



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

Santa Rita Elementary School

ADDRESS: 2014 S. Santa Rita St., Salinas, CA 93906 **PHONE:** (831) 443-7221

PRINCIPAL: Jose Garcia **GRADE RANGE:** K-5 **SCHEDULE:** Traditional

OUR SCHOOL AT A GLANCE

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Student enrollment	Total number of students enrolled	647	516	566
Teachers	Number of classroom teachers (full-time equivalent)	31	25	28
Students per teacher	How many students there are per teacher	21	21	20
Academic Performance Index	The state's method of combining test scores across all subjects and grade levels	619	661	735
Students per computer	How many students share one computer	13	6	5

Principal's Comments

At Santa Rita Elementary School, we work hand in hand with parents to provide excellence in education for our students. Our exceptional staff of committed professionals regularly reviews and updates our academic programs to best meet students' needs.

We encourage parents to participate in their child's education, and our teachers communicate regularly with parents to support students. A collaboration between teachers, students, parents, and the community enables us to make a difference in the life of every child at our school.

Major Achievements

- We grouped English learners according to ability and implemented a daily 45-minute English Language Development (ELD) period schoolwide.
- We trained all teachers in ELD techniques and sent 12 teachers for intensive instruction. Our scores on the 2003 California English Language Development Test (CELDT) rose due to improved teaching methods.
- Second grade scores rose significantly on standardized Target Teach tests that are used to assess improvement in Language Arts.
- We established leadership, curriculum, and grade level teams to give teachers more voice in schoolwide decision making.
- We developed our Single Plan for Student Achievement, a plan of actions to raise the academic performance of students and improve the school's educational program.

Focus for Improvement

- Use our Single Plan for Student Achievement to make decisions about expenditures and teacher training.
- Boost student scores by five percent on the CAT/6 in reading comprehension, vocabulary, and math.
- Help an additional five percent of students to achieve a score of three or better on the district writing test.
- Help an additional ten percent of students to achieve at the intermediate level or above on the CELDT test.

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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.

Santa Rita’s API was 619 (out of 1000). This is a decline 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 1 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.

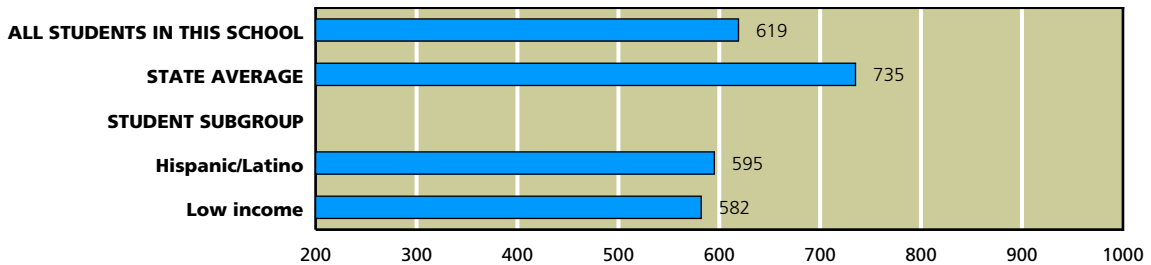
API GROWTH TARGETS: Each year, the state Department of Education sets specific API “growth targets” for every school. They assign one growth target for the entire school, and they set additional targets for ethnic or socioeconomic subgroups that make up a significant portion of the student body. Schools 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 did not meet our assigned growth targets during the 2003–2004 school year and did not qualify for the Governor’s Performance Award. Just for reference, 46 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	619
Growth attained from prior year	-10
Met subgroup* growth targets	No
Governor’s Performance Award	No
Underperforming school	No

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

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?
SCHOOLWIDE RESULTS	●	●	●	●
SUBGROUPS OF STUDENTS				
Low income	●	●	●	●
Students with disabilities	●	●	●	●
Students learning English	●	●	●	●
STUDENTS BY ETHNICITY				
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.

