language arts curriculum. All classrooms use Reading Counts, an enrichment and remedial program that encourages students to become lifelong readers. We are working to identify ways to assess what students are learning and to use those results to improve teaching methods to meet the California Content Standards at each grade level.

We welcome visitors to La Joya and encourage parents to volunteer in our classrooms or the Reading Lab. Please call the school office for more information or to schedule a visit.

### Major Achievements

- Our Academic Performance Index (API) increased by ten points, and we exceeded all of the Annual Yearly Progress (AYP) criteria mandated by the 2002 federal No Child Left Behind law.
- We were awarded \$120,000 in federal Title I funds.
- Our English language learners and economically disadvantaged students improved as much or more than our English-only students.
- Our fifth grade standardized test scores rose, contrary to the countywide trend that shows a dip in scores at the fifth grade level.

### Focus for Improvement

- We will continue to use the district math test and assessments in our math series to evaluate and instruct students in math, and to continue their success with math skills.
- We will use the benchmark assessments in our new reading series as well as the district writing assessments to improve students' reading-language arts skills.
- We will continue to group students schoolwide for English language development and utilize strategies taught by consultant Kevin Clark to improve our English learners' English language development skills.

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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. A school’s API determines whether it receives recognition or sanctions. It is also used to compare schools in a statewide ranking system. The state Department of Education (CDE) calculates our school’s API score using student test results from the California Standards Tests, the CAT/6, and, for high schools, the California High School Exit Exam. API scores range from 200 to 1000. The CDE expects all schools to eventually obtain APIs of at least 800.

La Joya’s API was 684 (out of 1000). This is an increase of ten points compared to last year’s API. About 100 percent of students took the test, which did meet the state’s required participation rate of 95 percent.

**API RANKINGS:** Based on our API score, our school is ranked on a scale from 1 to 10 (10 being the highest). We receive one ranking that compares us to all elementary schools in the state. Compared to all elementary schools in California, our school currently ranks 3 out of 10.

We also receive a second ranking that compares us to schools with similar students, teachers, and class sizes. Compared to similar schools, our school currently ranks 2 out of 10.

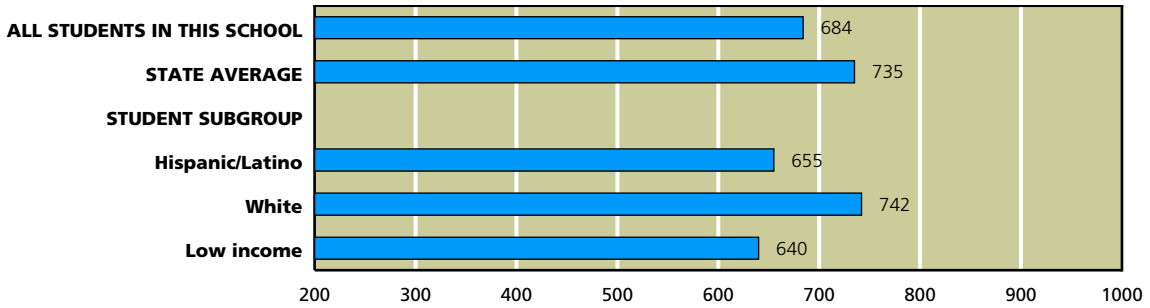
**API GROWTH TARGETS:** Each year, the state Department of Education sets specific API “growth targets” for every school. They assign one growth target for the entire school, and they set additional targets for ethnic or socioeconomic subgroups that make up a significant portion of the student body. Schools are required to meet all of their growth targets. If they do not, they may be eligible for awards, such as the Governor’s Performance Award; if they do not, they may receive sanctions. We met our assigned growth targets during the 2003–2004 school year but did not qualify for the Governor’s Performance Award. Just for reference, 46 percent of elementary schools statewide met their growth targets.

CALIFORNIA <b>API</b> ACADEMIC PERFORMANCE INDEX	
<b>Met schoolwide growth target</b>	<b>Yes</b>
<b>Met growth target for prior school year</b>	<b>No</b>
<b>API score</b>	<b>684</b>
<b>Growth attained from prior year</b>	<b>+10</b>
<b>Met subgroup* growth targets</b>	<b>No</b>
<b>Governor’s Performance Award</b>	<b>No</b>
<b>Underperforming school</b>	<b>No</b>

SOURCE: API based on spring 2004 test cycle. Growth scores alone are displayed, and are current as of February 2004.

\*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.

### Academic Performance Index, Spring 2004



SOURCE: Academic Performance Index based on spring 2004 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 new requirements set by the federal education law known as No Child Left Behind. This law requires all schools to report how well students are achieving based on a concept called Adequate Yearly Progress (AYP).

To meet AYP, elementary schools must meet three criteria. First, a certain percentage of students must score at or above proficient levels on the California Standards Test (13.6 percent on the English test and 16 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 560 or increase the API by one point. Third, 95 percent of the student body must take the required standardized tests.

If a school fails to meet even one of the criteria, it fails to meet AYP. While all schools must report their progress towards meeting AYP, only schools getting federal funding to help economically disadvantaged students are actually penalized if they fail to make the mark. If these schools fail to meet AYP for two consecutive years or more, they must provide special services to students, such as a transfer to a different school or tutoring. In some cases, the school faces intervention from the state of California.

