An annual report to the community about teaching, learning, test results, resources, and measures of progress in our school.
Rancho Santa Gertrudes Elementary School
Los Nietos Elementary School District

This School Accountability Report Card (SARC) shares important facts about our school with parents, guardians, and the community at large. State and federal laws require all schools to publish a SARC each year. The purpose of the SARC is to provide the public with information that they can use to evaluate and compare schools.

In this report, you’ll be able to review the academic achievement of our students; the progress we’ve made toward achieving our goals; and data about our students, teachers, facilities, financial resources, and educational programs.

The information in this report represents the 2005–2006 school year, not the current school year. In most cases, this is the most recent data available. You’ll notice that we present our school’s results next to those of the average elementary school in the county and state. We do this to provide the most meaningful and fair comparisons.

If you have any questions related to this report, please contact the school office.

How to Contact Our School
11233 East Charlesworth Rd.
Santa Fe Springs, CA 90670
Principal: Jeanette Salinas
Phone: (562) 692-0841

How to Contact Our District
8324 South Westman Ave.
Whittier, CA 90606
Phone: (562) 692-0271

http://www.losnietos.k12.ca.us

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Principal’s Message

Welcome to Rancho Santa Gertrudes Elementary School, where we continue to make great progress in building and enriching student learning through teacher, parent, and community commitment to our children. This year we have committed to being specific to meet the needs of all students. We have been proactive by implementing afterschool programs to assist in reading and to maintain Proficient and Advanced students in our Lift-Off, Think Together, and GATE programs. To ensure that our English learner population is achieving, we provide English Language Development (ELD) during each school day for 45 minutes using the Avenues program. Our teachers are all highly qualified according to No Child Left Behind (NCLB). We continue to work together to meet and exceed the high standards of the California Distinguished School that we have been awarded.

At Rancho all the stakeholders are an important piece of the puzzle in building the pyramid of success for our students and school. We are only as a good as our weakest part of the team. Parents, teachers, students, support staff, and community all play a significant role in meeting the needs of the students’ achievement potential. We recognize and nurture this attitude to raise and teach children to become the best citizens that they can be.

Jeanette Salinas, PRINCIPAL

Grade Range and Calendar
K-5 TRADITIONAL

Academic Performance Index
733
County Average: 744
State Average: 757

Student enrollment
541
County Average: 667
State Average: 545

Teachers
25
County Average: 33
State Average: 27

Students per teacher
22
County Average: 20
State Average: 20

Students per computer
7
County Average: 5
State Average: 5
Major Achievements

• Rancho values its community support and works closely with the City of Santa Fe Springs. Santa Fe Springs’ commitment to its children has enabled Rancho to participate in many literacy, art, and safety programs.

• One of Rancho’s second grade teachers was named Teacher of the Year for the Los Nietos School District. She has been a mentor for many new teachers and a strong grade-level team leader.

• Our Pioneer Academy for Careers in Education program with our local high school continues to help students at Rancho. Seventeen high school students provide tutoring in classrooms each week. The students have made connections with the teachers and students at Rancho. They have gained experience for a career in education and have served as a positive role model for our students.

Focus for Improvement

District and site leadership continually review student performance data to determine the focus areas for improvement. They also continuously investigate the most effective instructional programs and strategies. As a whole, our students are meeting and exceeding the expected grade-level targets for mathematics and are showing improvements in language arts. A primary goal is to create a tight-knit professional learning community committed to intensively targeting English/language arts. We are committed to developing students who can critically understand literature and subject content texts, demonstrate the higher thinking skills necessary for writing, and enter college or other postsecondary institutions with the competencies necessary to achieve their personal goals.
MEASURES OF PROGRESS

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 California Department of Education (CDE) calculates our school’s API using student test results from the California Standards Tests, the California Achievement Test, and, for high schools, the California High School Exit Exam (CAHSEE). APIs range from 200 to 1000. The CDE expects all schools to eventually obtain APIs of at least 800. Additional information on the API can be found on the CDE Web site.

Rancho Santa Gertrudes’s API was 733 (out of 1000). This is a decline of 5 points compared to last year’s API. About 99 percent of our students took the test, which met the state’s required participation rate of 95 percent. You can find three years of detailed API results in the Appendix to this report.

API RANKINGS: Based on our 2004–2005 test results, we started the 2005–2006 school year with an API base score of 738. The state ranks all schools according to this score on a scale from 1 to 10 (10 being highest). Compared to all elementary schools in California, our school ranked 5 out of 10.

SIMILAR SCHOOL RANKINGS: We also received a second ranking that compared us to the 100 schools with the most similar students, teachers, and class sizes. Compared to these schools, our school ranked 10 out of 10. The CDE recalculates this factor every year. To read more about the specific elements included in this calculation, refer to the CDE Web site.

API GROWTH TARGETS: Each year the CDE sets specific API “growth targets” for every school. It assigns one growth target for the entire school, and it sets additional targets for ethnic or socioeconomic subgroups of students that make up a significant portion of the student body. Schools are required to meet all of their growth targets. If they do, they may be eligible to apply for awards through the California School Recognition Program and the Title I Achieving Schools Program.

We did not meet some or all of our assigned growth targets during the 2005–2006 school year. Just for reference, 58 percent of schools statewide met their growth targets.

