

# Longley Way Elementary School

School Accountability Report Card, 2012–2013  
Arcadia Unified School District



» An annual report to the community about teaching, learning, test results, resources, and measures of progress in our school.



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Arcadia Unified School District

This School Accountability Report Card (SARC) provides information that can be used to evaluate and compare schools. State and federal laws require all schools to publish a SARC each year.

The information in this report represents the 2012–2013 school year, not the current school year. In most cases, this is the most recent data available. We present our school's results next to those of the average elementary school in the county and state to provide the most meaningful and fair comparisons. To find additional facts about our school online, please use the [DataQuest](#) tool offered by the California Department of Education.

Please note that words that appear in a smaller, bold typeface are links in the online version of this report to more information. You can find a list of those linked words and their Web page URLs at:

[http://pub.schoolwisepress.com/sarc/links\\_2013\\_en.html](http://pub.schoolwisepress.com/sarc/links_2013_en.html)

Reports about other schools are available on the [California Department of Education Web site](#). Internet access is available in local libraries.

If you have any questions related to this report, or would like to request a hardcopy version, please contact our school office.

## How to Contact Our School

2601 Longley Way  
Arcadia, CA 91007  
Principal: Travis Long  
Phone: (626) 821-8357

## How to Contact Our District

234 Campus Dr.  
Arcadia, CA 91007  
Phone: (626) 821-8300  
<http://district.ausd.net/home/index.asp>



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# Longley Way Elementary School

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## » Principal's Message

Longley Way Elementary School's mission is to ensure that all students are provided engaging, meaningful schoolwork that results in challenging them to think and reason, develop ownership for their own lifelong learning, respect diversity, and be contributing members of society. We provide students with a high-quality instructional program based on California State Standards.

With almost 500 students, Longley Way Elementary School offers a challenging educational program that is closely matched with the developmental and educational needs of each child. Instruction is based on rigorous content, performance standards and curriculum that extend students' critical thinking skills and individual responsibility for learning. Well-trained and dedicated professional teachers effectively use high-quality instructional materials and technology tools to convey learning concepts to the students.

All students have equal access to the core curricular and co-curricular resources. Students become literate seekers of knowledge. We are proud of the opportunities that we offer for student support and enrichment during the school year, including the library/media center, computer lab, English language arts and math intervention program, Title I tutoring, Game Day PE program, Student Council, after school enrichment clubs, assemblies featuring the arts supported through PTA, and field trips at each grade level.

The school environment is nurturing, safe and supportive for all students, staff and families. We offer opportunities for students to develop positive character traits through a character education program and a school-wide positive behavioral support system. The Second Step program guides instruction in positive interpersonal skills. Lessons focus on empathy, problem solving, and emotion management. Longley Way Elementary School fervently strives to teach the whole child and prepare students to be positive, successful, and contributing members of society.

Travis Long, PRINCIPAL

### Grade range and calendar

**K–5**

TRADITIONAL

### Academic Performance Index

**948**

County Average: 812

State Average: 810

### Student enrollment

**501**

County Average: 586

State Average: 534

## Major Achievements

- Longley Way Elementary has been successful in engaging students, teachers, parents, and community members to become involved in the success of our school.
- Our Teacher on Special Assignment has successfully guided our Title I tutoring and intervention programs to offer support to students in need of extra instruction in language arts and mathematics. Our school-based measures have demonstrated that students involved in our support programs are reaching their highest potential and are well prepared to meet the challenges of a rigorous curriculum.
- Our dedicated, professional teaching staff is continuously enhancing their skills in order to better meet the needs of our students. Our teachers are devoted to their own learning as well as that of our students, and actively pursue and participate in professional development based on our school goals.
- A strong and active parent community and our Longley Way PTA support academic programs through extracurricular activities, special programs, and by volunteering in classrooms and other areas of the school. Our PTA raises funds and organizes many enrichment activities for our students, including Arts Assembly performances, a school carnival, and Family Fun Nights.
- In 2012–2013 we continued three outstanding after school enrichment programs: Math Olympiads, Longley Way Glee, and Longley Way Chess Club. The programs have been very successful.
- The Longley Way Math Olympiad team, which received the High Achievement Award for Elementary and Middle Schools last year, offers a motivational and rigorous program open to all students second through fifth grade. The team is coached by a certificated math teacher and competes in math competitions.
- Longley Way Glee is a creative outlet for second through fifth grade students. Our Glee directors teach both vocal music and choreography. Students become very adept at showmanship and perform at both school and community activities.
- The Longley Way Chess Club was established by the Beyond Chess Company. The chess coach is an international chess master. Students in kindergarten through fifth grades participate in the program, learning chess tactics and strategies. The Chess Club ended the year with a tournament and trophies.
- In 2012–13 Longley Way implemented the Power Save Program, focusing on energy awareness and conservation. Power Save participants (The Watt Swatters) furthered school power savings and increased their knowledge of sustainability at both home and school.
- Love and Logic Parenting Classes were offered to parents in the fall and spring. These seven week session classes were taught by the principal and Teacher on Special Assignment, and focused on parenting skills such as positive discipline, motivation with homework, and instilling good character in children.
- Longley Way Elementary is truly a community school that strives for educational excellence.

## Focus for Improvement

- Longley Way teachers recognize that every student is unique. Each student deserves and requires special attention and adaptation of the learning experience to fit their unique needs, interests, abilities, and attitudes.
- Using multiple measures based on state, district, and school-based formative assessments, Longley Way teachers plan instruction that will maximize academic growth and individual success.
- Our educational program has been very successful in the past, and this year we are enhancing instruction by emphasizing differentiation, or customization. Our teachers will be teaching the core curriculum as well as offering students specialized, small-group instruction focused on targeted needs.
- Intervention continues to be vital in closing the achievement gap for all students. This year we will be adding an additional intervention teacher to support our students, for a total of four credentialed teachers working with kindergarten through fifth grade students in small groups four days a week.
- Collaborative planning by the professional staff, effective teaching strategies in the classrooms, and school finances focused on quality educational programs that are proven to be valuable to student academic growth have truly served our school well.

**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. It is also used to compare schools in a statewide ranking system. The California Department of Education (CDE) calculates a school’s API using student test results from the California Standards Tests 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.

CALIFORNIA <b>API</b> ACADEMIC PERFORMANCE INDEX	
<b>Met schoolwide growth target</b>	<b>Yes</b>
<b>Met growth target for prior school year</b>	<b>Yes</b>
<b>API score</b>	<b>948</b>
<b>Growth attained from prior year</b>	<b>+2</b>
<b>Met subgroup* growth targets</b>	<b>Yes</b>

Longley Way’s API was 948 (out of 1000). This is an increase of 2 points compared with last year’s API. All students took the test. You can find three years of detailed API results in the Data Almanac that accompanies this report.

SOURCE: API based on spring 2013 test cycle. Growth scores alone are displayed and are current as of December 2013.

**API RANKINGS:** Based on our 2011–2012 test results, we started the 2012–2013 school year with a base API of 946. The state ranks all schools according to this score on a scale from 1 to 10 (10 being highest). Compared with all elementary schools in California, our school ranked 10 out of 10.

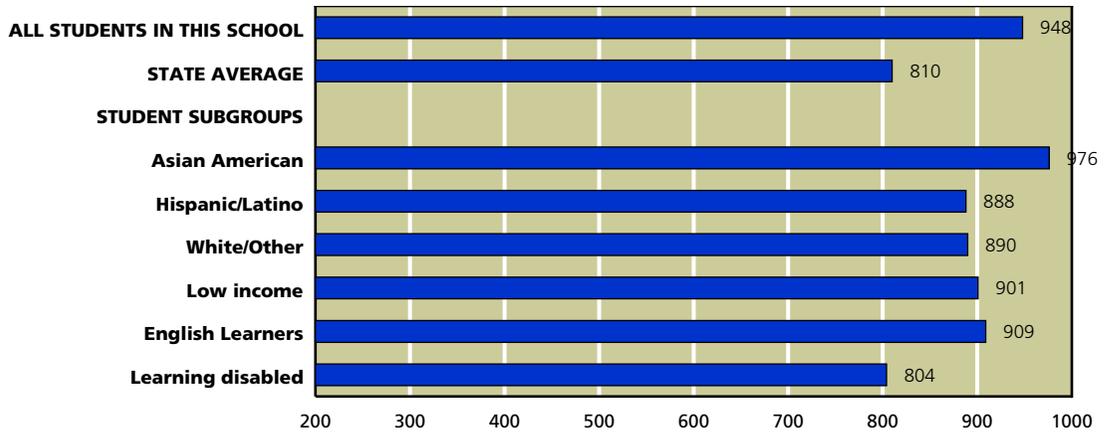
\*Ethnic groups, English Learners, special ed students, or socioeconomic groups of students that make up 15 percent or more of a school’s student body. These groups must meet AYP and API goals. N/A - Results not available.