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

SOURCE: AYP is based on the Accountability Progress Report of January 21, 2005. A school can be in Program Improvement based on students’ test results in the 2003–2004 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 TEST?	DID 13.6% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?	DID 95% OF STUDENTS TAKE THE TEST?	DID 16% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?
<b>SCHOOLWIDE RESULTS</b>	●	●	●	●
<b>SUBGROUPS OF STUDENTS</b>				
Low income	●	●	●	●
Students with disabilities	●	●	●	●
Students learning English	●	●	●	●
<b>STUDENTS BY ETHNICITY</b>				
African American	●	●	●	●
American Indian	●	●	●	●
Asian	●	●	●	●
Filipino	●	●	●	●
Hispanic/Latino	●	●	●	●
Pacific Islander	●	●	●	●
White/Other	●	●	●	●

The table at left shows where we met our AYP goals. The gray dots represent where we’ve met our goals; 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.

SOURCE: AYP release of January 2005, Calif. Dept. of Education.

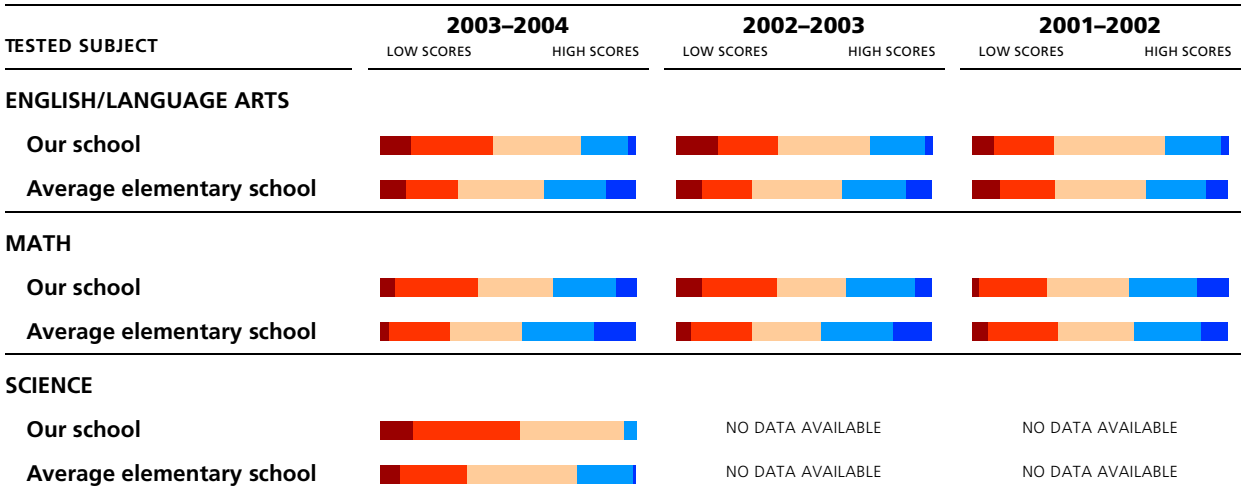
**STUDENT ACHIEVEMENT**

Here you'll find a three-year summary of our students' scores on the California Standards Tests in selected subjects. We present our schoolwide results next to the results for 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 Standards on which these tests are based. If you'd like more information about the CSTs, please contact our principal or our teaching staff.

**California Standards Test Scores**

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

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



SOURCE: The scores for the California Standards Tests are from the spring 2004 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 they release 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 Test Scores: Top Scores Only (Advanced and Proficient)**

TESTED SUBJECT	2003-2004	2002-2003	2001-2002
<b>ENGLISH/LANGUAGE ARTS</b>			
Our school	23%	25%	26%
Average elementary school	36%	36%	33%
<b>MATH</b>			
Our school	33%	34%	39%
Average elementary school	45%	44%	37%
<b>SCIENCE</b>			
Our school	7%	N/A	N/A
Average elementary school	24%	N/A	N/A

SOURCE: The scores for the California Standards Tests are from the spring 2004 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 they release 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 our concern for statistical reliability, we have omitted grade-level detail from these test results. Presenting the results at the schoolwide level enables readers to view the results of far more students than any one grade level would contain. This also improves the statistical reliability of the results. Grade-level results can be found online at the [STAR testing Web site](#).

**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, and 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 in order to be grouped into one of these five proficiency levels is revealed in the [CDE's technical memo](#) available 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 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 similarly difficult. This is reflected in the results, with just over 36 percent of elementary school students scoring proficient or advanced on the English/language arts test. Our state's standards are considered by experts to be among the clearest and most rigorous in the country. To see for yourself how difficult the [California Standards](#) are, spend a few minutes reviewing them.

**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 10 or fewer students in one grade or subgroup take a test, state officials remove their scores from the report. They do this 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 WHEN VIEWED AT THE SCHOOL LEVEL?** The reliability of results depends on the number of students tested and the number of questions on the test. The scores of 300 students who answered 60 questions, for example, result in a very reliable schoolwide score. This means the results would be very similar if the same test were given to an identical group of students. However, if you're reviewing the scores of only 20 students, you can expect the results to be quite different than if another group of 20 nearly identical students took the test. When fewer than 30 students' scores are available, we do not report them because of this low level of reliability.

**WHERE CAN I FIND SAMPLE TEST QUESTIONS TO REVIEW?** You can find sample test questions for all of the California Standards Tests by going to the [CDE's Web site](#). They are a helpful way to see actual samples of live questions used in previous years.