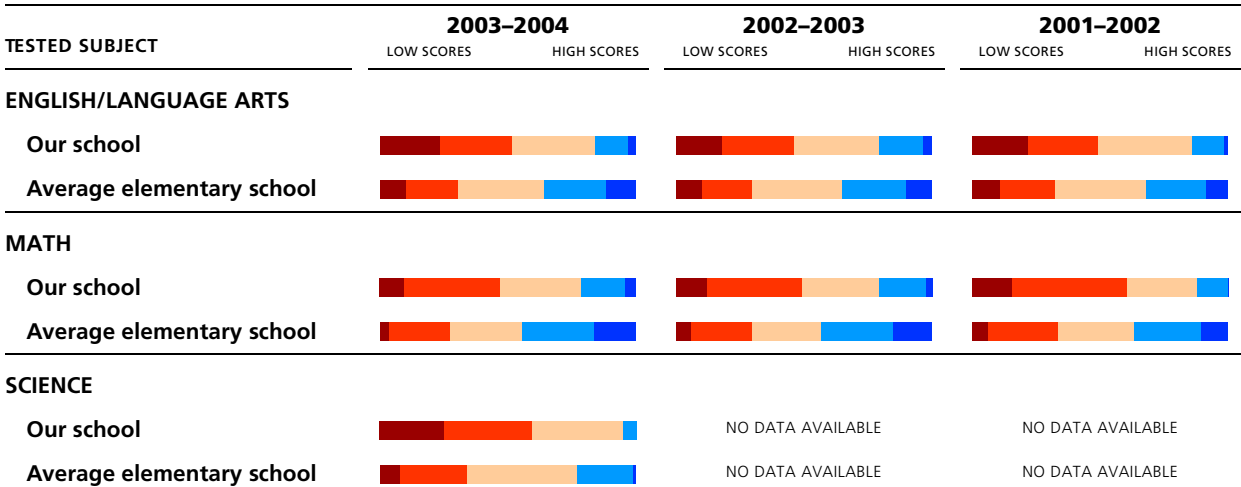
STUDENT ACHIEVEMENT

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
ENGLISH/LANGUAGE ARTS			
Our school	18%	22%	16%
Average elementary school	36%	36%	33%
MATH			
Our school	23%	22%	14%
Average elementary school	45%	44%	37%
SCIENCE			
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
SCHOOLWIDE AVERAGE			18%	100%	SCHOOLWIDE AVERAGE: About 18 percent fewer students at our school scored proficient or higher than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			36%	99%	

English/Language Arts, by subgroup

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

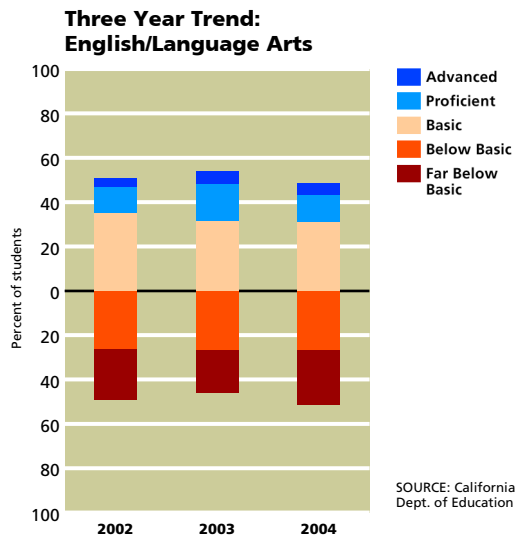
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR HIGHER	STUDENTS TESTED	COMMENTS
Boys			13%	200	GENDER: About ten percent more girls than boys at our school scored proficient or higher.
Girls			23%	193	
English proficient			29%	208	ENGLISH PROFICIENCY: English learners scored lower on the CST than students whose native language is English. Because we give this test in English, English learners tend to be at a disadvantage.
English learners			4%	185	
Low income			12%	249	INCOME: About 15 percent fewer students from lower income families scored proficient or higher than our other students.
Not low income			27%	141	
Learning disabled	NO DATA AVAILABLE		N/A	N/A	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			17%	391	
Hispanic			13%	321	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. This variance is termed the achievement gap.
White	DATA STATISTICALLY UNRELIABLE		N/S	11	

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
SCHOOLWIDE AVERAGE			23%	100%	SCHOOLWIDE AVERAGE: About 22 percent fewer students at our school scored proficient or higher than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			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