**SIMILAR SCHOOL RANKINGS:** We also received a second ranking that compared us with the 100 schools with the most similar students, teachers, and class sizes. Compared with these schools, our school ranked 6 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 groups, English Learners, special education students, 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 met our assigned growth targets during the 2012–2013 school year. Just for reference, 48 percent of elementary schools statewide met their growth targets.

**API, Spring 2013**



SOURCE: API based on spring 2013 test cycle. State average represents elementary schools only.  
NOTE: Only groups of students that represent at least 15 percent of total enrollment are calculated and displayed as student subgroups.

### Adequate Yearly Progress

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

We met 18 out of 19 criteria for yearly progress. Because we fell short in one area, we did not make 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 Tests (CST), the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA): 89.2 percent on the English/language arts test and 89.5 percent on the math test. All ethnic, English Learners, special education, and socioeconomic subgroups of students also must meet these goals. Second, the schools must achieve an API of at least 770 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.

FEDERAL <b>AYP</b> ADEQUATE YEARLY PROGRESS	
<b>Met AYP</b>	<b>No</b>
<b>Met schoolwide participation rate</b>	<b>Yes</b>
<b>Met schoolwide test score goals</b>	<b>Yes</b>
<b>Met subgroup* participation rate</b>	<b>Yes</b>
<b>Met subgroup* test score goals</b>	<b>No</b>
<b>Met schoolwide API for AYP</b>	<b>Yes</b>
<b>Program Improvement school in 2013</b>	<b>No</b>

SOURCE: AYP is based on the Accountability Progress Report of September 2013. A school can be in Program Improvement based on students’ test results in the 2012–2013 school year or earlier.

\*Ethnic groups, English Learners, special ed students, 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. N/A - Results not available.

### Adequate Yearly Progress, Detail by Subgroup

● MET GOAL ● DID NOT MEET GOAL — NOT ENOUGH STUDENTS

	English/Language Arts		Math	
	DID 95% OF STUDENTS TAKE THE CST, CMA OR CAPA?	DID 89.2% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST, CMA, & CAPA?	DID 95% OF STUDENTS TAKE THE CST, CMA OR CAPA?	DID 89.5% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST, CMA, & CAPA?
<b>SCHOOLWIDE RESULTS</b>	●	●	●	●
<b>SUBGROUPS OF STUDENTS</b>				
<b>Low income</b>	●	●	●	●
<b>Students learning English</b>	●	●	●	●
<b>STUDENTS BY ETHNICITY</b>				
<b>Asian American</b>	●	●	●	●
<b>White/Other</b>	—	●	—	●

SOURCE: AYP release of September 2013, CDE.

The table at left shows our success or failure in meeting AYP goals in the 2012–2013 school year. The green dots represent goals we met; red dots indicate goals we missed. Just one red dot means that we failed to meet AYP.

**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.

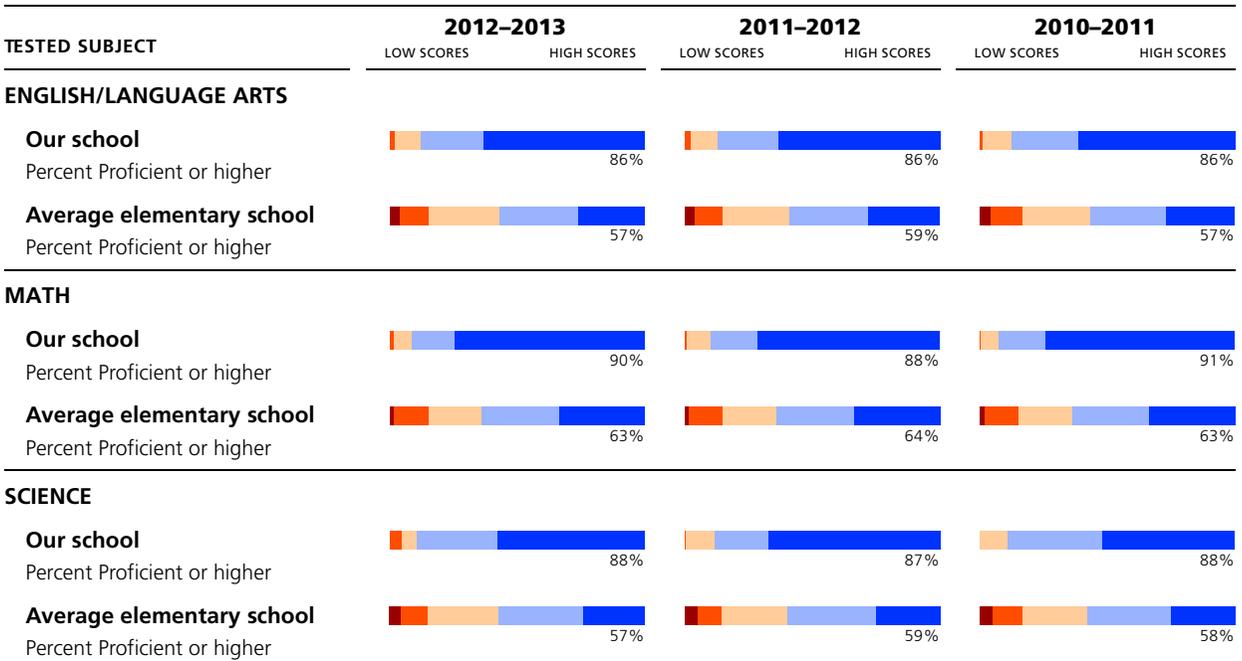
## STUDENT ACHIEVEMENT

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 with 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 BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

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



SOURCE: The scores for the CST are from the spring 2013 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

**HAVE THE CALIFORNIA STANDARDS TESTS KEPT UP WITH THE CHANGES IN WHAT WE TEACH?** In two subjects, the answer is “yes,” and in two more the answer is “no.” The Common Core transition is the reason for this. The test questions in math and English/language arts in 2012–13 were likely to be less well aligned with the official standards for California curriculum than they were three years ago. But the test questions in social studies and science were just as well aligned in 2012–13 as they were in the past.

**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 Data Almanac that accompanies 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.

**HOW HARD ARE THE CALIFORNIA STANDARDS TESTS?** Experts consider California’s standards to be among the most clear and rigorous in the country. Just 57 percent of elementary school students scored Proficient or Advanced on the English/language arts test; 63 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 CST. 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.

**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 for understanding how to [compare test scores](#).

### English/Language Arts (Reading and Writing)

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

**FAR BELOW BASIC** **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>SCHOOLWIDE AVERAGE</b>			86%	96%	<b>SCHOOLWIDE AVERAGE:</b> About 29 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
<b>AVERAGE ELEMENTARY SCHOOL IN THE COUNTY</b>			56%	94%	
<b>AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA</b>			57%	94%	

### Subgroup Test Scores

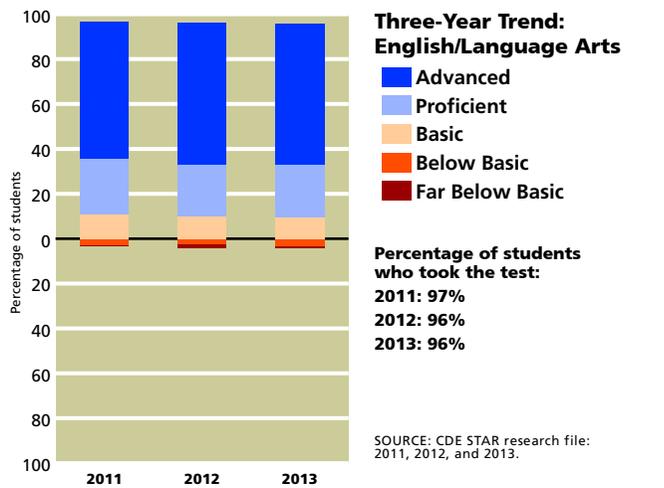
BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

**FAR BELOW BASIC, BELOW BASIC, AND BASIC** **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>Boys</b>			85%	159	<b>GENDER:</b> About three percent more girls than boys at our school scored Proficient or Advanced.
<b>Girls</b>			88%	163	
<b>English proficient</b>			93%	256	<b>ENGLISH PROFICIENCY:</b> English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
<b>English Learners</b>			64%	64	
<b>Low income</b>			76%	86	<b>INCOME:</b> About 16 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
<b>Not low income</b>			92%	231	
<b>Learning disabled</b>	NO DATA AVAILABLE		N/A	15	<b>LEARNING DISABILITIES:</b> We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
<b>Not learning disabled</b>			88%	306	
<b>Asian American</b>			90%	230	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
<b>White/Other</b>			75%	46	

SOURCE: The scores for the CST are from the spring 2013 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.  
 NS: 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). You can read the California standards for [English/language arts](#) on the CDE's Web site.