**WHERE CAN I FIND ADDITIONAL INFORMATION?** The California Department of Education has placed a wealth of resources on its Web site. First, the STAR test reporting 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. Explanations of [technical terms](#) and scores can be most helpful. You'll also find a guide to navigating the STAR reporting tool, 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 HIGHER	STUDENTS TESTED	COMMENTS
<b>SCHOOLWIDE AVERAGE</b>			23%	100%	<b>SCHOOLWIDE AVERAGE:</b> About 13 percent fewer students at our school scored proficient or higher than at the average elementary school in California.
<b>AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA</b>			36%	99%	

### English/Language Arts, by subgroup

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

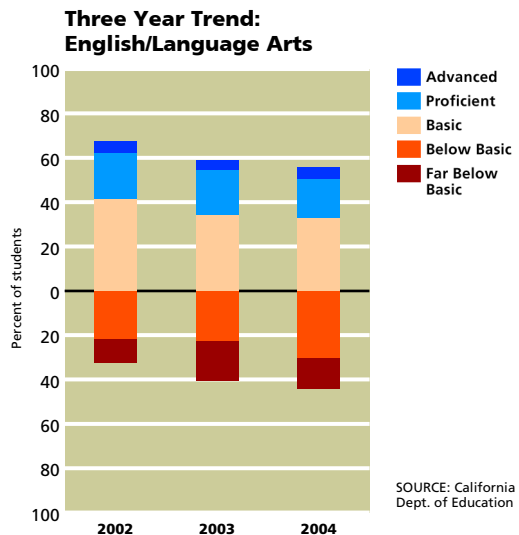
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR HIGHER	STUDENTS TESTED	COMMENTS
<b>Boys</b>			23%	222	<b>GENDER:</b> About the same percent of boys and girls at our school scored proficient or higher.
<b>Girls</b>			23%	244	
<b>English proficient</b>			32%	315	<b>ENGLISH PROFICIENCY:</b> English learners scored lower on the CST than students whose native language is English. Because we give this test in English, English learners tend to be at a disadvantage.
<b>English learners</b>			3%	151	
<b>Low income</b>			13%	205	<b>INCOME:</b> About 17 percent fewer students from lower income families scored proficient or higher than our other students.
<b>Not low income</b>			30%	258	
<b>Learning disabled</b>	NO DATA AVAILABLE		N/A	N/A	<b>LEARNING DISABILITIES:</b> We cannot compare scores for these two groups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
<b>Not learning disabled</b>			23%	457	
<b>Hispanic</b>			16%	322	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. This variance is termed the achievement gap.
<b>White</b>			38%	82	

SOURCE: The scores for the California Standards Tests are from the spring 2004 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 they release 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 California Department of Education 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. The three top bands appear above the black horizontal line, and the two lowest proficiency bands appear below. Our progress can take many forms, but it rests on helping students score at higher proficiency levels year to year. This means progress can be fewer students in the lower two proficiency bands, or more students in the top proficiency bands.

You can read the California standards for English/language arts for **first** grade, **second** grade, **third** grade, **fourth** grade, and **fifth** grade at the California Department of Education’s Web 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 HIGHER	STUDENTS TESTED	COMMENTS
<b>SCHOOLWIDE AVERAGE</b>			33%	100%	<b>SCHOOLWIDE AVERAGE:</b> About 12 percent fewer students at our school scored proficient or higher than at the average elementary school in California.
<b>AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA</b>			45%	99%	

## Math, by subgroup

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

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

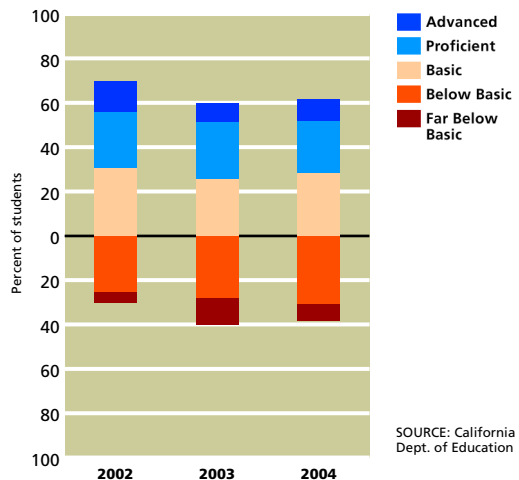
GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR HIGHER	STUDENTS TESTED	COMMENTS
<b>Boys</b>			40%	222	<b>GENDER:</b> About 13 percent more boys than girls at our school scored proficient or higher.
<b>Girls</b>			27%	245	
<b>English proficient</b>			41%	316	<b>ENGLISH PROFICIENCY:</b> English learners scored lower on the CST than students whose native language is English. Because we give this test in English, English learners tend to be at a disadvantage.
<b>English learners</b>			16%	151	
<b>Low income</b>			23%	206	<b>INCOME:</b> About 18 percent fewer students from lower income families scored proficient or higher than our other students.
<b>Not low income</b>			41%	258	
<b>Learning disabled</b>	NO DATA AVAILABLE		N/A	N/A	<b>LEARNING DISABILITIES:</b> We cannot compare scores for these two groups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
<b>Not learning disabled</b>			33%	458	
<b>Hispanic</b>			25%	324	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. This variance is termed the achievement gap.
<b>White</b>			52%	81	

SOURCE: The scores for the California Standards Tests are from the spring 2004 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 they release 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 California Department of Education 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. The three top bands appear above the black horizontal line, and the two lowest proficiency bands appear below. Our progress can take many forms, but it rests on helping students score at higher proficiency levels year to year. This means progress can be fewer students in the lower two proficiency bands or more students in the top proficiency bands.

You can read the math standards for [first grade](#), [second grade](#), [third grade](#), [fourth grade](#), and [fifth grade](#) at the California Department of Education's Web site.