UNDERPERFORMING SCHOOL: Our school’s leadership agreed to enter either the Immediate Intervention/Underperforming Schools Program (II/USP) or the High Priority School Grant Program (HPSGP). In return for entering one or both of these programs, we received a grant and pledged to improve student achievement with the help of an external evaluator or intervention team. Our goal is to improve our API each year for three years in a row and exit the improvement program. To find more information about these improvement programs, contact the High Priority School Grant unit or the II/USP unit at the CDE.
**Adequate Yearly Progress**

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

We met all 17 criteria for yearly progress. As a result, we succeeded at making AYP.

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

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

**Adequate Yearly Progress, Detail by Subgroup**

<table>
<thead>
<tr>
<th>MET GOAL</th>
<th>DID NOT MEET GOAL</th>
<th>NOT ENOUGH STUDENTS</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>English/Language Arts</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DID 95% OF STUDENTS TAKE THE TEST?</strong></td>
<td><strong>DID 24.4% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?</strong></td>
</tr>
<tr>
<td>SCHOOLWIDE RESULTS</td>
<td>✔</td>
</tr>
<tr>
<td>SUBGROUPS OF STUDENTS</td>
<td></td>
</tr>
<tr>
<td>Low income</td>
<td>✔</td>
</tr>
<tr>
<td>Students learning English</td>
<td>✔</td>
</tr>
<tr>
<td>STUDENTS BY ETHNICITY</td>
<td></td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>✔</td>
</tr>
</tbody>
</table>

The table at left shows our success or failure in meeting AYP goals in the 2005–2006 school year. The green dots represent goals we met; red dots indicate goals we missed. Just one red dot means that we failed to attain Adequate Yearly Progress.

Note: Dashes indicate that too few students were in the category to draw meaningful conclusions. Federal law requires valid test scores from at least 50 students for statistical significance.
**STUDENT ACHIEVEMENT**

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

**California Standards Tests**

**BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:**

- FAR BELOW BASIC
- BELOW BASIC
- BASIC
- PROFICIENT
- ADVANCED

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH/LANGUAGE ARTS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Our school</td>
<td>LOW SCORES</td>
<td>HIGH SCORES</td>
<td>LOW SCORES</td>
</tr>
<tr>
<td>Percent Proficient or higher</td>
<td>33%</td>
<td>31%</td>
<td>32%</td>
</tr>
<tr>
<td>Average elementary school</td>
<td>LOW SCORES</td>
<td>HIGH SCORES</td>
<td>LOW SCORES</td>
</tr>
<tr>
<td>Percent Proficient or higher</td>
<td>44%</td>
<td>41%</td>
<td>37%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MATH</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Our school</td>
<td>LOW SCORES</td>
<td>HIGH SCORES</td>
<td>LOW SCORES</td>
</tr>
<tr>
<td>Percent Proficient or higher</td>
<td>52%</td>
<td>49%</td>
<td>46%</td>
</tr>
<tr>
<td>Average elementary school</td>
<td>LOW SCORES</td>
<td>HIGH SCORES</td>
<td>LOW SCORES</td>
</tr>
<tr>
<td>Percent Proficient or higher</td>
<td>52%</td>
<td>49%</td>
<td>44%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SCIENCE</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Our school</td>
<td>LOW SCORES</td>
<td>HIGH SCORES</td>
<td>LOW SCORES</td>
</tr>
<tr>
<td>Percent Proficient or higher</td>
<td>18%</td>
<td>10%</td>
<td>13%</td>
</tr>
<tr>
<td>Average elementary school</td>
<td>LOW SCORES</td>
<td>HIGH SCORES</td>
<td>LOW SCORES</td>
</tr>
<tr>
<td>Percent Proficient or higher</td>
<td>32%</td>
<td>29%</td>
<td>24%</td>
</tr>
</tbody>
</table>

**SOURCE:** The scores for the CST are from the spring 2006 test cycle. State average represents elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
Frequently Asked Questions About Standardized Tests

WHERE CAN I FIND GRADE-LEVEL REPORTS? Due to space constraints and concern for statistical reliability, we have omitted grade-level detail from these test results. Instead we present results at the schoolwide level. You can view the results of far more students than any one grade level would contain, which also improves their statistical reliability. Grade-level results are online on the STAR Web site. More information about student test scores is available in the Appendix to this report.

WHAT DO THE FIVE PROFICIENCY BANDS MEAN? Test experts assign students to one of these five proficiency levels, based on the number of questions they answer correctly. Our immediate goal is to help students move up one level. Our eventual goal is to enable all students to reach either of the top two bands, Advanced or Proficient. Those who score in the middle band, Basic, have come close to attaining the required knowledge and skills. Those who score in either of the bottom two bands—Below Basic or Far Below Basic—need more help to reach the Proficient level.

WHY ARE THE CALIFORNIA STANDARDS TESTS (CST) AND THE CALIFORNIA ACHIEVEMENT TEST (CAT/6) SCORED DIFFERENTLY? When students take the CST, they are scored against five criteria. In theory all students could score at the top. The CAT/6 is a nationally normed test, which means that students are scored against each other nationally. This scoring method is similar to grading “on the curve.” CAT/6 scores are expressed as a ranking on a scale from 1 to 99.