**Math**

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

**FAR BELOW BASIC** **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>SCHOOLWIDE AVERAGE</b>			90%	97%	<b>SCHOOLWIDE AVERAGE:</b> About 27 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
<b>AVERAGE ELEMENTARY SCHOOL IN THE COUNTY</b>			64%	91%	
<b>AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA</b>			63%	91%	

**Subgroup Test Scores**

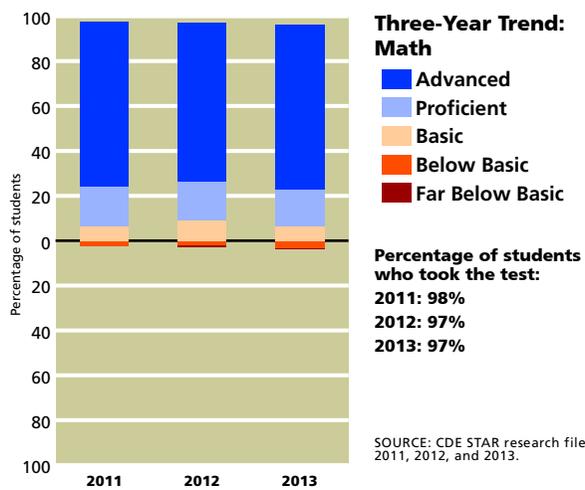
BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

**FAR BELOW BASIC, BELOW BASIC, AND BASIC** **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>Boys</b>			88%	162	<b>GENDER:</b> About three percent more girls than boys at our school scored Proficient or Advanced.
<b>Girls</b>			91%	163	
<b>English proficient</b>			93%	258	<b>ENGLISH PROFICIENCY:</b> English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
<b>English Learners</b>			82%	65	
<b>Low income</b>			80%	87	<b>INCOME:</b> About 14 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
<b>Not low income</b>			94%	233	
<b>Learning disabled</b>	NO DATA AVAILABLE		N/A	18	<b>LEARNING DISABILITIES:</b> We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
<b>Not learning disabled</b>			92%	306	
<b>Asian American</b>			96%	231	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
<b>White/Other</b>			73%	47	

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**Science**

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

**FAR BELOW BASIC** **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>SCHOOLWIDE AVERAGE</b>			88%	96%	<b>SCHOOLWIDE AVERAGE:</b> About 31 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
<b>AVERAGE ELEMENTARY SCHOOL IN THE COUNTY</b>			57%	93%	
<b>AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA</b>			57%	93%	

**Subgroup Test Scores**

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

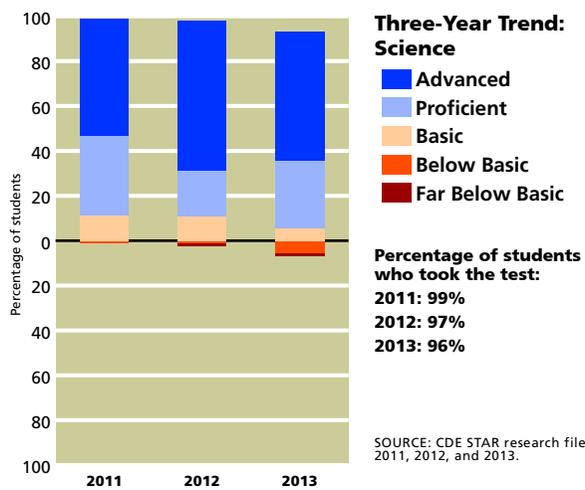
**FAR BELOW BASIC, BELOW BASIC, AND BASIC** **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>Boys</b>			88%	49	<b>GENDER:</b> The same percentage of boys and girls at our school scored Proficient or Advanced.
<b>Girls</b>			88%	40	
<b>English proficient</b>			91%	78	<b>ENGLISH PROFICIENCY:</b> We cannot compare scores for these two subgroups because the number of English Learners tested was either zero or too small to be statistically significant.
<b>English Learners</b>	NO DATA AVAILABLE		N/A	10	
<b>Low income</b>	DATA STATISTICALLY UNRELIABLE		N/S	29	<b>INCOME:</b> We cannot compare scores for these two subgroups because the number of students tested from low-income families was too small to be statistically significant.
<b>Not low income</b>			93%	60	
<b>Learning disabled</b>	NO DATA AVAILABLE		N/A	6	<b>LEARNING DISABILITIES:</b> We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
<b>Not learning disabled</b>			89%	82	
<b>Asian American</b>			94%	63	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
<b>White/Other</b>	DATA STATISTICALLY UNRELIABLE		N/S	13	

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



### **Other Measures of Student Achievement**

Currently we use the results of the California standardized tests that are given to all second through fifth graders in April to show progress toward meeting state standards. Additionally, our district provides us with other assessments to show progress toward meeting the high standards established by the Arcadia Unified School District. Teachers are encouraged to use projects that allow students to show their achievement in ways other than paper and pencil tests. All students take the district writing assessment three times during the school year. All students also take the Dynamic Indicators of Basic Early Literacy Skills test, which assesses specific reading skills. Students in kindergarten and first grade are also given a series of assessments designed to determine their skills in phonics, word structure, and comprehension. The assessment results are available from individual teachers.

Report cards are sent home to parents each trimester. We also hold student-led conferences twice each year for all students. Students demonstrate for their parents what they are working on and set goals to be met by the next conference. Teachers are always available and willing to meet with parents by appointment to discuss any concerns parents may have.

**STUDENTS**

**Students’ English Language Skills**

At Longley Way, 77 percent of students were considered to be proficient in English, compared with 70 percent of elementary school students in California overall.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English-proficient students	77%	68%	70%
English Learners	23%	32%	30%

SOURCE: Language census for the 2012–2013 school year. County and state averages represent elementary schools only.

**Languages Spoken at Home by English Learners**

Please note that this table describes the home languages of just the 116 students classified as English Learners. At Longley Way, the languages these students most often speak at home are Cantonese or Mandarin (Putonghua). In California it’s common to find English Learners in classes with students who speak English well. 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	11%	88%	84%
Vietnamese	2%	1%	3%
Cantonese	30%	1%	1%
Hmong	0%	0%	1%
Filipino/Tagalog	1%	1%	1%
Korean	3%	1%	1%
Khmer/Cambodian	0%	0%	0%
All other	53%	8%	9%

SOURCE: Language census for the 2012–2013 school year. County and state averages represent elementary schools only.

**Ethnicity**

Most students at Longley Way identify themselves as Asian/Pacific Islander. In fact, there are about five times as many Asian/Pacific Islander students as White students, the second-largest ethnic group at Longley Way. The state of California allows citizens to choose more than one ethnic identity, or to select “two or more races” 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%	8%	6%
Asian American/Pacific Islander	69%	10%	11%
Hispanic/Latino	13%	66%	54%
White	15%	14%	25%

SOURCE: California Longitudinal Pupil Achievement Data System (CALPADS), October 2012. County and state averages represent elementary schools only.