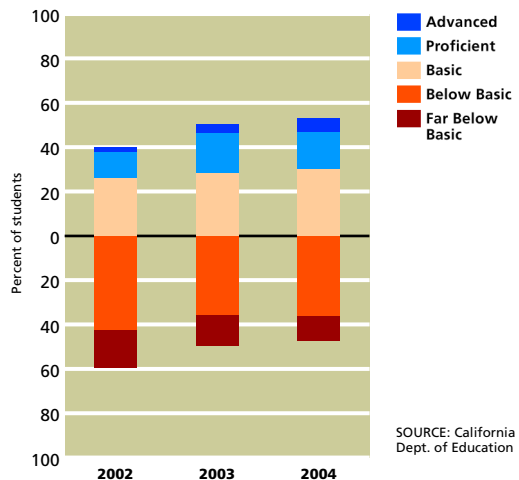
GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR HIGHER	STUDENTS TESTED	COMMENTS
Boys			22%	199	GENDER: About the same percent of boys and girls at our school scored proficient or higher.
Girls			23%	193	
English proficient			34%	208	ENGLISH PROFICIENCY: English learners scored lower on the CST than students whose native language is English. Because we give this test in English, English learners tend to be at a disadvantage.
English learners			10%	184	
Low income			15%	248	INCOME: About 20 percent fewer students from lower income families scored proficient or higher than our other students.
Not low income			35%	141	
Learning disabled	NO DATA AVAILABLE		N/A	N/A	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			22%	390	
Hispanic			19%	320	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. This variance is termed the achievement gap.
White	DATA STATISTICALLY UNRELIABLE		N/S	11	

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
SCHOOLWIDE AVERAGE			7%	100%	SCHOOLWIDE AVERAGE: About 17 percent fewer students at our school scored proficient or higher than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			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
Boys			7%	60	GENDER: About the same percent of boys and girls at our school scored proficient or higher.
Girls			8%	52	
English proficient			13%	62	ENGLISH PROFICIENCY: English learners scored lower on the CST than students whose native language is English. Because we give this test in English, English learners tend to be at a disadvantage.
English learners			0%	50	
Low income			6%	84	INCOME: We cannot compare scores for these two groups because the number of students tested who were not from low income families was either zero or too small to be statistically significant.
Not low income	DATA STATISTICALLY UNRELIABLE		N/S	28	
Learning disabled	NO DATA AVAILABLE		N/A	N/A	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			7%	112	
Hispanic			5%	93	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. This variance is termed the achievement gap.

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
READING				
High-scoring students	Percent of students scoring at or above the 75th percentile nationally	7%	13%	17%
Students scoring at or above average (all students)	Percent of students scoring at or above the 50th percentile nationally	20%	32%	41%
English proficient students	Percent of English proficient students scoring at or above the 50th percentile nationally	33%	49%	51%
English learners	Percent of English learners scoring at or above the 50th percentile nationally	4%	12%	17%
LANGUAGE				
High-scoring students	Percent of students scoring at or above the 75th percentile nationally	10%	15%	20%
Students scoring at or above average (all students)	Percent of students scoring at or above the 50th percentile nationally	28%	35%	44%
English proficient students	Percent of English proficient students scoring at or above the 50th percentile nationally	41%	53%	54%
English learners	Percent of English learners scoring at or above the 50th percentile nationally	13%	15%	21%
MATH				
High-scoring students	Percent of students scoring at or above the 75th percentile nationally	15%	22%	29%
Students scoring at or above average (all students)	Percent of students scoring at or above the 50th percentile nationally	34%	45%	53%
English proficient students	Percent of English proficient students scoring at or above the 50th percentile nationally	47%	60%	61%
English learners	Percent of English learners scoring at or above the 50th percentile nationally	20%	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 Santa Rita, 20 percent of students scored at or above average in reading (compared to 41 percent statewide); 28 percent scored at or above average in language (compared to 44 percent statewide); and 34 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.