HOW HARD ARE THE CALIFORNIA STANDARDS TESTS? Experts consider California’s standards to be among the most clear and rigorous in the country. Just 44 percent of elementary school students scored Proficient or Advanced on the English/language arts test; 53 percent scored Proficient or Advanced in math. You can review the California Content Standards on the CDE Web site.

ARE ALL STUDENTS’ SCORES INCLUDED? No. Only students in grades two through eleven are required to take the CSTs. When fewer than 11 students in one grade or subgroup take a test, state officials remove their scores from the report. They omit them to protect students’ privacy, as called for by federal law.

HOW STATISTICALLY RELIABLE ARE THESE RESULTS? The reliability of results depends on the number of students tested and the number of questions on the test. The larger these numbers are, the more reliable the data is. The California Department of Education (CDE) suppresses scores when fewer than 11 students are present, and we suppress scores for student subgroups when fewer than 30 students are present.

CAN I REVIEW SAMPLE TEST QUESTIONS? Sample test questions for the CST are on the CDE’s Web site. These are actual questions used in previous years.

WHERE CAN I FIND ADDITIONAL INFORMATION? The CDE has a wealth of resources on its Web site. The STAR Web site publishes detailed reports for schools and districts, and assistance packets for parents and teachers. This site includes explanations of technical terms, scoring methods, and the subjects covered by the tests for each grade. You’ll also find a guide to navigating the STAR Web site as well as help understanding how to compare test scores.
The graph to the right shows how our students’ scores have changed over the years. We present each year’s results in a vertical bar, with students’ scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that progress can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the California standards for English/language arts for first grade, second grade, third grade, fourth grade, and fifth grade on the CDE’s Web site. The standards for all grade levels are also available on this site.
The graph to the right shows how our students’ scores have changed over the years. We present each year’s results in a vertical bar, with students’ scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that progress can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the math standards for first grade, second grade, third grade, fourth grade, and fifth grade on the CDE’s Web site. The standards for all grade levels are also available on this site.
The graph to the right shows how our students’ scores have changed over the years. We present each year’s results in a vertical bar, with students’ scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that progress can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

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

### Science

**BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:**

<table>
<thead>
<tr>
<th>GROUP</th>
<th>LOW SCORES</th>
<th>HIGH SCORES</th>
<th>PROFICIENT OR ADVANCED</th>
<th>STUDENTS TESTED</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCHOOLWIDE AVERAGE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>SCHOOLWIDE AVERAGE: About 14 percent fewer students at our school scored Proficient or Advanced than at the average elementary school in California.</td>
</tr>
<tr>
<td>AVERAGE ELEMENTARY</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCHOOL IN THE COUNTY</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AVERAGE ELEMENTARY</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCHOOL IN CALIFORNIA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SUBGROUP TEST SCORES**

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

<table>
<thead>
<tr>
<th>GROUP</th>
<th>LOW SCORES</th>
<th>HIGH SCORES</th>
<th>PROFICIENT OR ADVANCED</th>
<th>STUDENTS TESTED</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girls</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English proficient</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English learners</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low income</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not low income</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning disabled</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not learning disabled</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SOURCE:** The scores for the CST are from the spring 2006 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores. N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade. N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students’ scores have changed over the years. We present each year’s results in a vertical bar, with students’ scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that progress can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

The science standards test was administered only to fifth graders. Of course, students in all grade levels study science in these areas: physical science, life science, earth science, and investigation and experimentation. For background, you can review the science standards by going to the CDE’s Web site.
California Achievement Test (CAT/6)

The CAT/6 differs from the CST in three ways. First, in the spring of 2006, only students in grades three and seven took this test. Second, the CAT/6 is taken by students in other states, which enables us to see how our students are doing compared to other students in the nation. Third, the CAT/6 is scored by comparing students to each other on a scale from 1 to 99, much like being graded “on the curve.” In contrast, the CST scores students against five defined criteria.

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>DESCRIPTION</th>
<th>OUR SCHOOL</th>
<th>COUNTY AVERAGE</th>
<th>STATE AVERAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>READING</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High-scoring students</td>
<td>Percentage of students scoring in the top quarter nationally (above the 75th percentile)</td>
<td>2%</td>
<td>11%</td>
<td>15%</td>
</tr>
<tr>
<td>Students scoring at or above average</td>
<td>Percentage of students scoring in the top half nationally (at or above the 50th percentile)</td>
<td>16%</td>
<td>32%</td>
<td>38%</td>
</tr>
<tr>
<td>LANGUAGE</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High-scoring students</td>
<td>Percentage of students scoring in the top quarter nationally (above the 75th percentile)</td>
<td>7%</td>
<td>16%</td>
<td>19%</td>
</tr>
<tr>
<td>Students scoring at or above average</td>
<td>Percentage of students scoring in the top half nationally (at or above the 50th percentile)</td>
<td>16%</td>
<td>41%</td>
<td>45%</td>
</tr>
<tr>
<td>MATH</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High-scoring students</td>
<td>Percentage of students scoring in the top quarter nationally (above the 75th percentile)</td>
<td>16%</td>
<td>27%</td>
<td>30%</td>
</tr>
<tr>
<td>Students scoring at or above average</td>
<td>Percentage of students scoring in the top half nationally (at or above the 50th percentile)</td>
<td>43%</td>
<td>52%</td>
<td>55%</td>
</tr>
</tbody>
</table>

SOURCE: The scores for the CAT/6 are from the spring 2006 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, our test score results may vary from other CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.