**Family Income and Education**

The [free or reduced-price meal](#) subsidy goes to students whose families earned less than \$42,643 a year (based on a family of four) in the 2012–2013 school year. At Longley Way, 26 percent of the students qualified for this program, compared with 61 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	26%	69%	61%
Parents with some college	88%	51%	58%
Parents with college degree	75%	29%	34%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2012–2013 school year. Parents’ education level is collected in the spring at the start of testing. Rarely do all students answer these questions.

The parents of 88 percent of the students at Longley Way have attended college and 75 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 60 percent of our students provided this information.

**CLIMATE FOR LEARNING**

**Average Class Sizes**

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

The average class size at Longley Way varies across grade levels from a low of 15 students to a high of 32. Our average class size schoolwide is 20 students.

AVERAGE CLASS SIZE BY GRADE	OUR SCHOOL	OUR DISTRICT
Kindergarten	15	24
First grade	19	21
Second grade	20	21
Third grade	20	20
Fourth grade	21	25
Fifth grade	32	27

SOURCE: California Department of Education, SARC Research File. District averages represent elementary schools only.

**Safety**

All staff members take responsibility to ensure student safety within the classroom, on the field, and on field trips. We have school rules in place to prevent accidents and protect the safety of our students. Visitors are required to come to the office to sign in and get a visitor sticker, and sign out upon leaving. Anyone without a visitor sticker is questioned by staff and required to go to the office to sign in.

Our School Safety Plan is revised yearly by a committee of teachers, parents, and the administrator. It was last revised in September 2013. Pertinent parts are shared with parents in the school newsletter and with all staff yearly, with monthly reminders. The plan includes child abuse reporting procedures, disaster/emergency plan, district policies for student behaviors that lead to suspension, sexual harassment policies, dress code, procedures for safe ingress and egress of students, and school rules.

We have an extensive procedure for disasters/emergencies. We practice fire drills monthly as well as quarterly lockdown drills and earthquake drills. At least once a year we participate in a district drill with a disaster scenario, where we conduct search and rescue and give care to “injured” students. We have an off-campus evacuation spot that parents know about, and we stock several days’ worth of disaster supplies, including food, water, shade, light, and warmth.

**Discipline**

We have a school-wide discipline policy. Teachers each have a classroom management system that includes positive rewards for proper behavior and good study skills, and consequences for inappropriate behavior/study skills. We follow the district discipline matrix.

We have a Character Education Integrity program that focuses on a different character trait each month, such as citizenship, respect, responsibility, caring, fairness, and trustworthiness. Teachers teach integrated lessons about the character traits within their classrooms. In addition, we have implemented the Second Step program, which teaches students several skills central to healthy social-emotional development: empathy, impulse control, problem solving, and anger management.

One of the most important elements of the program is “transfer of learning.” The classroom lessons are only part of the learning equation. The newly acquired skills need to be maintained and strengthened throughout the day. Teachers model the skills for the students and provide students with opportunities to practice skills in new situations. The students’ skill use is positively reinforced. Teachable moments that occur during the day are another way to strengthen positive skills.

Teachers watch for the transfer of learning and demonstration of good citizenship and positive character, as well as favorable interpersonal skills on a daily basis. Teachers then choose recipients for awards each month to recognize the students’ exemplary behaviors. Students are honored in a monthly assembly. Students are also offered various short-term rewards in grade levels. In addition, all students with good academic work and citizenship are invited to Principal’s Recess once a month. During this recess time the principal and teachers join in the fun and celebration.

The Longley Way Lion Leader Club was created to ensure positive feedback and to recognize outstanding behavior and citizenship of students in grades 3-5. These students commit to distinguished citizenship, excellent academic progress, and commendable personal behavior. Students are rewarded each trimester for their long-term commitment and efforts.

## Homework

Our staff adheres to the homework policy of the Arcadia Unified School District. All students are required to read daily. Nonreaders can be read to, and readers are required to read to someone else or themselves.

Kindergarten and first grade students read 20 minutes per school day and second through fifth graders read 30 minutes per school day. In addition, students in kindergarten and first grade have 10 minutes of homework four days a week; second graders have 20 minutes; third graders have 30 minutes; fourth graders have 40 minutes; and fifth graders receive 50 minutes of homework. Homework is for students to practice skills learned in class, prepare for class, or finish class work. Parents are expected to go over the homework with their children after completion.

## Schedule

Arcadia Unified School District's traditionally has 180 instructional days. School hours for grades one through five are 8:30 a.m. to 2:45 p.m., except on Wednesday when the school day is from 8:30 a.m. to 1:45 p.m. This early release allows teachers to have a common collaboration period. Morning kindergarten students attend from 8:30 a.m. to 11:55 a.m., except on Wednesday when they attend from 8:30 a.m. to 11:30 a.m. Afternoon kindergarten attends from 10:30 a.m. to 2:45 p.m., except on Wednesday when they attend from 10:10 a.m. to 1:30 p.m.

Teachers tutor qualified students for one and one-half hours per week in our Title 1 program. We also offer instrumental music instruction for grades four and five and an after-school recreation program run by the Arcadia City Recreation Department. The district also offers a fee-based daycare program called Shining Stars for before- and after-school care. We offer summer programs each year at the district level that are open to our struggling students. The Arcadia Education Foundation offers a fee-based summer program for all students. All incoming kindergarten students are invited to attend Kindergarten Camp, which helps to prepare them for kindergarten in the Arcadia Unified School District.

## Parent Involvement

Parents help teachers prepare materials and volunteer in the classrooms with students. Our PTA is a strong advocate for students and raises money for performing arts assemblies, classroom newspapers, library books, and various equipment needs that we would otherwise be without. PTA parent volunteers also organize Family Fun Nights for our students and their families and host Back-to-School Night and Open House, as well as many other events for our students. Our volunteers are a vital part of our school community.

We have high expectations not only for our students but for our parents too. We expect parents to read with and to their children, talk to them about their school work, enrich their experiences outside of school, and be involved in school activities. Especially important among those activities are student-led conferences, which include ways that students learn to take responsibility for their learning. For more information about becoming involved at the school, contact Principal Travis Long at (626) 821-8357.

**LEADERSHIP, TEACHERS, AND STAFF**

**Leadership**

Mr. Travis Long is currently in his first year as principal of Longley Way Elementary School. Prior to this he was an assistant principal for four years and an elementary school teacher for 10 years. The previous principal, Mrs. Sherrie DuFrense, retired at the end of the 2013 school year.

We have many groups that collaborate to ensure that we are a highly successful school. The Longley Way Leadership Team, consisting of the principal and a teacher from each grade level, gathers input from classroom teachers and analyzes formative data to make decisions about the curriculum. They also monitor the effectiveness of our programs and share information with their grade levels.

The School Site Council, which includes parent volunteers, teachers, classified staff, and administration helps create the Single Plan for Student Achievement, sets goals for instruction based on student data, implements an action plan that will accomplish our learning goals, and assembles budgetary support.

Our English Language Advisory Committee (ELAC) includes parents of English Learners. The ELAC helps shape our program for English Learners.

The general well-being and success of our school is dependent on many hands and minds working together. We are very fortunate to have supportive and dedicated staff, parents, and students.

**Indicators of Teachers Who May Be Underprepared**

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Core courses taught by a teacher not meeting NCLB standards</b>	Percentage of core courses not taught by a “highly qualified” teacher according to federal standards in NCLB	0%	N/A	0%
<b>Fully credentialed teachers</b>	Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level	100%	N/A	N/A
<b>Teachers lacking a full credential</b>	Percentage of teachers without a full, clear credential	0%	N/A	N/A

SOURCE: This information provided by the school district. Data on NCLB standards is from the California Department of Education, SARC research file.

**PLEASE NOTE:** Comparative data (county average and state averages) for some of the data reported in the SARC is unavailable as of December 2013.

**“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. None of our teachers was working without full credentials.

More facts about our teachers, called for by the Williams legislation of 2004, are available on our Accountability Web page, which is accessible from our district Web site. You will find specific facts about [misassigned teachers](#) and [teacher vacancies](#) in the 2013–2014 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 standards. We show how these teachers are distributed among schools according to the percentage of low-income students enrolled.

When more than 40 percent of the students in a school are receiving subsidized lunches, that school is considered by the California Department of Education to be a school with higher concentrations of low-income students. When less than 25 percent of the students in a school are receiving subsidized lunches, that school is considered by the CDE to be a school with lower concentrations of low-income students.