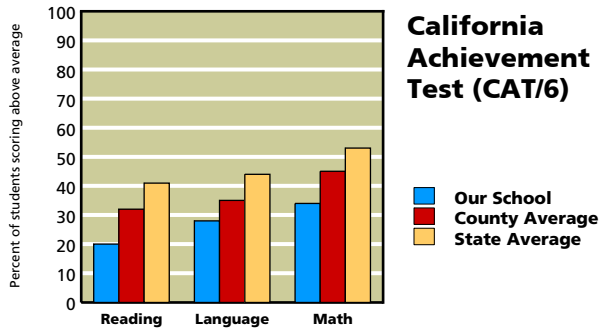
HIGH-SCORING STUDENTS: This view of test scores shows the percentage of our students who scored in the top fourth of students nationally (at the 75th percentile and higher). At Santa Rita, seven percent of students scored at the top in reading (compared to 17 percent statewide); ten percent scored at the top in language (compared to 20 percent statewide); and 15 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 Santa Rita, 33 percent of English proficient students scored at or above average in reading (compared to 51 percent statewide); 41 percent scored at or above average in language (compared to 54 percent statewide); and 47 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 Santa Rita, four percent of English learners scored at or above average in reading (compared to 17 percent statewide); 13 percent scored at or above average in language (compared to 21 percent statewide); and 20 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

We send home progress reports every six weeks and hold parent-teacher conferences in mid-October. All teachers are available to meet with parents during the year to discuss student progress and other concerns.

We use state standardized tests and ongoing preparation for those tests to identify student progress and achievement in reading, language skills, and mathematics. We also use textbook tests, portfolios containing samples of student work, writing samples, and teacher-developed tests to monitor their progress.

STUDENTS

Students' English Language Skills

At Santa Rita, 51 percent of students were considered to be proficient in English, compared to 68 percent of elementary school students in California overall. Of the 49 percent of Santa Rita 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	51%	54%	68%
English learners	49%	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 314 students classified as English learners. At Santa Rita, 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	98%	96%	86%
Vietnamese	0%	1%	2%
Hmong	0%	0%	1%
Cantonese	0%	0%	1%
Filipino/Tagalog	1%	1%	1%
Khmer/Cambodian	0%	0%	1%
Korean	0%	0%	1%
All other	1%	2%	7%

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

Ethnicity

Most students at Santa Rita 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 Santa Rita. 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	2%	3%	8%
Asian American/Pacific Islander	5%	6%	11%
Latino/Hispanic	76%	68%	49%
White/European American/Other	17%	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 Santa Rita, 63 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	63%	68%	56%
Parents with some college	30%	39%	52%
Parents with college degree	11%	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 30 percent of the students at Santa Rita have attended college, and 11 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 Santa Rita vary in average class size across grade levels from a low of 19 students to a high of 32. Our average class size schoolwide is 23 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	24	21	20
First grade	20	20	19
Second grade	19	19	19
Third grade	19	21	20
Fourth grade	29	28	29
Fifth grade	32	28	29

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

Safety

Santa Rita Elementary School has a long and successful tradition within our local community. Our new campus reflects a new sense of pride and security in our staff and students. The opening of McKinnon School has served to reduce the population at Santa Rita, which in turn has created a small-school atmosphere that students, staff, and parents seem to enjoy.

Homework

Every student receives an appropriate amount of homework on a regular basis. Homework varies according to grade level, ability, and effort in the classroom. Each parent has agreed to provide a quiet and suitable place for study. The Student-Parent Handbook contains an agreement between student, parent, and school as to when and where homework will be completed.

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.

With a new administration come new procedures and policies. One of the main areas of change is campus discipline. Our earlier starting time and the elimination of before-school playground activity has served to jump-start the day with a message to the staff and students that school is for learning from the time of the first bell. We make it clear to all who come onto our campus that behavioral expectations are high at Santa Rita Elementary School.

SUSPENSIONS AND EXPULSIONS	YEAR	OUR SCHOOL	DISTRICT AVERAGE
Suspensions per 100 students	2003–2004	11	9
	2002–2003	4	4
	2001–2002	11	8
Expulsions per 100 students	2003–2004	1	0
	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 74 students and expelled one student. 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
Boys in Fitness Zone	10%	11%	23%
Girls in Fitness Zone	0%	4%	27%
Total	5%	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 school year includes 180 days of instruction. Classes begin at 8 a.m. and end at 2:10 p.m. We offer students a breakfast program before school, and our extended-day program runs from 2:10 p.m. to 5:30 p.m. Office hours are from 7:30 a.m. to 4 p.m.