STUDENTS SCORING ABOVE AVERAGE: This view of test scores shows the percentage of our students who scored in the top half of students nationally (at the 50th percentile and higher). At Rancho Santa Gertrudes, 16 percent of students scored at or above average in reading (compared to 38 percent statewide); 16 percent scored at or above average in language (compared to 45 percent statewide); and 43 percent scored at or above average in math (compared to 55 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 (above the 75th percentile). At Rancho Santa Gertrudes, two percent of students scored at the top in reading (compared to 15 percent statewide); seven percent scored at the top in language (compared to 19 percent statewide); and 16 percent scored at the top in math (compared to 30 percent statewide). The subject with the most students scoring at the top was math.

Our CAT/6 Results Compared

Students take this test only in grades three and seven. The values displayed to the right represent the percentage of our students who scored at or above average compared to their peers in the county and state.
Other Measures of Student Achievement

Six-week assessments are the key measures of progress in language arts and mathematics. The benchmarks are aligned to the California Content Standards and allow teachers to review the results and regroup students based on their learning needs. We also use periodic writing assessments and target a variety of genres matched to their grade level.

ELD provides ongoing assessments for students who are learning English as their second language. These measure the progress of students in acquiring the listening, speaking, reading, and writing skills necessary to succeed in mathematics, social science, and science.
### Students’ English Language Skills

At Rancho Santa Gertrudes, 67 percent of students were considered to be proficient in English, compared to 68 percent of elementary school students in California overall. Of the students who were still learning English in 2004–2005, none advanced to English proficiency.

### Languages Spoken at Home by English Learners

Please note that this table describes the home languages of just the 178 students classified as English learners. At Rancho Santa Gertrudes, 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.

### Ethnicity

Most students at Rancho Santa Gertrudes identify themselves as Latino/Hispanic. In fact, there are about 23 times as many Latino/Hispanic students as White/European American/Other students, the second-largest ethnic group at Rancho Santa Gertrudes. The state of California allows citizens to choose more than one ethnic identity, or to select “multiethnic” or “decline to state.” As a consequence, the sum of all responses rarely equals 100 percent.

### Family Income and Education

The free or reduced-price meal subsidy goes to students whose families earned less than $35,798 a year (based on a family of four) in the 2005–2006 school year. At Rancho Santa Gertrudes, all of the students qualified for this program, compared to 57 percent of students in California.

The parents of 30 percent of the students at Rancho Santa Gertrudes have attended college, and five percent have a college degree. This information can provide some clues to the level of literacy children bring to school. One precaution is that the students themselves provide this data when they take the battery of standardized tests each spring, so it may not be completely accurate. About 67 percent of the students who took the standardized tests provided this information.
Average Class Sizes

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

The average class size at Rancho Santa Gertrudes varies across grade levels from a low of 19 students to a high of 32. Our average class size schoolwide is 22 students. The average class size for elementary schools in the state is 23 students.

Safety

Staff members monitor the school grounds before and after school as well as during recess and at lunchtime. Most of our campuses are closed and visitors must enter the school through the main office and sign in. Once on campus, they receive a visitor’s badge to wear throughout their stay on campus.

We review our safety plans annually; they were last revised in October 2005. The school plans include disaster procedures, policies, discipline plan, and other safety information. The school plan is shared with the staff and is located in a binder in the school office. We practice fire drills regularly and earthquake drills two or three times a year. We have earthquake storage bins that include food, water, and emergency supplies. These bins are inspected annually and their contents are replaced as needed.

The district safety consultant inspects the school campus twice a year to look for safety hazards in classrooms, the cafeteria, the teachers lounge, playgrounds, and the rest rooms. Any hazards that are discovered are corrected immediately. The district safety committee meets five times a year to discuss safety issues, training, and other ways to help mitigate safety concerns.

Discipline

Our grade levels adhere to a uniform code of student behavior and discipline, which also supports our school discipline policy. Our expectations for appropriate behavior are consistent throughout the grades, but our disciplinary approach depends on the age of the child. We rarely have serious disciplinary problems. We find that brief time-outs, loss of recess, and “natural” consequences in the classroom take care of most behavior.

We expect parents to be active in helping their children to conduct themselves responsibly. When necessary our principal meets with children and their parents, to discuss student behavioral concerns. Students are only suspended or expelled for extremely serious problems such as chronic outbursts, use of obscene words or gestures, physical violence, acts of violence, or for damaging/defacing school property.

### Average Class Size by Grade

<table>
<thead>
<tr>
<th>Grade</th>
<th>School</th>
<th>County Average</th>
<th>State Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>20</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>First grade</td>
<td>21</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>Second grade</td>
<td>20</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>Third grade</td>
<td>19</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Fourth grade</td>
<td>30</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>Fifth grade</td>
<td>32</td>
<td>29</td>
<td>29</td>
</tr>
</tbody>
</table>

*Source: CBEDS census, October 2005. County and state averages represent elementary schools only.*
At times we find it necessary to suspend students who break 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.

During the 2005–2006 school year, we had 78 suspension incidents. We had no incidents of expulsion. To make it easy to compare our suspensions and expulsions to those of other schools, we represent these events as a ratio (incidents per 100 students) in this report.