DISTRICT FACTOR	DESCRIPTION	CORE COURSES NOT TAUGHT BY HQT IN DISTRICT
<b>Districtwide</b>	Percentage of core courses not taught by “highly qualified” teachers (HQT)	1%
<b>Schools with more than 40% of students from lower-income homes</b>	Schools whose core courses are not taught by “highly qualified” teachers	0%
<b>Schools with less than 25% of students from lower-income homes</b>	Schools whose core courses are not taught by “highly qualified” teachers	1%

SOURCE: Data is from the California Department of Education, SARC research file.

### Staff Development

In 2012–2013, staff development emphasized using data to plan and inform instruction, hands-on science curriculum training, Write from the Beginning training and differentiated instruction. Arrangements are made at the district level for training for new materials as well as for new instructional methods that fit our program.

YEAR	PROFESSIONAL DEVELOPMENT DAYS
<b>2012–2013</b>	1.0
<b>2011–2012</b>	1.0
<b>2010–2011</b>	3.0

SOURCE: This information is supplied by the school district.

### Evaluating and Improving Teachers

The principal evaluates teachers and staff members according to their contracts. Newer teachers are evaluated in writing yearly and more experienced teachers, every other year. Criteria for evaluation are set by the contract. Individual goals are set yearly and each teacher provides evidence of progress to the principal. The evaluation is given directly to the teacher or staff member. A copy is sent to the district personnel office. No one else is given access to the evaluations at the school level.

Each new teacher has a Beginning Teachers Support and Assessment provider for their first two years of teaching. Each grade level also has a support system for all teachers in lesson planning, which is especially helpful to new teachers or teachers new to that grade level.

### Substitute Teachers

In Arcadia Unified School District we are fortunate to have many highly qualified substitute teachers. Student learning time is a high priority. In the absence of the classroom teacher, instruction is provided by qualified substitute teachers.

### Specialized Resource Staff

The table to the right lists the number of full-time equivalent qualified support personnel who provide counseling and other pupil support services in our school. These specialists often work part time at our school and some may work at more than one school in our district. 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.

STAFF POSITION	STAFF (FTE)
Academic counselors	0.3
Behavioral/career counselors	0.0
Librarians and media staff	0.0
Psychologists	0.8
Social workers	0.0
Nurses	0.0
Speech/language/hearing specialists	2.0
Resource specialists	1.0

SOURCE: Data provided by the school district.

## **Specialized Programs and Staff**

All fourth and fifth grade students have the opportunity to learn to play a musical instrument and participate in a band or orchestra taught by professional music teachers. A large percentage of our students take advantage of this opportunity. A very talented parent offers an after school program for students interested in participating in chorus. They perform very successfully several times during the school year.

Students who are struggling academically may be recommended by their teachers to participate in an academic intervention program. Students work in small groups during the school day to boost reading, writing, and/or math skills. Our Title I tutoring program allows students not meeting standards to participate in a program that helps them fill the gaps in their learning. These tutoring sessions take place two to three days a week for 30 to 45 minutes per session and are taught by the teachers at our school. We also offer school counseling with a credentialed counselor, who works individually or in small groups with students who are referred by the teacher, requested by parents or the student himself. Parents must give signed permission for a student to participate in these programs.

## **Special Education Program**

We have a full-time Resource Specialist Program (RSP) with one teacher and two assistants who work with our special education students for up to half of their school day. Students in the resource program stay in the regular classroom as much as possible but come to the RSP classroom to work in small groups or one on one in their area of difficulty, according to the goals set in their Individualized Education Programs (IEPs). In the general education classroom they receive accommodations according to their IEPs, such as extra time to take tests, sitting near the teacher, and modified work. We have a licensed speech language pathologist on campus several days a week and an educational psychologist available as needed.

Also located on our campus are four Special Day Classes. Two are for language-delayed three-to-six-year-olds, and one is for visually impaired students in kindergarten through fifth grade. We have very qualified teachers and aides who work with these students and mainstream them into general education classrooms whenever possible.

## **English Learner Program**

Longley Way School has a qualified English Language Development (ELD) teacher who works with students who have tested as not yet able to read, write, speak, or understand English as well as their grade-level peers. Beginning students work in small groups with the teacher for up to one and one-half hours per day learning listening, speaking, reading, and writing skills. As the students become more proficient in these English skills, they need less time in our pullout ELD program and more time in the regular classroom. All of our programs are taught in English.

All of our teachers have completed extensive training in working with English Learners and have received a Cross-cultural Language and Academic Development (CLAD) certificate. Most are very experienced in teaching students of other languages and cultures. Our ELD teacher continues to share ideas for inclusion with our other teachers. We encourage the parents of English Learners to join our English Learner Advisory Committee (ELAC). We depend on the ELAC to help improve and expand our ELD program as our English Learner population continues to grow.

## RESOURCES

### Buildings

Our school was built in 1951 and had a major renovation in 1996. At that time we updated classrooms, added air conditioning and new flooring, and installed electrical upgrades for computers and other technology. Our rest rooms are kept clean by our hardworking and dedicated custodians. A gardening service maintains our school grounds on a weekly basis, and major landscaping projects have been achieved through the hard work of our local Boy Scout troop, many of whose members are working on Eagle Scout projects.

Our district recently succeeded in passing a school building/renovation bond in a local election. Many changes will take place over the next several years, and completion is expected in 2015. We will have new paint and flooring inside classrooms, major upgrades for advanced technology in every classroom, new exterior fencing, security lighting, and new phone and bell systems. The AUSD Steering Committee has begun planning for the modernization of our school, and our plans have been submitted to California State Department of Education. As we have had an opportunity to see the plans take shape, we are very grateful to our citizens and our school district for having a vision of contemporary and efficient buildings to house excellent educational programs.

More facts about the [condition of our school buildings](#) are available in an online supplement to this report called for by the Williams legislation of 2004. 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 Williams legislation. You can look at the six-page [Facilities Inspection Tool](#) used for the assessment on the Web site of the OPSC.

### Library

We have a beautiful double classroom that houses both our library and media center. We have more than 12,000 books in our collection and usually spend between \$1,000 and \$2,000 per year to replace worn, well-loved books and to add to our collection. We ask our teachers to identify areas of need in the library and then work to fill the need. Our half-time library aide helps our students find the books they need, check them out, and re-shelve them. Students come to the library weekly to check out books. Our library also contains audiovisual materials that teachers can check out and a special rack of books just for parents.

## Computers

Our technology program is quite remarkable; it is a testament to the importance our district and community puts on students ability to use technology successfully as a part of their daily school life. Students use computers as a tool, just as they would a textbook or paper and pencil. Our goal is to seamlessly integrate technology into the lives of our teachers and students. If students are curious about something, they can be directed to the internet. They use technology to produce high-quality projects including presentations, books, and posters. They also use technology to extend their learning. All computers are connected to the internet. All teachers use email for regular communication with the office personnel, parents, and students.

Our kindergarten classrooms each have two classroom computers for student use, and the number of computers per classroom grows as the students move up through the grade levels. For example, third grade classes have about five per classroom and fifth grade classes have about eight. Additionally, our media center has 33 state-of-the-art computers to accommodate an entire classroom as well as two laptop carts with ten computers each that can be checked out for use in the classrooms. Our computer aide assists the teacher and students and helps keep the technology working so that each class can use the media center once each week.

## 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 Data Almanac that accompanies 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 2013–2014 school year and whether those [textbooks](#) covered the California Content Standards.

## Curriculum and the Transition to the Common Core

For many 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.

In 2010, California's State Board of Education voted to redefine what we teach. We are calling this the Common Core curriculum, because it is common or shared among schools in most states, and because it affects the core subjects. In 2012–2013, our district's teachers were already delivering a somewhat different curriculum in math and English/language arts. Changes to the science standards will follow in 2013–2014.

The [California Department of Education \(CDE\)](#) has published helpful background information about the Common Core curriculum. This includes a helpful [video introduction](#) as well as access to a [handbook for parents](#) of students in kindergarten through eighth grade. The full [math standards](#) are available as well as the standards for [English/language arts](#).