Three Year Trend: Math



**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 HIGHER	STUDENTS TESTED	COMMENTS
<b>SCHOOLWIDE AVERAGE</b>			7%	94%	<b>SCHOOLWIDE AVERAGE:</b> About 17 percent fewer students at our school scored proficient or higher than at the average elementary school in California.
<b>AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA</b>			24%	99%	

**Science, by subgroup**

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 HIGHER	STUDENTS TESTED	COMMENTS
<b>Boys</b>			9%	46	<b>GENDER:</b> About four percent more boys than girls at our school scored proficient or higher.
<b>Girls</b>			5%	59	
<b>English proficient</b>			8%	83	<b>ENGLISH PROFICIENCY:</b> We cannot compare scores for these two groups because the number of English learners tested was either zero or too small to be statistically significant.
<b>English learners</b>	DATA STATISTICALLY UNRELIABLE		N/S	22	
<b>Low income</b>			2%	42	<b>INCOME:</b> About eight percent fewer students from lower income families scored proficient or higher than our other students.
<b>Not low income</b>			10%	63	
<b>Learning disabled</b>	NO DATA AVAILABLE		N/A	N/A	<b>LEARNING DISABILITIES:</b> We cannot compare scores for these two groups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
<b>Not learning disabled</b>			7%	104	
<b>Hispanic</b>			3%	63	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. This variance is termed the achievement gap.
<b>White</b>	DATA STATISTICALLY UNRELIABLE		N/S	25	

SOURCE: The scores for the California Standards Tests are from the spring 2004 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 they release 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 California Department of Education 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.

Because the science standards test was a new test in the 2003–2004 school year, we are unable to offer any view of year-to-year progress. However, it is worth noting that the science standards test was administered only to our fifth graders. Of course, we teach science to students in all grade levels, covering these areas: physical science, life science, earth science, and investigation and experimentation. So to better understand what we are teaching, we suggest you review the [science standards](#) themselves by going to the Web site of the California Department of Education.

**California Achievement Test (CAT/6)**

The CAT/6 is a “nationally normed” test, which means that students are scored against each other, much like being graded “on the curve.” The CAT/6 reflects national academic standards, and it enables us to see how our students are doing compared to other students in the nation. We’ve constructed two schoolwide perspectives on the results: high-scoring students (those in the top quarter of students nationally) and students scoring at or above average (those in the top half). We also separate the scores of students proficient in English compared to their peers, and the scores of students still learning English compared to their peers.

SUBJECT	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>READING</b>				
<b>High-scoring students</b>	Percent of students scoring at or above the 75th percentile nationally	8%	13%	17%
<b>Students scoring at or above average (all students)</b>	Percent of students scoring at or above the 50th percentile nationally	28%	32%	41%
<b>English proficient students</b>	Percent of English proficient students scoring at or above the 50th percentile nationally	38%	49%	51%
<b>English learners</b>	Percent of English learners scoring at or above the 50th percentile nationally	9%	12%	17%
<b>LANGUAGE</b>				
<b>High-scoring students</b>	Percent of students scoring at or above the 75th percentile nationally	11%	15%	20%
<b>Students scoring at or above average (all students)</b>	Percent of students scoring at or above the 50th percentile nationally	34%	35%	44%
<b>English proficient students</b>	Percent of English proficient students scoring at or above the 50th percentile nationally	44%	53%	54%
<b>English learners</b>	Percent of English learners scoring at or above the 50th percentile nationally	14%	15%	21%
<b>MATH</b>				
<b>High-scoring students</b>	Percent of students scoring at or above the 75th percentile nationally	22%	22%	29%
<b>Students scoring at or above average (all students)</b>	Percent of students scoring at or above the 50th percentile nationally	40%	45%	53%
<b>English proficient students</b>	Percent of English proficient students scoring at or above the 50th percentile nationally	49%	60%	61%
<b>English learners</b>	Percent of English learners scoring at or above the 50th percentile nationally	21%	28%	34%

SOURCE: The scores for the CAT/6 are from the spring 2004 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than eleven scores for a particular subgroup at any grade level, the CDE suppresses the scores when they release 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 La Joya, 28 percent of students scored at or above average in reading (compared to 41 percent statewide); 34 percent scored at or above average in language (compared to 44 percent statewide); and 40 percent scored at or above average in math (compared to 53 percent statewide). The subject with the most students scoring at or above average was math.

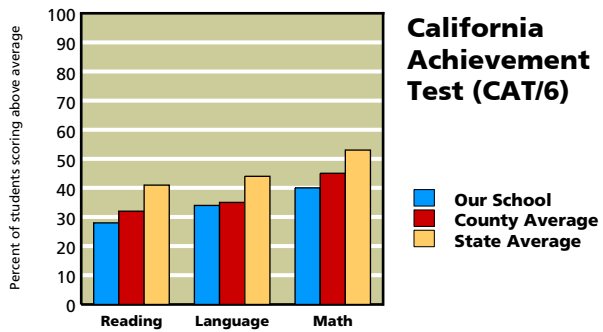
**HIGH-SCORING STUDENTS:** This view of test scores shows the percentage of our students who scored in the top fourth of students nationally (at the 75th percentile and higher). At La Joya, eight percent of students scored at the top in reading (compared to 17 percent statewide); 11 percent scored at the top in language (compared to 20 percent statewide); and 22 percent scored at the top in math (compared to 29 percent statewide). The subject with the most high-scoring students was math.

**ENGLISH PROFICIENT STUDENTS SCORING ABOVE AVERAGE:** Here we've separated the results of students who are English proficient from students who are learning English. At La Joya, 38 percent of English proficient students scored at or above average in reading (compared to 51 percent statewide); 44 percent scored at or above average in language (compared to 54 percent statewide); and 49 percent scored at or above average in math (compared to 61 percent statewide). The subject with the most English proficient students scoring at or above average was math.