### Homework

For kindergarteners and first graders, homework consists of reading with parents or other family members every night for at least 20 minutes a night. Second through fourth graders complete weekly homework packets that may include unfinished class work, math problems, or assignments in writing and reading. Homework should take no more than half an hour a night, Monday through Thursday. Fifth graders receive more homework to prepare them for middle school. We encourage parents to supervise homework and support their children’s efforts. Our school newsletters also contain tips and articles for the best ways for parents to be involved in homework.

### Physical Fitness

Students in grades five, seven, and nine take the California Fitness Test each year. This test measures students’ aerobic capacity, body composition, muscular strength, endurance, and flexibility using six different tests. The table at right shows the percentage of students at our school who scored within the “healthy fitness zone” on all six tests. Our results are compared to other students’ results in the county and state. More information about physical fitness testing and standards is available on the CDE Web site.

### Schedule

The school year begins in the first week of September and ends in the third week of June. It includes 180 days of instruction. Classes begin at 8:10 a.m. and end at 2:50 p.m. except on Tuesdays, when school ends at 12:10 p.m. for staff development. We offer students a free breakfast program beginning at 7:30 a.m. every morning. We also provide after-school interventions, including the Lift-Off program, Think Together, GATE, and math club for upper-grade students. Our office hours are from 8 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.
Leadership

Jeanette Salinas has been the principal of our school for one year. She has a BA degree in liberal studies, a Professional Clear Teaching Credential, an MA in educational leadership, and her administrative credential from California State University, Fullerton. She has 15 years of experience as a teacher; she has taught kindergarten, first, second, sixth, seventh, and eighth grades. She served as a literacy coach in the elementary school setting for three years and provided trainings in early literacy to colleagues. Ms. Salinas taught reading classes and performed many administrative duties at the middle school level as a Teacher On Special Assignment for two years.

Many groups help make decisions that affect the well-being of Rancho Santa Gertrudes School students. Parent volunteers, the administration, and staff compose the School Site Council (SSC), which makes many important budgetary decisions. Our English Language Advisory Committee (ELAC) includes parents of English learners and one teacher who is bilingual in English and Spanish. The leadership team includes the principal and one teacher from each grade level. It gathers input from classroom teachers and analyzes testing data to make curricular decisions and monitor the effectiveness of our programs.

Teacher Experience and Education

<table>
<thead>
<tr>
<th>KEY FACTOR</th>
<th>DESCRIPTION</th>
<th>OUR SCHOOL</th>
<th>COUNTY AVERAGE</th>
<th>STATE AVERAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching experience</td>
<td>Average years of teaching experience</td>
<td>7</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>Newer teachers</td>
<td>Percentage of teachers with one or two years of teaching experience</td>
<td>28%</td>
<td>10%</td>
<td>11%</td>
</tr>
<tr>
<td>Teachers holding an MA degree or higher</td>
<td>Percentage of teachers with a master's degree or higher from a graduate school</td>
<td>28%</td>
<td>35%</td>
<td>31%</td>
</tr>
<tr>
<td>Teachers holding a BA degree alone</td>
<td>Percentage of teachers whose highest degree is a bachelor's degree from a four-year college</td>
<td>72%</td>
<td>65%</td>
<td>69%</td>
</tr>
</tbody>
</table>

SOURCE: Professional Assignment Information Form (PAIF), October 2005, completed by teachers during the CBEDS census. County and state averages represent elementary schools only.

About 28 percent of our teachers have less than three years of teaching experience, which is above the average for new teachers in other elementary schools in California. Our teachers have, on average, seven 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.
About 88 percent of the faculty at Rancho Santa Gertrudes hold a full credential. This number is lower than the average for all elementary schools in the state. About 12 percent of the faculty at Rancho Santa Gertrudes hold a trainee credential, which is reserved for those teachers who are in the process of completing their teacher training. In comparison, two percent of elementary school teachers throughout the state hold trainee credentials. None of our faculty holds an emergency permit. Very few elementary school teachers hold this authorization statewide (just two percent). About 96 percent of the faculty at Rancho Santa Gertrudes hold the elementary (multiple-subject) credential. This number is above the average for elementary schools in California, which is 92 percent. You can find three years of data about teachers’ credentials in the Appendix to this report.
“HIGHLY QUALIFIED” TEACHERS: The federal law known as No Child Left Behind (NCLB) requires districts to report the number of teachers considered to be “highly qualified.” These “highly qualified” teachers must have a full credential, a bachelor’s degree, and, if they are teaching a core subject (such as reading, math, science, or social studies), they must also demonstrate expertise in that field. The table above shows the percentage of core courses taught by teachers who are considered to be less than “highly qualified.” There are exceptions, known as the High Objective Uniform State Standard of Evaluation (HOUSSE) rules, that allow some veteran teachers to meet the “highly qualified” test who wouldn’t otherwise do so.

CREDENTIAL STATUS OF TEACHERS: Teachers who lack full credentials are working under the terms of an emergency permit, an internship credential, or a waiver. They should be working toward their credential, and they are allowed to teach in the meantime only if the school board approves. About 12 percent of our teachers were working without full credentials, compared to three percent of teachers in elementary schools statewide. More facts about our teachers, called for by the recent Williams legislation of 2004, are available on our Accountability Web page, which is accessible from our district Web site. What you will find are specific facts about misassigned teachers and teacher vacancies in the 2006–2007 school year.

