

School Accountability Report Card Reported for School Year 2003-2004

Published During 2004-2005

Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site <http://www.cde.ca.gov/ta/ac/sa/definitions04.asp>. Most data presented in this report were collected from the 2003-04 school year or from the two preceding years (2001-02 and 2002-03). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2002-03.

School Information		District Information	
School Name	Monroe Elementary	District Name	Monroe Elementary
Principal	Jill K. Tafoya	Superintendent	Jill K. Tafoya
Street	11842 S. Chestnut Ave.	Street	11842 S. Chestnut Ave.
City, State, Zip	Fresno, CA 93725-9618	City, State, Zip	Fresno, CA 93725-9618
Phone Number	559 834-2895	Phone Number	559 834-2895
FAX Number	559 834-1085	FAX Number	559 834-1085
Web Site		Web Site	
E-mail Address		E-mail Address	jtafoya@fcoe.net
CDS Code	10-62323-6006993	SARC Contact	Jill K. Tafoya

School Description and Mission Statement

**It is the vision of Monroe Elementary School District to:
Assist each student in reaching his/her fullest potential
to become a fully functioning adult.**

Opportunities for Parental Involvement

Contact Person Name	Jill K. Tafoya	Contact Person Phone Number	834-2895
<p>Parents and community members are very supportive of the educational programs in the Monroe Elementary School District. The All Parents Association brings together existing parents groups: Parents Club, School Site Council, and Migrant Advisory Committee. Together they assist the school through fundraising, special activities, volunteering in classrooms, serving as chaperones, as well as providing input and oversight of state and federal program applications, reports, and requirements.</p>			

I. Demographic Information

Student Enrollment, by Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment	Grade Level	Enrollment
Kindergarten	27	Grade 9	0
Grade 1	30	Grade 10	0
Grade 2	23	Grade 11	0
Grade 3	17	Grade 12	0
Grade 4	23	Ungraded Secondary	0
Grade 5	24		
Grade 6	30		
Grade 7	24		
Grade 8	35		
Ungraded Elementary	0	Total Enrollment	233

Student Enrollment, by Ethnic Group

Data reported are the number and percent of students in each racial/ethnic category as reported by CBEDS.

Racial/Ethnic Category	Number of Students	Percent of Students	Racial/Ethnic Category	Number of Students	Percent of Students
African-American	13	5.6	Hispanic or Latino	155	66.5
American Indian or Alaska Native	0	0.0	Pacific Islander	0	0.0
Asian	13	5.6	White (Not Hispanic)	52	22.3
Filipino	0	0.0	Multiple or No Response	0	0.0

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update	Date Last Discussed with Staff
The Monroe School Safety Plan was reviewed, revised, discussed with the staff and presented to the Board of Trustee and in December 2004 .	

School Programs and Practices that Promote a Positive Learning Environment

Regular classroom programs	District policies
After School Learning Lab	School rules and expectations
Kids Club	No Bullying in-service
Sports Programs	Accelerated Reader
Music	Migrant
Title I	In-home Migrant tutors
High Point	Safe and clean environment

Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that result in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year. In unified school districts, a comparison between a particular type of school (elementary, middle, high) and the district average may be misleading. Schools have the option of comparing their data with the district-wide average for the same type of school.

	School			District		
	2002	2003	2004	2002	2003	2004
Number of Suspensions	11	12	9	11	12	9
Rate of Suspensions	.04%	.05%	.03%	.04%	.05%	.03%
Number of Expulsions	0	1	4	0	1	4
Rate of Expulsions	0	0%	.02%	0	0%	.02%

School Facilities

Monroe Elementary School provides a safe, clean and functional environment for K-8 students, staff, and volunteers. School facilities were built in 1970 and two portables were added in 1995/96. A team of three custodians ensures that the facilities are well maintained, and a scheduled maintenance program is administered by Monroe Elementary School District..

Safety of students and staff is a primary concern of Monroe Elementary School. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are held regularly throughout the year. The School Safety Committee is made up of staff, the School Site Council, the principal, and a representative of the Fresno County Sheriffs Department. The Safety Plan is updated annually.

A Deferred Maintenance fund monies are used on a regular basis to repair roofing, plumbing, electrical, heat and air conditioning, paving, painting, classroom lighting and floor coverings.

Playground equipment is inspected on regular basis to ensure students safety and an annual safety inspection is conducted each year. Fire extinguishers are available in every classroom and area, are inspected each month and are professionally maintained annually. Grounds are free from litter and trash removal is scheduled to prevent a build up of trash on the site.

III. Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2-8 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2-8, science in grades 5, and history/social science in grade 8. The NRT tests reading, language, and mathematics and spelling in grades 2-8, spelling in grades 2-8.