Time Spent Teaching Each Year

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

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

SOURCE: This data is reported by school district staff.

TEACHERS AND STAFF

Principal

Jose Garcia has been principal of this school for two years.

Our principal has 18 years of experience as a principal and 11 as a teacher.

Jose Garcia was appointed principal at the beginning of the 2002–2003 school year. He has 18 years of experience as a principal or vice principal and 11 years as a teacher.

The leadership team at Santa Rita includes our School Site Council, which comprises staff and parents. They are currently collecting student data and surveying staff and parents about our comprehensive school plan. 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 monthly faculty meetings.

Teacher Experience and Education

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Teaching experience	Average years of teaching experience	15	14	12
Newer teachers	Percent of teachers with one or two years of teaching of experience	6%	11%	11%
Teachers holding a B.A. degree only	Percent holding a bachelor’s degree only from a four-year college	63%	75%	71%
Teachers holding an M.A. degree or higher	Percent holding a master’s degree or higher from a graduate school	38%	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, 15 years of experience. About 63 percent of our teachers hold only a bachelor’s degree from a four-year college or university. About 38 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 teachers holding a full, clear authorization to teach	94%	92%	93%
Trainee credential holders	Percent of staff holding an internship credential	6%	3%	4%
Emergency permit holders	Percent of staff holding an emergency permit	0%	4%	4%
Teachers with waivers	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 94 percent of the faculty at Santa Rita hold a full credential. This is close to the average for all elementary schools in the state. About six percent of the faculty at Santa Rita 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
Courses taught by a teacher not meeting NCLB standards	Percentage of core courses not taught by a "highly qualified" teacher according to federal standard in NCLB	12%	4%	50%
Teachers lacking a full credential	Percentage of teachers without a full, clear credential	6%	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 six 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
Courses taught by a teacher not meeting NCLB standards	Percentage of core courses not taught by "highly qualified" teachers	6%
Schools with most low income students	Percentage of core courses not taught by "highly qualified" teachers	0%
Schools with least low income students	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

The principal evaluates our teachers regularly. The governing board and the teacher's association have adopted an agreement in accordance with state evaluation requirements. The evaluation procedure is a process of sharing and learning. We provide teachers who are identified as needing improvement with assistance in creating and implementing professional development plans.

Staff Development

Santa Rita School devotes eight minimum (shortened) school days and three full days to staff training each year. We use this time to improve teaching skills and address new topics, with the goal of improving teaching. Teachers attend various workshops at the Monterey County Office of Education and the Santa Rita Union School District office.

Substitute Teachers

We are fortunate to have a group of retired and regular teachers from our school who serve as substitute teachers as the need arises. When we cannot find a substitute for a class, the principal or a resource teacher steps in to teach.

Teacher Assignment

We assign teachers according to the subject areas of their state credentials. Whether in bilingual, immersion for English learners, or English-only classes, it is a certainty that every teacher at Santa Rita is qualified to meet the needs of the students.

Specialized Programs and Staff

We have a bilingual resource teacher, a federally funded Title I reading teacher, and many part-time instructional assistants. A district psychologist and a district counselor work on our campus, as well as an occupational therapist and an adaptive (alternative) PE specialist. Our health aide is on campus daily.

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 four 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 59 students who qualify for these **special education** programs. Any Santa Rita student who qualifies for special education services 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 the special education class. Our Student Study Team of educators meets weekly to review and discuss the needs of specific students and to design in-class intervention techniques for those students.

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 12 bilingual classes and six immersion classes for English learners. In bilingual classes teachers teach academic subjects in Spanish and provide 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 extra help in Spanish if they need it.

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)
Counselors	.10
Librarians	0.0
Psychologists	.25
Social Workers	0.0
Nurses	0.0
Speech/Language/ Hearing Specialists	.50
Resource Specialists (non-teaching)	1.0

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.