Districtwide Distribution of Teachers Who Are Not “Highly Qualified”

Here, we report the percentage of core courses in our district whose teachers are considered to be less than “highly qualified” by NCLB’s standard. We show how these teachers are distributed among schools according to the percentage of low-income students enrolled.

We’ve divided the schools into four groups (quartiles), based on the percentage of families who qualify and apply for free and reduced-price lunches. We compare the first quartile of schools (most low-income students), the middle two quartiles, and the fourth quartile (fewest low-income students). N/As appear in the table if our district has two schools or fewer and is not suitable for this analysis. You may also see N/As if all of our schools fall into one quartile.

The average percentage of courses in our district not taught by a “highly qualified” teacher is three percent, compared to 14 percent statewide.
Evaluating and Improving Teachers:

The principal evaluates probationary teachers every year and may evaluate permanent teachers every other year. Every fall the principal meets with the teachers to be evaluated to agree on objectives. The principal conducts periodic formal and informal, spontaneous observations during the year. The overall evaluation is in accordance with the teacher’s contract and the guidelines of the California Commission on Teacher Credentialing. During the observation the principal notes the students’ level of engagement, the organization of the classroom, and the effectiveness of the lesson under way. The principal checks the teacher’s lesson plans as well as student work. These factors, in addition to student performance data, determine whether a teacher might need additional assistance, which might be training in a specific area or working with a teacher expert.

Ordinarily the principal, teacher, and the superintendent are the only people to see the reviews. To provide support for beginning teachers, the district participates in a support program for new teachers, which pairs beginning teachers with experienced teachers. In addition, experienced teachers may participate in a program that provides experienced teachers with an individualized plan and one-on-one support.

Staff Development

District and site leadership provide training and teacher support that is aligned to the state and the federal requirements of NCLB. We review the content standards and regularly identify critical benchmarks that allow each student to meet or exceed his grade-level target. The focus for the Los Nietos School District has been to develop a comprehensive literacy and math program that provides skilled instruction for all students and to group students according to their level. We provide advanced instruction for students who are at or above level and intensive support for students who need additional assistance.

Three districtwide professional development days and four Tuesday training days ensure consistent student support by grade level. We emphasize the development of initial literacy skills through the acquisition of complex reading comprehension and critical writing skills. Math is also aligned to the content standards, and we are emphasizing successful acquisition of early pre-algebra skills to prepare students for the higher levels of math in middle school. Our district supports the professional growth of new teachers and has created a program aligned to California’s Peer Assistance and Review Program that is designed to enhance teacher professional growth through a partnership with grade-level mentors.

Substitute Teachers

In addition to a reliable group of retired teachers who substitute for us, we have substitutes who have worked for us for many years. They have taken the California Basic Educational Skills Test, have BA degrees, and are familiar with our school. When possible we hire substitutes who have full credentials. Furthermore, we provide all substitutes with a training handbook and invite them to participate in instructional training whenever possible. If a teacher is absent on short notice, another staff member may take over, or students are dispersed to other classrooms. Teachers leave detailed lesson plans for our substitutes to follow, and we experience a minimal loss of learning time.

Specialized Resource Staff

Our school may employ social workers, speech and hearing specialists, school psychologists, nurses, and technology specialists. These specialists often work part time at our school and some may work at more than one school in our district. Their schedules will change as our students’ needs change. For these reasons, the staffing counts you see here may differ from the staffing provided today in this school. For more details on statewide ratios of counselors, psychologists, or other pupil services staff to students, see the California Department of Education (CDE) Web site. Library facts and frequently asked questions are also available there.

<table>
<thead>
<tr>
<th>STAFF POSITION</th>
<th>STAFF (FTE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselors</td>
<td>0.0</td>
</tr>
<tr>
<td>Librarians</td>
<td>0.0</td>
</tr>
<tr>
<td>Psychologists</td>
<td>0.0</td>
</tr>
<tr>
<td>Social workers</td>
<td>0.0</td>
</tr>
<tr>
<td>Nurses</td>
<td>0.0</td>
</tr>
<tr>
<td>Speech/language/hearing specialists</td>
<td>4.0</td>
</tr>
<tr>
<td>Resource specialists</td>
<td>4.0</td>
</tr>
</tbody>
</table>

Specialized Programs and Staff

Stone Soup is an afterschool child care program offered at our school until 6 p.m. every day. The Think Together program is provided for second through fifth graders for three hours a day Monday through Friday during the school year. The students receive an hour of PE, an hour of homework, and an hour of varied academic instruction. Our Lift-Off Literacy Intervention program focuses on students with literacy needs from first through fifth grade. Our students benefit from the art grant program through the City of Santa Fe Springs each year when teachers apply. Our third grade received a music grant. A trained music teacher began teaching music one hour each Wednesday to each of the four third grade classes in January. A counselor is available twice a week for three hours to meet with students in a group setting who need help with anger management or anxiety. We have a registered nurse on campus one day a week; she conducts yearly vision and hearing screenings and serves other medical needs. An officer from the City of Santa Fe Springs meets weekly with each third grade class on gang and drug prevention.

GIFTED AND TALENTED EDUCATION: Educators identify academically gifted or talented students based on teacher recommendations or tests for inclusion in enrichment programs called Gifted and Talented Education (GATE). Our school has three students who qualify for this program.