**SCHOOL EXPENDITURES**

We are a low-funded school district and must therefore use our resources wisely. Currently, we use federal Title 1 funds to allow our students who do not meet academic standards to participate in tutoring by classroom teachers for one and one-half hours per week. Our state School Improvement Program funds allow us to hire a part-time library/computer aide. Our PTA raises approximately \$15,000 per year to fund performing arts assemblies, to purchase library books and specialized equipment, and to provide special grade-level days such as fifth grade’s Colonial Day. The PTA also funds Family Fun Nights and special events for students.

We warmly welcome newcomers to Longley Way School. You will be very pleased to experience the atmosphere of caring, the expectation of high effort, and focus on our main goal to successfully educate our children.

**Spending per Student (2011–2012)**

To make comparisons possible across schools and districts of varying sizes, we first report our overall spending per student. We base our calculations on our average daily attendance (ADA), which was 479 students.

We’ve broken down expenditures by the type of funds used to pay for them. Unrestricted funds can be used for any lawful purpose. Restricted funds, however, must be spent for specific purposes set out by legal requirements or the donor. Examples include funding for instructional materials, economic impact aid, and teacher- and principal-training funds.

TYPE OF FUNDS	OUR SCHOOL	DISTRICT AVERAGE *	SCHOOL VARIANCE	STATE AVERAGE	SCHOOL VARIANCE
<b>Unrestricted funds (\$/student)</b>	\$4,545	\$5,440	-16%	\$5,653	-20%
<b>Restricted funds (\$/student)</b>	\$2,811	\$1,932	45%	\$3,083	-9%
<b>TOTAL (\$/student)</b>	\$7,356	\$7,372	0%	\$8,736	-16%

SOURCE: Information provided by the school district.  
 \* Districts allocate most of their costs to school sites and attribute other costs to the district office. When calculating the district average for school level spending per student, we include these district related costs in the denominator. This will often cause most schools to fall below the district average.

**Total Expenditures, by Category (2011–2012)**

Here you can see how much we spent on different categories of expenses. We’re reporting the total dollars in each category, not spending per student.

CATEGORY	UNRESTRICTED FUNDS	RESTRICTED FUNDS	TOTAL	PERCENTAGE OF TOTAL*
<b>Teacher salaries (all certificated staff)</b>	\$1,560,679	\$767,387	\$2,328,066	66%
<b>Other staff salaries</b>	\$221,320	\$271,161	\$492,481	14%
<b>Benefits</b>	\$361,459	\$232,361	\$593,820	17%
<b>Books and supplies</b>	\$18,836	\$34,659	\$53,495	2%
<b>Equipment replacement</b>	\$0	\$0	\$0	0%
<b>Services and direct support</b>	\$12,852	\$39,862	\$52,714	1%
<b>TOTAL</b>	\$2,175,146	\$1,345,430	\$3,520,576	

SOURCE: Information provided by the school district.  
 \* Totals may not add up to exactly 100% because of rounding.

**Compensation of Staff with Teaching Credentials (2011–2012)**

The total of what our certificated staff members earn appears below. A certificated staff person is a school employee who is required by the state to hold teaching credentials, including full-time, part-time, substitute or temporary teachers, and most administrators. You can see the portion of pay that goes to salary and three types of benefits.

To make comparisons possible across schools and districts of varying sizes, we first report our compensation per full-time equivalent (FTE) certificated staff member. A teacher/administrator/pupil services person who works full time counts as 1.0 FTE. Those who work only half time count as 0.5 FTE. We had 27 FTE teachers working in our school.

CATEGORY	OUR SCHOOL	DISTRICT AVERAGE *	SCHOOL VARIANCE	STATE AVERAGE	SCHOOL VARIANCE
Salaries	\$74,575	\$79,802	-7%	\$71,848	4%
Retirement benefits	\$6,152	\$6,588	-7%	\$5,888	4%
Health and medical benefits	\$5,344	\$5,116	4%	\$10,391	-49%
Other benefits	\$681	\$1,480	-54%	\$720	-5%
<b>TOTAL</b>	<b>\$86,753</b>	<b>\$92,987</b>	<b>-7%</b>	<b>\$88,847</b>	<b>-2%</b>

SOURCE: Information provided by the school district.  
 \* Districts allocate most of their staff costs to school sites, but attribute other staff costs to the district office. One example is a reading resource teacher or librarian who works at all school sites. When calculating the district average for compensation per staff member, we include these district related costs in the denominator. This will often cause most schools to fall below the district average.

**Total Certificated Staff Compensation (2011–2012)**

Here you can see how much we spent on different categories of compensation. We’re reporting the total dollars in each category, not compensation per staff member.

CATEGORY	TOTAL	PERCENTAGE OF TOTAL*
Salaries	\$2,043,348	86%
Retirement benefits	\$168,576	7%
Health and medical benefits	\$146,439	6%
Other benefits	\$18,668	1%
<b>TOTAL</b>	<b>\$2,377,031</b>	

SOURCE: Information provided by the school district.  
 \* Totals may not add up to exactly 100% because of rounding.

**TECHNICAL NOTE ON DATA RECENCY:** All data is the most current available as of December 2013. The CDE may release additional or revised data for the 2012–2013 school year after the publication date of this report. We rely on the following sources of information from the California Department of Education: California Longitudinal Pupil Achievement Data System (CALPADS) (October 2012); Language Census (March 2013); California Standards Tests (spring 2013 test cycle); Academic Performance Index (September 2013 growth score release); Adequate Yearly Progress (September 2013).

**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.

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## » Adequacy of Key Resources 2013–2014

Here you'll find key facts about our teachers, textbooks, and facilities during the school year in progress, 2013–2014. Please note that these facts are based on evaluations our staff conducted in accordance with the Williams legislation.



**TEACHERS**

**Teacher Vacancies**

The Williams legislation asked districts to disclose how frequently full-time teachers were not permanently assigned to a classroom. There are two general circumstances that can lead to the unfortunate case of a classroom without a full-time, permanently assigned teacher. Within the first 20 days of the start of school, we can be surprised by too many students showing up for school, or too few teachers showing up to teach. After school starts, however, teachers can also be surprised by sudden changes: family emergencies, injuries, accidents, etc. When that occurs, it is our school’s and our district’s responsibility to fill that teacher’s vacancy with a qualified, full-time and permanently assigned replacement. For that reason, we report teacher vacancies in two parts: at the start of school, and after the start of school.

KEY FACTOR	2011–2012	2012–2013	2013–2014
<b>TEACHER VACANCIES OCCURRING AT THE BEGINNING OF THE SCHOOL YEAR</b>			
Total number of classes at the start of the year	0	0	0
Number of classes which lacked a permanently assigned teacher within the first 20 days of school	0	0	0
<b>TEACHER VACANCIES OCCURRING DURING THE SCHOOL YEAR</b>			
Number of classes where the permanently assigned teacher left during the year	0	0	0
Number of those classes where you replaced the absent teacher with a single new teacher	0	0	0

**NOTES:** This report was completed on Friday, November 01, 2013.

### Teacher Misassignments

A “misassigned” teacher is one who lacks the appropriate subject-area authorization for a class she is teaching.

Under the terms of the Williams settlement, schools must inform the public of the number of their teachers who are misassigned. It is possible for a teacher who lacks the authorization for a subject to get special permission—in the form of an emergency permit, waiver, or internship authorization—from the school board or county office of education to teach the subject anyway. This permission prevents the teacher from being counted as misassigned.

KEY FACTOR	DESCRIPTION	2011–2012	2012–2013	2013–2014
<b>Teacher Misassignments</b>	Total number of classes taught by teachers without a legally recognized certificate or credential	0	0	0
<b>Teacher Misassignments in Classes that Include English Learners</b>	Total number of classes that include English learners and are taught by teachers without CLAD/BCLAD authorization, ELD or SDAIE training, or equivalent authorization from the California Commission on Teacher Credentialing	0	0	0
<b>Other Employee Misassignments</b>	Total number of service area placements of employees without the required credentials	0	0	0

**NOTES:** This report was completed on Friday, November 01, 2013.

**TEXTBOOKS**

The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California content standards calls for. This information is far more meaningful when viewed along with the more detailed description of textbooks contained in our School Accountability Report Card (SARC). There you'll find the names of the textbooks used in our core classes, their dates of publication, the names of the firms that published them, and more.