**ENGLISH LEARNERS SCORING ABOVE AVERAGE:** This view of test scores examines how well students classified as English learners performed on the CAT/6. At La Joya, nine percent of English learners scored at or above average in reading (compared to 17 percent statewide); 14 percent scored at or above average in language (compared to 21 percent statewide); and 21 percent of English learners scored at or above average in math (compared to 34 percent statewide). The subject with the most English learners scoring at or above average was math.

**Our CAT/6 Results Compared**

Students at our school take the CAT/6 in grades two through five. In the graph to the right, you'll see the results of all students in each of the subjects we tested. The values displayed represent the percent of our students who scored at or above average compared to other elementary students in the county and state. This is just one way to view results. More specific grade-level results are available on request.



SOURCE: Spring 2004 test cycle. County and state averages represent elementary schools only.

**Other Measures of Student Achievement**

Our teachers send home a progress report every six weeks. During parent conferences that are held in mid-October, parents receive extensive information on student progress and how to help at home. We have 99 percent parent attendance at these conferences, and our goal is 100 percent. Our teachers are encouraged to hold additional conferences throughout the year for students who have trouble achieving satisfactory growth.

In addition to the required state testing, teachers evaluate students based on classroom participation, completion of written assignments and projects, teacher-made exams, and textbook tests. English language learners take the California English Language Development Test (CELDT) test every fall to measure their progress in English. All students take the district writing test every spring.

**STUDENTS**

**Students' English Language Skills**

At La Joya, 63 percent of students were considered to be proficient in English, compared to 68 percent of elementary school students in California overall. Of the 37 percent of La Joya students who were still learning English, seven percent advanced to English proficiency since the census of 2003–2004.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English proficient students	63%	54%	68%
English learners	37%	46%	32%

SOURCE: Language Census for school year 2003–2004. County and state averages represent elementary schools only.

**Home Languages of Students Learning English**

Please note that the adjacent table describes the home languages of just the 257 students classified as English learners. At La Joya, 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	93%	96%	86%
Vietnamese	1%	1%	2%
Hmong	0%	0%	1%
Cantonese	0%	0%	1%
Filipino/Tagalog	2%	1%	1%
Khmer/Cambodian	0%	0%	1%
Korean	1%	0%	1%
All other	2%	2%	7%

SOURCE: Language Census for school year 2003–2004. County and state averages represent elementary schools only.

**Ethnicity**

Most students at La Joya identify themselves as Latino/Hispanic. In fact, there are about four times as many Latino/Hispanic students as White/European American/Other students, the second-largest ethnic group at La Joya. The state of California allows citizens to choose more than one ethnic identity, or to select “multi-ethnic” 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%	3%	8%
Asian American/Pacific Islander	8%	6%	11%
Latino/Hispanic	70%	68%	49%
White/European American/Other	19%	23%	33%

SOURCE: CBED5 census of October 2003. 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 \$34,040 a year (based on a family of four). At La Joya, 44 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	44%	68%	56%
Parents with some college	41%	39%	52%
Parents with college degree	15%	20%	28%

SOURCE: The free and reduced-price lunch information is gathered by most districts at the start of each school year in October. This is from the 2003–2004 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 41 percent of the students at La Joya have attended college, and 15 percent have a college degree. Note that not all students provide this data, so it may be less than fully accurate.

**CLIMATE FOR LEARNING**

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.

**Average Class Sizes**

Classes at La Joya vary in average class size across grade levels from a low of 20 students to a high of 32. 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	23	21	20
First grade	20	20	19
Second grade	20	19	19
Third grade	23	21	20
Fourth grade	30	28	29
Fifth grade	32	28	29

SOURCE: CBEDS census, October 2003. County and state averages represent elementary schools only.

**Safety**

Teachers and administrators supervise the playground and parking lot for 25 minutes before and after school and at every recess. At no time are students allowed to be unsupervised. Students and staff respect and follow the school and playground rules. We have procedures and practice drills for physical disasters and dangerous intruders. Our school safety plan is updated every year. All visitors are required to sign in at the office and wear a visitor’s badge before going to classrooms.

**Homework**

Students receive a copy of our homework policy during the first week of school. Teachers assign homework Monday through Thursday. Kindergartners receive ten minutes of homework every night. Each grade increases the time by ten minutes, so by fifth grade students do an hour of work a night. Students use assignment calendars to keep track of homework. We encourage parents to check the calendar nightly.

### 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 have high behavioral expectations so that students can feel safe at school and have more time to learn. By the second day of school, parents receive the classroom discipline policy and the Student-Parent Handbook, which contains the school discipline plan. Teachers handle minor discipline problems, and the principal and vice-principal handle serious ones. We expect students to show respect to each other and to adults, and we suspend students who fight or swear habitually. We acknowledge good grades, good behavior, and regular attendance with certificates at our trimester award assemblies.

SUSPENSIONS AND EXPULSIONS	YEAR	OUR SCHOOL	DISTRICT AVERAGE
<b>Suspensions per 100 students</b>	<b>2003–2004</b>	<b>6</b>	<b>9</b>
	2002–2003	3	4
	2001–2002	9	8
<b>Expulsions per 100 students</b>	<b>2003–2004</b>	<b>0</b>	<b>0</b>
	2002–2003	0	0
	2001–2002	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 2003–2004 school year, we suspended 42 students and expelled none. 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 percent 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.