Students who demonstrate the potential for advanced intellectual skills, above grade-level academic abilities, or highly creative skills may be referred for GATE consideration by either school personnel and/or parents. Students who meet the district criteria for placement participate in advanced and enriched learning opportunities as part of their regular school day. They also have afterschool opportunities, which may include participation in the Los Angeles County Science Olympiad, Math Bowl, exploration of visual and performing arts, and other advanced units of study.

The district and school are initiating a teacher-training program that supports a model for instructional differentiation adopted by the California Association for the Gifted. It is designed to help teachers combine grade-level content standards with elements that allow students to study in greater depth and complexity.

SPECIAL EDUCATION PROGRAM: Students with moderate to severe learning differences are sometimes entitled to individual education plans and extra attention. Our school has 54 students who qualify for these special education programs.

We have a Resource Specialist Program (RSP) teacher and an assistant who work with our special education students. We have a speech therapist two days a week and a district psychologist who is available to meet with students on an as-needed basis. RSP students stay in their regular education classroom as much as possible, but they receive help in their area of need as indicated in their Individualized Education Plan (IEP). In the regular classroom they receive accommodations according to their IEPs. Examples include more time to take tests, sitting closer to the teacher, using student’s primary modality for instruction, and modified homework assignments. Our resource students have mild or moderate learning differences such as dyslexia, visual or auditory processing problems, and language delays.

ENGLISH LEARNER PROGRAM: Most students not yet fluent in English enroll in special classes that help them gain fluency. We strive to advance our English learners into regular classes as soon as possible.

We use the California English Language Development Test (CELDT) to assess all English learners annually to determine their level of English speaking, listening, reading, and writing skills. English learners receive daily instruction on the ELD standards. These standards address the five different levels of English acquisition from beginning through advanced skills, and they are taught in specialized student groupings for 45 to 60 minutes each day. Student progress is measured periodically and instruction is adjusted as students gain increased English proficiency.

Teachers with Cross-cultural Language and Academic Development (CLAD) or bilingual CLAD (BCLAD) certification use specific strategies designed to help promote students’ understanding of the content standards. There has been a districtwide training focus on CLAD methodologies targeted to help English learners acquire the academic vocabulary and process skills required for reading, mathematics, social studies, and science.

The primary goal of the English learner program is for students to attain full fluency in English and to acquire grade-level proficiency in all academic areas. English learners who meet these criteria are redesignated as Fluent English Proficient and no longer need the support of ELD instruction or specific academic support strategies.
CURRICULUM AND TEXTBOOKS

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

Reading and Writing
By third grade, we expect our students to be able to read and write. By fourth grade, we’re teaching students to read full-length books and to use a dictionary and encyclopedia when they write. By fifth grade, students should be able to write poems, plays, true-life adventures, and personal journals. You can read the California standards for English/language arts for first grade, second grade, third grade, fourth grade, and fifth grade on the CDE’s Web site.

Math
Because the math standards have become more rigorous, our goal now is to prepare our elementary school graduates to start middle school ready to master algebra in the eighth grade. You can read the math standards for first grade, second grade, third grade, fourth grade, and fifth grade on the CDE’s Web site.

Science
Students learn the science standards starting in first grade. The curriculum covers physical, earth, and life sciences. The scientific method of experimentation and investigation is woven through all of our science courses. Read more about the science standards for first grade, second grade, third grade, fourth grade, and fifth grade on the CDE’s Web site.

Social Science
Students learn about citizenship starting in first grade. In second grade, we explore the lives of people who affect our students’ everyday lives and learn about extraordinary people from history. The theme in third grade is continuity and change. California is the subject of our studies in fourth grade, and American history is our focus in fifth grade. Our students also learn about geography. They learn to research topics on their own, develop their own point of view, and interpret history. To read more about the social studies standards for first grade, second grade, third grade, fourth grade, and fifth grade, see the CDE’s Web site.

Textbooks
We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the appendix to this report.

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2006–2007 school year, and whether those textbooks covered the California Content Standards.
Buildings

Our school buildings are 50 to 60 years old, but some of them were modernized in the early 1990s. We have portable classrooms throughout the district ranging from two to 12 years old. One of the portables, not currently being used as a classroom, needs to be upgraded. It is scheduled for upgrade in the summer of 2007.

The rest rooms are cleaned and stocked daily. We have a day and a night custodian. Our custodians work closely with our maintenance staff to keep the campuses clean from litter and graffiti and check regularly the playground equipment for safety hazards. Two gardeners maintain the landscaping at all of our campuses.

During 2005–2006, some of our deferred maintenance projects included carpeting, door replacement, painting, and asphalt resurfacing. In 2006–2007 we will be doing similar projects.

Our school includes seven buildings, of which five are portables. On an average day, 566 students and staff occupy these buildings, taking up 94 percent of our capacity.

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

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

Library

We have an inviting library that holds approximately 10,000 volumes. We plan to hire a full-time library technician to check out books, read to children, and implement our Accelerated Reader reading incentive program. The library stays open until 3 p.m. so that students can check out books after school.

We remove outdated and overly worn books from our collection annually. Every year we budget approximately $5,000 for new books, audiovisual materials, and other resources for our collection from the proceeds of our annual book fair and library funds provided by the state. We also encourage children to donate a book in honor of their birthdays.

Computers

We have 74 computers available for student use, which means that, on average, there is one computer for every seven students. There are 62 classrooms connected to the Internet.