SUBJECT	ARE THERE TEXTBOOKS OR INSTRUCTIONAL MATERIALS IN USE?		ARE THERE ENOUGH BOOKS FOR EACH STUDENT?	
	STANDARDS ALIGNED?	FROM THE MOST RECENT OFFICIAL ADOPTION?	FOR USE IN CLASS?	PERCENTAGE OF STUDENTS HAVING BOOKS TO TAKE HOME?
English	Yes	Yes	Yes	100%
Math	Yes	Yes	Yes	100%
Science	Yes	Yes	Yes	100%
Social Studies	Yes	Yes	Yes	100%
Health Sciences	Yes	Yes	Yes	100%
Visual and Performing Arts	Yes	Yes	Yes	100%

**NOTES:** This report was completed on Thursday, November 07, 2013. This information was collected on Friday, November 01, 2013.

**FACILITIES**

To determine the condition of our facilities, our district sent experts from our facilities team to inspect them. They used a survey, called the Facilities Inspection Tool, issued by the Office of Public School Construction. Based on that survey, we’ve answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

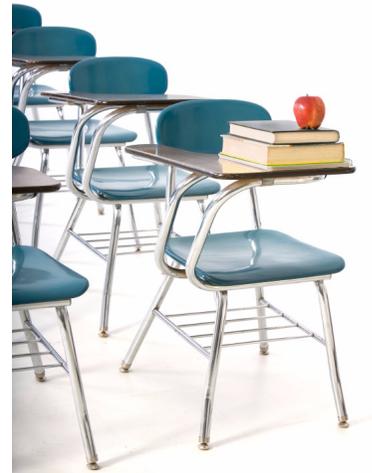
AREA	RATING	DESCRIPTION
<b>OVERALL RATING</b>	<b>Good</b>	Our school is in good repair, according to the criteria established by the Office of Public School Construction. Our deficiencies are minor ones resulting from common wear and tear, and there are few of them. We scored between 90 and 99 percent on the 15 categories of our evaluation.
<b>A. SYSTEMS</b>	<b>Good</b>	
Gas Leaks		No apparent problems.
Mechanical Problems (Heating, Ventilation, and Air Conditioning)		No apparent problems.
Sewer System		No apparent problems.
<b>B. INTERIOR</b>		
Interior Surfaces (Walls, Floors, and Ceilings)	<b>Good</b>	No apparent problems.
<b>C. CLEANLINESS</b>	<b>Good</b>	
Overall Cleanliness		No apparent problems.
Pest or Vermin Infestation		Termites present in vertical beams on exterior north and south sides of MPR.
<b>D. ELECTRICAL</b>		
Electrical Systems and Lighting	<b>Good</b>	No apparent problems.
<b>E. RESTROOMS/FOUNTAINS</b>	<b>Good</b>	
Bathrooms		No apparent problems.
Drinking Fountains (Inside and Out)		No apparent problems.
<b>F. SAFETY</b>	<b>Good</b>	
Fire Safety (Sprinkler Systems, Alarms, Extinguishers)		No apparent problems.
Hazardous Materials (Lead Paint, Asbestos, Mold, Flammables, etc.)		No apparent problems.
<b>G. STRUCTURAL</b>	<b>Good</b>	
Structural Damage (Cracks in Walls and Foundations, Sloping		Paint is peeling on north wall of Room 4.

AREA	RATING	DESCRIPTION
<b>Ceilings, Posts or Beams Missing)</b>		
<b>Roofs</b>		No apparent problems.
<b>H. EXTERNAL</b>	<b>Good</b>	
<b>Playground/School Grounds</b>		No apparent problems.
<b>Windows, Doors, Gates, Fences (Interior and Exterior)</b>		No apparent problems.
<b>OTHER DEFICIENCIES</b>	<b>N/A</b>	No apparent problems.

**INSPECTORS AND ADVISORS:** This report was completed on Thursday, November 14, 2013 by Melinda Williams (Maintenance Supervisor). The facilities inspection occurred on Tuesday, October 29, 2013. We employed the following staff or businesses in completing this report: Inspection was completed by Mike Cooper, Operations Supervisor Melinda Williams, Maintenance Supervisor David Angell, Advanced Maintenance Mechanic The Facilities Inspection Tool was completed on Thursday, November 14, 2013.

## » Data Almanac

This Data Almanac provides additional information about students, teachers, student performance, accountability, and district expenditures.



**STUDENTS AND TEACHERS**

**Student Enrollment by Ethnicity and Other Characteristics**

The ethnicity of our students, estimates of their family income and education level, their English fluency, and their learning-related disabilities.

GROUP	ENROLLMENT
Number of students	501
Black/African American	2%
American Indian or Alaska Native	0%
Asian	67%
Filipino	3%
Hispanic or Latino	13%
Pacific Islander	0%
White (not Hispanic)	15%
Two or more races	0%
Ethnicity not reported	0%
Socioeconomically disadvantaged	27%
English Learners	36%
Students with disabilities	8%

SOURCE: All but the last three lines are from the annual census, CALPADS, October 2012. Data about students who are socioeconomically disadvantaged, English Learners, or learning disabled come from the School Accountability Report Card unit of the California Department of Education.

**Student Enrollment by Grade Level**

Number of students enrolled in each grade level at our school.

GRADE LEVEL	STUDENTS
Kindergarten	88
Grade 1	77
Grade 2	79
Grade 3	79
Grade 4	83
Grade 5	95
Grade 6	0
Grade 7	0
Grade 8	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0

SOURCE: CALPADS, October 2012.

### Average Class Size by Grade Level

GRADE LEVEL	2010–2011	2011–2012	2012–2013
Kindergarten	19	16	15
Grade 1	19	24	19
Grade 2	20	22	20
Grade 3	22	24	20
Grade 4	32	31	21
Grade 5	24	29	32
Grade 6	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A
Combined K–3	N/A	N/A	N/A
Combined 3–4	N/A	N/A	N/A
Combined 4–8	N/A	N/A	N/A
Other	32	N/A	N/A

SOURCE: CALPADS, October 2012.

### Average Class Size by Grade Level, Detail

The number of classrooms that fall into each range of class sizes.

GRADE LEVEL	2010–2011			2011–2012			2012–2013		
	1–20	21–32	33+	1–20	21–32	33+	1–20	21–32	33+
Kindergarten	2	2	0	3	2	0	4	2	0
Grade 1	4	0	0	0	3	0	1	3	0
Grade 2	4	0	0	2	1	0	1	3	0
Grade 3	4	0	0	0	3	0	1	3	0
Grade 4	0	2	0	0	3	0	1	3	0
Grade 5	1	2	0	0	3	0	0	3	0
Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Combined K–3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Combined 3–4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Combined 4–8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Other	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SOURCE: CALPADS, October 2012.

### Teacher Credentials

The number of teachers assigned to the school with a full credential and without a full credential, for both our school and the district.

TEACHERS	SCHOOL			DISTRICT
	2010–2011	2011–2012	2012–2013	2012–2013
<b>With Full Credential</b>	26	25	25	404
<b>Without Full Credential</b>	1	3	0	1

SOURCE: Information provided by school district.

### 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 shows the percentage of students at our school who scored within the “healthy fitness zone” on four, five, and all six tests. More information about [physical fitness testing and standards](#) is available on the CDE Web site.

GRADE LEVEL	PERCENTAGE OF STUDENTS MEETING HEALTHY FITNESS ZONES		
	MET FOUR OR MORE STANDARDS	MET FIVE OR MORE STANDARDS	MET ALL SIX STANDARDS
<b>Grade 5</b>	94%	74%	43%
<b>Grade 7</b>	N/A	N/A	N/A
<b>Grade 9</b>	N/A	N/A	N/A

SOURCE: Physical fitness test data is produced annually as schools test their students on the six Fitnessgram Standards. This information is from the 2012–2013 school year.

### Suspensions and Expulsions

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.

KEY FACTOR	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
<b>Suspensions per 100 students</b>			
<b>2012–2013</b>	1	1	N/A
<b>2011–2012</b>	3	1	N/A
<b>2010–2011</b>	1	2	5
<b>Expulsions per 100 students</b>			
<b>2012–2013</b>	0	0	N/A
<b>2011–2012</b>	0	0	N/A
<b>2010–2011</b>	0	0	0

SOURCE: Information for the two most recent years provided by the school district. Prior data is from the Consolidated Application published by the California Department of Education. The numbers above are a ratio of suspension or expulsion events, per 100 students enrolled. District and state averages represent elementary schools only.