Reading and Writing

Our students use the Macmillan/McGraw-Hill reading series. English readers use Spotlight on Literacy and Spanish readers use Cuentamundos. Kindergarten through second grade teachers also use a program called Project Results, an assessment tool that guides instruction in word structure, fluency, comprehension, and spelling. Third through fifth grade teachers often team together to provide leveled reading groups (students of similar ability levels working together). They emphasize vocabulary and comprehension. Many first through fifth grade teachers have begun using Reading Counts to reinforce skills for struggling readers, provide enrichment for advanced readers, and encourage reading for pleasure in all students.

Math

Our math curriculum is based on the California Content Standards for each grade level. According to these standards, elementary school students learn basic numbers and place value, as well as how to add, subtract, multiply, and divide. They also learn math skills such as measurement, rounding, and estimation. Students in the upper elementary grades study geometric shapes, decimals, and fractions. These foundations are crucial to students' success as they begin to study algebra. Scott-Foresman is our basic textbook and we supplement it with Math Their Way, Math Ability, Excel Math, and other supplements.

Science

Our science curriculum consists of textbook lessons and hands-on experiments. Students at all grade levels receive instruction in the scientific process. Instruction revolves around specific California Content Standards in the physical, life, and earth sciences, including investigation and experimentation. 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 designed our curriculum according to state standards; they include concepts 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, a child's place in time and space; in second grade, people who make a difference; in third grade, continuity and change; in fourth grade, California; and in fifth grade, 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 29 buildings, of which seven are portables. Together they accommodate approximately 725 people. The majority of buildings on campus are less than five years old. We dramatically reduced our use of portable classrooms this year. The multipurpose room is used for lunch, assemblies during school, meetings, and holiday programs. We use two playgrounds for recess and physical education every day.

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 librarian is on campus daily. All classes, including preschool, visit weekly to check out books. The library is centrally located near the main office and is open at various times throughout the week so students can come in on their own to enjoy the books and other materials.

Computers

We have 50 computers available for student use, which means that, on average, there is one computer for every 13 students. There are 18 classrooms connected to the Internet. All first through fifth grade classes visit the computer lab every week. The afterschool program also uses the computers weekly. Among the subjects students learn in the lab are typing, reading, computer knowledge, and use of the Internet. Our computer expert is able to assist them and answer their questions.

RESOURCES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Students per computer	13	6	5
Internet-connected classrooms	18	23	27

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

Parent Involvement

The Santa Rita PTA has many active and committed members who raise money to support the education of all of our students. Fund-raisers such as candy sales help fund special projects and field trips. Parents volunteer regularly in the classroom and around the campus to make sure that all students are safe and have the opportunity to excel.

FUNDING

School Expenses, 2003–2004

Our school’s expenses last year totaled \$2,784,492, which equates to \$4,304 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.

Our PTA raised \$10,000 through fund-raisers, which paid for school assemblies and field trips, kindergarten gymnastics classes, and Artists in the Classroom for first through fourth grade. We also received a grant for about \$150,000 that funds our afterschool program.

CATEGORY OF EXPENSE	OUR SCHOOL (TOTAL DOLLARS)	OUR SCHOOL (DOLLARS PER STUDENT)
Teacher salaries	\$1,774,718	\$2,743
Other employee salaries	\$235,491	\$364
Services and other expenses	\$25,235	\$39
Books and supplies	\$94,044	\$145
Employee benefits	\$655,004	\$1,012
Total	\$2,784,492	\$4,304

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
FISCAL YEAR 2003–2004			
Total expenses	\$16,696,577	N/A	N/A
Expenses per student (ADA)	\$5,726	\$6,643	\$6,919
FISCAL YEAR 2002–2003			
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
Beginning teacher’s salary	\$31,995	\$35,949
Midrange teacher’s salary	\$55,532	\$55,680
Highest-paid teacher’s salary	\$69,005	\$69,175
Average principal’s salary (elementary)	\$80,368	\$85,767
Superintendent’s salary	\$105,450	\$118,606
Percent of budget for teachers’ salaries	46%	43%
Percent of budget for administrators’ salaries	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.

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