Computer skills and concepts at Rancho Santa Gertrudes School are integrated into the standard curriculum and aligned to the District Technology Use Plan, which prepares students for technological growth and opportunities. Each classroom contains at least two networked computersto provide instructional assistance in language arts, math, social studies, and science. There are two mobile computer lab carts, one with 32 laptops and another with 20, that move from classroom to classroom on a regular schedule. Students are exposed to many different applications and computer resources, and they can work on a variety of projects on the computer related to what is being taught in the classroom. Software includes programs to develop critical thinking, digital media, mathematical, word processing, and presentation skills. All teachers have access to email and the Internet. They use computers to keep attendance, record grades, prepare report cards, and correspond via email with parents and colleagues.

<table>
<thead>
<tr>
<th>RESOURCES</th>
<th>OUR SCHOOL</th>
<th>COUNTY AVERAGE</th>
<th>STATE AVERAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students per computer</td>
<td>7</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Internet-connected classrooms</td>
<td>62</td>
<td>34</td>
<td>29</td>
</tr>
</tbody>
</table>

SOURCE: CBEDS census of October 2005. County and state averages represent elementary schools only.
Parent Involvement

We have many ways for parents to participate in our school. Parents can participate in the SSC, which works with administration and staff to help make financial decisions. Parents of English learners are vital to our ELAC and the outreach efforts on behalf of new families. Parents can join our Parent Teacher Club (PTC) to help with fundraising for our many school events, activities, and needs. Our PTC has raised funds to purchase lighting for evening events, buses for field trips, and outside hooks to hang student backpacks. The Parents As Volunteer Educators group provides assistance to teachers. The parents help teachers with art projects, lamination, copying, and volunteering in the classrooms. We depend on parents to help keep our programs running smoothly. We ask all parents to attend Back-to-School Night in the fall, Open House in the spring, and parent-teacher conferences in November and March. We always need new volunteers! The contact person for parent involvement is our principal, Jeanette Salinas.
OUR district spent an average of $6,825 per student in the 2004–2005 school year, compared to an average of $6,897 per student spent by similar (elementary school district) districts in the state. Our total operating expenses for the 2004–2005 year were $15,997,766. Facts about the 2005–2006 fiscal year were not available at the time we published this report. Additional details about our expenditures can be found on the [Ed-Data Partnership's Web site](https://www.cde.ca.gov/default.htm).

Total expenses include only the costs related to direct educational services to students. This figure does not include food services, land acquisition, new construction, and other expenditures unrelated to core educational purposes. The expenses-per-student figure is calculated by dividing total expenses by the district’s average daily attendance (ADA). More information is available on the [CDE's Web site](https://www.cde.ca.gov/).  

### District Salaries, 2004–2005

This table reports the salaries of teachers and administrators in our district for the 2004–2005 school year. More current information was not available at the time we published this annual report. This table compares our average salaries to those in districts like ours, based on both enrollment and the grade level of our students. In addition, we report the percentage of our district’s total budget dedicated to teachers’ and administrators’ salaries. The costs of health insurance, pensions, and other indirect compensation are not included.

<table>
<thead>
<tr>
<th>SALARY INFORMATION</th>
<th>DISTRICT AVERAGE</th>
<th>STATE AVERAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning teacher's salary</td>
<td>$41,070</td>
<td>$37,797</td>
</tr>
<tr>
<td>Midrange teacher's salary</td>
<td>$65,350</td>
<td>$57,601</td>
</tr>
<tr>
<td>Highest-paid teacher's salary</td>
<td>$75,220</td>
<td>$71,233</td>
</tr>
<tr>
<td>Average principal's salary (elementary school)</td>
<td>$95,520</td>
<td>$88,676</td>
</tr>
<tr>
<td>Superintendent's salary</td>
<td>$143,892</td>
<td>$127,179</td>
</tr>
<tr>
<td>Percentage of budget for teachers’ salaries</td>
<td>45%</td>
<td>42%</td>
</tr>
<tr>
<td>Percentage of budget for administrators’ salaries</td>
<td>6%</td>
<td>6%</td>
</tr>
</tbody>
</table>

The financial data is from the [Statewide Average Salaries and Expenditure Percentages report, 2004–2005](https://www.cde.ca.gov/), Fiscal Services Division, CDE.
SCHOOL EXPENDITURES

Our school receives a combination of federal Title I funds and state funds to help pay for additional support for our students. These funds provide for afterschool and before-school intervention programs, instructional assistants, computer hardware and software, staff development, and other instructional materials.

Our PTC raises funds through snack sales, spaghetti dinners, and carnivals primarily to pay for field trips for our students.

A new law passed in 2005 required schools to report school-specific expenditures for the first time. In prior years, schools reported only the districtwide average for these expenditures. This year we have provided a comparative analysis of our school's expenditures, along with the average salaries of our teachers. You can view this information from the preceding links or on our Accountability Web page, which is accessible through our district's Web site.

TECHNICAL NOTE ON DATA RECENCY: All data is the most current available as of March 2007. The CDE may release additional or revised data for the 2005–2006 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 (CBEDS) (October 2005 census); Language Census (April 2006); California Achievement Test and California Standards Tests (spring 2006 test cycle); Academic Performance Index (February 2007 growth score release); Adequate Yearly Progress (February 2007).

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