During the 2012–2013 school year, we had six 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. Please note that multiple incidents may involve the same student.

**STUDENT PERFORMANCE**

**California Standardized Testing and Reporting Program**

The California Standards Tests (CST) show how well students are learning what the state content standards require. The CST include English/language arts and mathematics in grades two through five and science in grade five. We also include results from the California Modified Assessment and California Alternative Performance Assessment (CAPA).

**STAR Test Results for All Students: Three-Year Comparison**

The percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most current three-year period.

SUBJECT	SCHOOL PERCENT PROFICIENT OR ADVANCED			DISTRICT PERCENT PROFICIENT OR ADVANCED			STATE PERCENT PROFICIENT OR ADVANCED		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
English/ language arts	86%	85%	86%	83%	85%	83%	54%	56%	55%
Mathematics	90%	87%	90%	82%	82%	81%	49%	50%	50%
Science	88%	87%	88%	85%	86%	86%	57%	60%	59%

SOURCE: STAR results, spring 2013 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

**STAR Test Results by Student Subgroup: Most Recent Year**

The percentage of students, by subgroup, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

STUDENT GROUP	STUDENTS SCORING PROFICIENT OR ADVANCED		
	ENGLISH/ LANGUAGE ARTS 2012–2013	MATHEMATICS 2012–2013	SCIENCE 2012–2013
African American	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A
Asian	90%	96%	93%
Filipino	N/A	N/A	N/A
Hispanic or Latino	74%	76%	N/A
Pacific Islander or Native Hawaiian	N/A	N/A	N/A
White (not Hispanic)	79%	77%	62%
Two or more Races	N/A	N/A	N/A
Boys	85%	88%	88%
Girls	88%	91%	88%
Socioeconomically disadvantaged	75%	79%	76%
English Learners	66%	77%	N/A
Students with disabilities	69%	62%	N/A
Receives migrant education services	N/A	N/A	N/A

SOURCE: STAR results, spring 2013 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

**ACCOUNTABILITY**

**California Academic Performance Index (API)**

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. APIs range from 200 to 1000, with a statewide target of 800. Detailed information about the API can be found on the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

**API Ranks: Three-Year Comparison**

The state assigns statewide and similar-schools API ranks for all schools. The API ranks range from 1 to 10. A statewide rank of 1 means that the school has an API in the lowest 10 percent of all elementary schools in the state, while a statewide rank of 10 means that the school has an API in the highest 10 percent of all elementary schools in the state. The similar-schools API rank reflects how a school compares with 100 statistically matched schools that have similar teachers and students.

API RANK	2010–2011	2011–2012	2012–2013
Statewide rank	10	10	10
Similar-schools rank	4	5	6

SOURCE: The API Base Report from May 2013.

**API Changes by Subgroup: Three-Year Comparison**

API changes for all students and student subgroups: the actual API changes in points added or lost for the past three years, and the most recent API. Note: "N/A" means that the student group is not numerically significant.

SUBGROUP	ACTUAL API CHANGE			API
	2010–2011	2011–2012	2012–2013	2012–2013
All students at the school	+19	-6	+2	948
Black/African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	+17	+5	+2	976
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	+55	-94	+54	888
Pacific Islander	N/A	N/A	N/A	N/A
White (non Hispanic)	-5	+11	-6	890
Two or more races	N/A	N/A	N/A	N/A
Socioeconomically disadvantaged	+36	-11	+5	901
English Learners	+32	-16	-2	909
Students with disabilities	+127	-119	+95	804

SOURCE: The API Growth Report as released in the Accountability Progress Report in September 2013. Students from all elementary, middle and high schools are included in the district and state columns for comparison.

**API Scores by Subgroup**

This table includes Academic Performance Index results for our school, our district, and the state.

SUBGROUP	SCHOOL		DISTRICT		STATE	
	NUMBER OF STUDENTS	API	NUMBER OF STUDENTS	API	NUMBER OF STUDENTS	API
<b>All students</b>	328	948	7,359	929	4,655,989	790
<b>Black/African American</b>	5	N/A	143	838	296,463	708
<b>American Indian or Alaska Native</b>	0	N/A	10	N/A	30,394	743
<b>Asian</b>	227	976	4,745	960	406,527	906
<b>Filipino</b>	7	N/A	219	901	121,054	867
<b>Hispanic or Latino</b>	38	888	997	834	2,438,951	744
<b>Pacific Islander</b>	0	N/A	9	N/A	25,351	774
<b>White (non Hispanic)</b>	50	890	1,205	906	1,200,127	853
<b>Two or more races</b>	1	N/A	28	743	125,025	824
<b>Socioeconomically disadvantaged</b>	95	901	1,426	875	2,774,640	743
<b>English Learners</b>	121	909	1,242	867	1,482,316	721
<b>Students with disabilities</b>	25	804	357	724	527,476	615

SOURCE: The API Growth Report as released in the Accountability Progress Report in September 2013. Students from all elementary, middle and high schools are included in the district and state columns for comparison.

### Federal Adequate Yearly Progress (AYP) and Intervention Programs

The federal law known as No Child Left Behind requires that all schools and districts meet all three of the following criteria in order to attain Adequate Yearly Progress (AYP):

- (a) a 95-percent participation rate on the state’s tests
- (b) a CDE-mandated percentage of students scoring Proficient or higher on the state’s English/language arts and mathematics tests
- (c) an API of at least 770 or growth of at least one point.

#### AYP for the District

Whether the district met the federal requirement for AYP overall, and whether the district met each of the AYP criteria.

AYP CRITERIA	DISTRICT
Overall	No
Graduation rate	Yes
Participation rate in English/language arts	Yes
Participation rate in mathematics	Yes
Percent Proficient in English/language arts	No
Percent Proficient in mathematics	No
Met Academic Performance Index (API)	Yes

SOURCE: The AYP Report as released in the Accountability Progress Report in September 2013.

#### Intervention Program: District Program Improvement (PI)

Districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/language arts or mathematics) and for each grade span or on the same indicator (API or graduation rate). After entering PI, districts advance to the next level of intervention with each additional year that they do not make AYP.

INDICATOR	DISTRICT
PI stage	2 of 3
The year the district entered PI	2012
Number of schools currently in PI	2
Percentage of schools currently in PI	18%

SOURCE: The Program Improvement Report as released in the Accountability Progress Report in September 2013.

**DISTRICT EXPENDITURES**

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](#).

CATEGORY OF EXPENSE	OUR DISTRICT	SIMILAR DISTRICTS	ALL DISTRICTS
<b>FISCAL YEAR 2011–2012</b>			
Total expenses	\$67,856,943	\$32,927,474,550	\$46,420,178,248
Expenses per student	\$7,152	\$8,459	\$8,382
<b>FISCAL YEAR 2010–2011</b>			
Total expenses	\$71,916,755	\$32,778,534,397	\$46,278,595,991
Expenses per student	\$7,596	\$8,407	\$8,323

SOURCE: Fiscal Services Division, California Department of Education.

**District Salaries, 2011–2012**

This table reports the salaries of teachers and administrators in our district for the 2011–2012 school year. This table compares our average salaries with those in districts like ours, based on both enrollment and the grade level of our students. In addition, we report the percentage of our district’s total budget dedicated to teachers’ and administrators’ salaries. The costs of health insurance, pensions, and other indirect compensation are not included.

SALARY INFORMATION	DISTRICT AVERAGE	STATE AVERAGE
Beginning teacher’s salary	\$48,511	\$40,928
Midrange teacher’s salary	\$74,258	\$64,449
Highest-paid teacher’s salary	\$96,556	\$82,826
Average principal’s salary (elementary school)	\$122,058	\$102,640
Superintendent’s salary	\$201,089	\$183,968
Percentage of budget for teachers’ salaries	47%	40%
Percentage of budget for administrators’ salaries	6%	6%

SOURCE: School Accountability Report Card unit of the California Department of Education.

**TEXTBOOKS****Textbook Adoption List**

TITLE	SUBJECT	DATE OF PUBLICATION	ADOPTION DATE
HM Reading: A Legacy of Literature	Language Arts	2003	2003
California Harcourt School Publishers Math	Math	2009	2009
California Science	Science	2008	2008
Reflections (Grades K-5)	Social Science	2007	2007