CATEGORY	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
<b>Boys in Fitness Zone</b>	10%	11%	23%
<b>Girls in Fitness Zone</b>	12%	4%	27%
<b>Total</b>	11%	8%	25%

SOURCE: 2003–2004 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 180-day school year starts in late August and ends in mid-June. Morning kindergarten runs from 8 a.m. to 11:20 a.m. Afternoon kindergarten runs from 11:20 a.m. to 2:40 p.m. Older students start at 8:25 a.m. and finish at 2:40 p.m.

### Time Spent Teaching Each Year

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

TIME PLANNED FOR INSTRUCTION BY GRADE LEVEL (IN MINUTES)	OUR DISTRICT	STATE MINIMUM
<b>Kindergarten</b>	36,000	36,000
<b>Grades 1–3</b>	50,670	50,400
<b>Grades 4–5</b>	54,820	54,000

SOURCE: This data is reported by school district staff.

**TEACHERS AND STAFF**

**Principal**

Mary Stefan has been principal of this school for 18 years.

Our principal has 18 years of experience as a principal and 12 as a teacher.

The leadership team at La Joya includes our School Site Council, which is composed of staff and parents. The Site Council did an excellent job of writing the school's Single Plan for Student Achievement, based on student data. We have a strong and supportive PTA. Teacher representatives from each grade level help make decisions. Any teacher can contribute ideas or concerns at our biweekly faculty meetings.

**Teacher Experience and Education**

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Teaching experience</b>	Average years of teaching experience	17	14	12
<b>Newer teachers</b>	Percent of teachers with one or two years of teaching of experience	6%	11%	11%
<b>Teachers holding a B.A. degree only</b>	Percent holding a bachelor's degree only from a four-year college	72%	75%	71%
<b>Teachers holding an M.A. degree or higher</b>	Percent holding a master's degree or higher from a graduate school	28%	25%	29%

SOURCE: Professional Assignment and Information Form (PAIF), October 2003. 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 six percent of our teachers are relatively new to teaching, having taught two years or less. This is below the percentage of new teachers in other elementary schools in California. Our teachers have, on average, 17 years of experience. About 72 percent of our teachers hold only a bachelor's degree from a four-year college or university. About 28 percent have completed a master's degree or higher.

**Credentials Held by Our Teachers**

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Fully credentialed teachers</b>	Percentage of teachers holding a full, clear authorization to teach	97%	92%	93%
<b>Trainee credential holders</b>	Percent of staff holding an internship credential	3%	3%	4%
<b>Emergency permit holders</b>	Percent of staff holding an emergency permit	0%	4%	4%
<b>Teachers with waivers</b>	Lowest level of accreditation, used by districts when they have no other option	0%	0%	0%

SOURCE: Professional Assignment and Information Form (PAIF), October 2003. 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 La Joya hold a full credential. About three percent of the faculty at La Joya 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. Finally, none of our faculty holds emergency permits. Very few elementary school teachers hold this authorization statewide (just four percent).

### Indicators of Teachers Who May Be Underprepared

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Courses taught by a teacher not meeting NCLB standards</b>	Percentage of core courses not taught by a "highly qualified" teacher according to federal standard in NCLB	10%	4%	50%
<b>Teachers lacking a full credential</b>	Percentage of teachers without a full, clear credential	3%	8%	7%

SOURCE: Courses taught by teachers not meeting NCLB standards are derived from the Consolidated Application filed by districts with the Calif. Dept. of Education. Average represents median. Data on Teachers lacking a full credential is derived from the Professional Assignment and Information Form (PAIF) of October 2003.

This year, all schools in the nation are required by federal law to report new facts about teachers. These facts are intended to share with parents the experience and qualifications of our teaching staff. The federal law known as No Child Left Behind (NCLB) now asks schools to report the number of teachers considered to be "highly qualified." As defined under NCLB, "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. In the table above, we report the percentage of our core courses that are taught by teachers who are considered to be less than "highly qualified" as defined by NCLB.

Teachers who lack full credentials are working under the terms of an emergency permit, an internship credential, or a waiver. About three percent of our teachers were working without full credentials, compared to seven 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 2004–2005 school year.

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

This table shows how teachers considered to be not "highly qualified" are distributed within our district. Specifically, the data describes just the percentage of core courses that lack teachers who meet NCLB's standard.

DISTRICT FACTOR	DESCRIPTION	DISTRICT AVERAGE
<b>Courses taught by a teacher not meeting NCLB standards</b>	Percentage of core courses not taught by "highly qualified" teachers	6%
<b>Schools with most low income students</b>	Percentage of core courses not taught by "highly qualified" teachers	0%
<b>Schools with least low income students</b>	Percentage of core courses not taught by "highly qualified" teachers	0%

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 six percent, compared to 48 percent statewide. But for those schools with the highest percentage of students getting free and reduced-price lunches, this factor is zero percent, compared to 60 percent statewide. And for those schools with the lowest percentage of students getting free and reduced-price lunches, this factor is zero percent, compared to 40 percent statewide.

#### Evaluating and Improving Teachers

We evaluate teachers by observing their classroom teaching and schoolwide demeanor. We expect teachers to present lessons in a way that helps students master grade level concepts, to treat students with respect, and to require respect in return. Teachers must communicate appropriately with parents and be involved in schoolwide committees and activities.

#### Staff Development

We have eight minimum (shortened) days and three full days that are devoted to staff development each year. We include topics requested by our staff, such as the teaching of writing skills, as well as areas where students have been less successful on the California Standards Tests. We also provide information on unfamiliar subjects, such as the new California Content Standards in science, and staff training on new district textbooks. Some staff training time is reserved for teachers to meet and share ideas.

**Substitute Teachers**

Our district office recruits a large pool of qualified substitute teachers. On the rare occasion that no substitute is available, the administrators help teach the class or assign the students to another class in the same grade level for that day.

**Teacher Assignment**

This year some of our kindergarten through third grade classes have not been able to maintain the reduced class size of 20 students per teacher. We have attempted to give those classes more of the school resources, such as aide time, to balance the increased responsibilities.

**Specialized Programs and Staff**

We have one resource specialist and a part-time speech therapist. A district psychologist and a district counselor are here for one half-day a week. We have a part-time bilingual resource teacher, part-time instructional assistants, a part-time health aide, and a part-time library aide. Our Title I reading teacher is funded by the federal government and provides weekly one-on-one instruction for educationally disadvantaged students.

**GIFTED AND TALENTED EDUCATION:** Starting in second grade, educators identify academically gifted or talented students based on teacher recommendations or tests. When enough students are identified this way, schools create enrichment programs called **Gifted and Talented Education (GATE)**. Our school has nine students who qualify for this program. Our district GATE coordinator provides periodic parent workshops and staff training sessions to help teachers recognize, challenge, and motivate gifted students.

**SPECIAL EDUCATION PROGRAM:** Students with moderate to severe learning differences are sometimes entitled to individual education plans and extra attention. Our school has 58 students who qualify for these **special education** programs. Any La Joya student who qualifies for special education may receive up to half a day of small-group instruction from the resource specialist and assistant, an hour per week of speech instruction from our speech therapist, or full-time instruction in a special day class, which is located on another campus. Our Student Study Team, which consists of teaching staff and specialized staff members, meets once a week to review and discuss the needs of referred students who may need special services.

**ENGLISH LEARNER PROGRAM:** Most students not yet fluent in English enroll in special classes that emphasize gaining fluency in English. We strive to advance our **English learners (EL)** into regular classes as soon as possible. We have three bilingual classes and five immersion classes for English language learners. In the bilingual classes, academic subjects are taught in Spanish and students receive intensive instruction in English as a second language. Students transition to English instruction by the third grade. In our immersion classes, instruction is in English, but students may receive further explanations in Spanish if needed. We also have a part-time bilingual resource teacher who coordinates the CELDT testing and assists the bilingual staff.

**Specialized Resource Staff**

In addition to teachers and administrators, our school employs other staff, such as social workers, speech and hearing specialists, school psychologists, nurses, and technology specialists. Students have access to these staff members either individually or through specific programs. Most of these professionals work part time at our school. For more information on our specialized programs and staff, please contact our principal.

STAFF POSITION	STAFF (FTE)
<b>Counselors</b>	.10
<b>Librarians</b>	0.0
<b>Psychologists</b>	.25
<b>Social Workers</b>	0.0
<b>Nurses</b>	0.0
<b>Speech/Language/ Hearing Specialists</b>	1.0
<b>Resource Specialists (non-teaching)</b>	0.0

SOURCE: CBEDS census, October 2003.

**CURRICULUM AND TEXTBOOKS**

We offer a challenging curriculum founded upon the educational standards set by the state of California. To read more about these standards, contact the California Department of Education at [www.cde.ca.gov/BE/ST/SS](http://www.cde.ca.gov/BE/ST/SS).

**Reading and Writing**

All students use the Open Court Reading Series. Kindergarten through second grade teachers also use Project Results, an assessment tool that guides instruction in word structure, fluency, comprehension, and spelling. Our reading and writing curriculum is based on the California Content Standards in English for each grade level. According to these standards, students must be able to read and write by the third grade. By fourth grade most students are able to read full-length books and to use a dictionary and encyclopedia when they write. By fifth grade students are writing poems, plays, true-life adventures, and personal journals. We also require students to read at home daily.

**Math**

Our math curriculum is based on the district-adopted Scott Foresman math series, which is aligned to the state content standards. Kindergarten through second grades focus on addition and subtraction and frequently use manipulatives (beads, cubes, and other hands-on materials). Third through fifth grades focus on multiplication, division, fractions, and decimals. All grade levels include problem solving and encourage students to use higher-order thinking skills. Each grade level has developed an instructional program and trimester assessments based on the appropriate state content standards.

**Science**

Our science curriculum consists of textbook lessons and hands-on experiments. All grade levels include instruction in the scientific process and participation in a schoolwide science fair every spring. All instruction revolves around specific state standards in the physical, life, and earth sciences, including investigation and experimentation. For example, in fifth grade the physical science theme is elements and their combinations; life science includes respiration, digestion, waste disposal, and transport of materials; and earth science looks at the processes of evaporation and condensation. In all the sciences, students learn that scientific progress depends on asking meaningful questions and conducting careful investigations.

**Social Studies**

All grades use the social studies program Adventures in Time and Space as the basis for instruction. We base our curriculum on the state standards and include goals related to history, geography, economics, politics, and citizenship. Each grade has a theme. In kindergarten it is learning and working now and long ago; in first grade it is a child's place in time and space; in second grade it is people who make a difference; in third grade it is continuity and change; in fourth grade it is California; and in fifth grade it is U.S. history and geography.

**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?
Open Court	2001	Language arts	Yes	Yes
Scott Foresman Math	2001	Math	Yes	Yes
Scott Foresman Science	1996	Science	Yes	Yes
Adventures in Time & Space	1995	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 links below. What you will find is whether we had a textbook for each student in each core course in the 2004-2005 school year, and whether those textbooks were in line with the California Content Standards.

**RESOURCES**

**Buildings**

Our school includes 23 buildings, of which 17 are portables. Together they accommodate approximately 575 people. Our school’s brick buildings are 41 years old, except for the multipurpose room, which we completed six years ago. We use 11 portable classrooms to alleviate crowding. All of the original brick buildings were recently modernized. We installed a new bell system and security system in the summer of 2002. The four play structures on our large playground and field area are two to six years old.

The physical quality of our school buildings influences learning and teaching. All students and faculty need a reasonable amount of classroom and open space. We strive to maintain and improve the facilities and land we’ve been given by the public. Please let us know if you think we’re succeeding. We welcome your suggestions for improvements.

More facts about the [condition of our school buildings](#), called for by the recent Williams legislation of 2004, are available from the link above. What you will find is the result of a survey we conducted during the 2004–2005 school year to determine whether our buildings were in good repair.

**Library**

Our school library is in a former classroom. It has been modernized and has new furniture. All first through fifth grade classes check books out weekly. We have one part-time library aide.

**Computers**

We have 100 computers available for student use, which means that, on average, there is one computer for every seven students. There are 35 classrooms connected to the Internet.

Our iMac computer lab is used to administer our new SuccessMaker program, designed to give at-risk students programmed instruction that advances in difficulty as student skills increase. Students use classroom computers to take the Reading Counts assessments to track reading progress and boost reading achievement.

RESOURCES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Students per computer</b>	7	6	5
<b>Internet-connected classrooms</b>	35	23	27

SOURCE: CBEDS census of October 2003. County and state averages represent elementary schools only.

**Parent Involvement**

Our PTA has many active members. They stage community activities such as the Fall Festival and Spring Spaghetti Dinner and raise money to support computers, new playground structures, and other school improvements. They also help pay for classroom supplies and field trips. Parents volunteer in the classrooms and sit on our School Site Council. Parents and community members are an essential part of our Reading Lab, which provides one-on-one mentoring for our younger students. We always need new volunteers. To find out how you can volunteer in the Reading Lab, call Rachelle Lewis, our Reading Lab teacher, at (831) 443-7216.

**FUNDING**

**School Expenses, 2003–2004**

Our school’s expenses last year totaled \$3,332,415, which equates to \$4,816 per student. This compares to expenses of \$4,470 per student on average for all elementary schools in the district.

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

In 2003–2004 our PTA raised \$14,000 through fund-raisers. The money was used to pay for school assemblies, field trips, Artists in the Classroom, classroom supplies, and a new science lab.

CATEGORY OF EXPENSE	OUR SCHOOL (TOTAL DOLLARS)	OUR SCHOOL (DOLLARS PER STUDENT)
Teacher salaries	\$2,035,520	\$2,942
Other employee salaries	\$262,115	\$379
Services and other expenses	\$33,845	\$49
Books and supplies	\$271,202	\$392
Employee benefits	\$729,733	\$1,055
<b>Total</b>	<b>\$3,332,415</b>	<b>\$4,816</b>

SOURCE: This financial report was provided by the business office of the school district.

**District Expenses**

CATEGORY OF EXPENSE	OUR DISTRICT	SIMILAR DISTRICTS	ALL DISTRICTS
<b>FISCAL YEAR 2003–2004</b>			
Total expenses	\$16,696,577	N/A	N/A
Expenses per student (ADA)	\$5,726	\$6,643	\$6,919
<b>FISCAL YEAR 2002–2003</b>			
Total expenses	\$17,486,695	N/A	N/A
Expenses per student (ADA)	\$6,050	\$6,542	\$6,822

SOURCE: Fiscal Services Division, California Department of Education.

Our district spent an average of \$5,726 per student in the 2003–2004 school year. This compares to \$6,643 for the average elementary district in the state. Our total operating expenses for this 2003–2004 year were \$16,696,577.

Additional detail 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 about this is available on the [CDE’s Web site](#).

**District Salaries, 2002–2003**

This table reports the salaries of teachers and administrators in our district for the year 2002–2003. More current information for the 2003–2004 school year 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 percent of our district’s total budget dedicated to teachers’ and administrators’ salaries. The cost of health insurance, pensions, and other indirect compensation are not included.

Actual staff salaries for our school alone are not available at this time. For further information, you may contact the superintendent’s office.

SALARY INFORMATION	DISTRICT AVERAGE	STATE AVERAGE
<b>Beginning teacher’s salary</b>	\$31,995	\$35,949
<b>Midrange teacher’s salary</b>	\$55,532	\$55,680
<b>Highest-paid teacher’s salary</b>	\$69,005	\$69,175
<b>Average principal’s salary (elementary)</b>	\$80,368	\$85,767
<b>Superintendent’s salary</b>	\$105,450	\$118,606
<b>Percent of budget for teachers’ salaries</b>	46%	43%
<b>Percent of budget for administrators’ salaries</b>	6%	6%

SOURCE: This financial data is from the Statewide Average Salaries and Expenditure Percentages report, 2002–2003, the Fiscal Services Division, California Department of Education.

**TECHNICAL NOTE ON DATA RECENCY:** All data is current as of May 15, 2005. The CDE may release additional or revised data for the 2003–2004 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 2003 census); Language Census (April 2004); CAT/6 and California Standards Tests (spring 2004 test cycle); Academic Performance Index (January 2005 growth score release); Adequate Yearly Progress (February 2005). 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 card, makes every effort to assure the accuracy of the information presented here, but we cannot guarantee that it is perfectly accurate or current. We are not responsible for any errors or omissions to the data we present, express or implied. Nor are we responsible for any damages caused by the use of the information contained herein. Before making decision based on this information, we strongly recommend that you visit the school and ask the principal to review and comment on the data itself.