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST - All Students

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
English-Language Arts	21	31	27	21	31	27	32	35	36
Mathematics	20	21	20	20	21	20	31	35	34
Science			17			17	30	27	25
History/Social Science		22	15		22	15	28	28	29

CST - Racial/Ethnic Groups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English-Language Arts	31				19		50
Mathematics	31				13		36
Science					12		
History/Social Science					9		

CST - Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	Male	Female	English Learners	Economically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
English-Language Arts	24	31	11	22	67	11	29	15
Mathematics	23	16	6	17	43	11	22	9
Science	25	8		14			17	
History/Social Science	7	22		10			17	

Norm-Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT-6), the current NRT adopted by the State Board of Education, are reported for each grade level as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. The CAT-6 was adopted in 2003; therefore, no data are reported for 2002. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT - All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Reading	---	36	28	---	36	28	---	43	43
Mathematics	---	42	38	---	42	38	---	50	51

NRT - Racial/Ethnic Groups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading	38				19		53
Mathematics	44				31		58

NRT - Subgroups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	Male	Female	English Learners	Economically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
Reading	26	29	5	25	52	16	29	12
Mathematics	39	36	22	34	67	26	39	29

Local Assessment

Data reported are the percent of students meeting or exceeding the district standard.

Grade Level	Reading			Writing			Mathematics		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
K									
1									
2			86			36			100
3			74			26			100
4			76			52			95
5			79			42			86
6			62			38			34
7			90			62			81
8			94			53			69

California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5	13.0	16.7	9.1	13.0	16.7	9.1	24.8	26.7	22.9
7	19.0		23.1	19.0		23.1	29.1	31.3	27.0
9							26.3	25.3	27.2

Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its Base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement. There was no money allocated to the II/USP Program in 2002 or 2003.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2-8 and high schools must test at least 90 percent of their students in grades 9-11 on STAR.

Statewide Rank: Schools receiving a Base API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

Schoolwide API

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
Percent Tested	97	100	100	Percent Tested	100	100	100
API Base Score	663	667	685	API Growth Score	672	681	670
Growth Target	7	7	6	Actual Growth	9	14	-15
Statewide Rank	5	4	4				
Similar Schools Rank	10	9	10				

API Subgroups - Racial/Ethnic Groups

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
African-American				African-American			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
American Indian or Alaska Native				American Indian or Alaska Native			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Asian				Asian			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Filipino				Filipino			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Hispanic or Latino				Hispanic or Latino			
API Base Score	633	628	649	API Growth Score	633	645	636
Growth Target	6	6	5	Actual Growth	0	17	-13
Pacific Islander				Pacific Islander			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
White (Not Hispanic)				White (Not Hispanic)			
API Base Score			780	API Growth Score		777	766
Growth Target			5	Actual Growth			-14

API Subgroups - Socioeconomically Disadvantaged

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
API Base Score	640	651	671	API Growth Score	653	668	655
Growth Target	6	6	5	Actual Growth	13	17	-16

State Award and Intervention Programs

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.

Federal Intervention Programs

Schools receiving Title I funding enter federal Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools, can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

	School	District
Year Identified for Program Improvement		---
Year in Program Improvement		---
Year Exited Program Improvement		---
Number of Schools Currently in Program Improvement	---	0
Percent of Schools Identified for Program Improvement	---	0.0

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. A "Yes" in the following table displaying Overall AYP Status indicated that AYP was met for all students and all subgroups, or that exception criteria were met, or that an appeal of the school or district's AUP status was approved. Additional data by subgroup show whether all groups of students in the school and district made the annual measureable objectives for the percent proficient or above and the participation rate required under AYP. Detailed information about AYP can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

Overall	School			District		
	2002	2003	2004	2002	2003	2004
All Students	---	Yes	No	---	Yes	No
Subgroups	School			District		
	2002	2003	2004	2002	2003	2004
All Students	---	Yes	Yes	---	Yes	Yes
African American	---	n/a	n/a	---	n/a	n/a
American Indian or Alaska Native	---	n/a	n/a	---	n/a	n/a
Asian	---	n/a	n/a	---	n/a	n/a
Filipino	---	n/a	n/a	---	n/a	n/a
Hispanic or Latino	---	Yes	No	---	Yes	No
Pacific Islander	---	n/a	n/a	---	n/a	n/a
White (not Hispanic)	---	n/a	n/a	---	n/a	n/a
Socioeconomically Disadvantaged	---	Yes	Yes	---	Yes	Yes
English Learners	---	Yes	No	---	Yes	No
Students with Disabilities	---	n/a	n/a	---	n/a	n/a

IV. School Completion (Secondary Schools)

California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Exam (CAHSEE) to receive a high school diploma. The School Accountability Report Card for that year will report the percent of students completing grade 12 who successfully completed the CAHSEE.

These data are not required to be reported until 2006 when they can be reported for the entire potential graduating class. When implemented, the data will be disaggregated by special education status, English language learners, socioeconomic status, gender, and ethnic group.

Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS. The formula for the one-year dropout rate is (Grades 9-12 Dropouts divided by Grades 9-12 Enrollment) multiplied by 100. The graduation rate, required by the federal No Child Left Behind Act (NCLB), is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

V. Class Size

Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by grade level, as reported by CBEDS.

Grade	2002			2003			2004					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	18.0	1			21.0		1		27.0		1	
1	10.5	2			13.5	2			15.0	2		
2	11.0	2			15.5	2			23.0		1	
3	19.0	1			12.0	1			17.0	1		
4	29.0		1		21.0		1		23.0		1	
5	25.0		1		29.0		1		24.0		1	
6	33.0			1	24.0		1		30.0		1	
K-3												
3-4												
4-8												
Other												

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area as reported by CBEDS.

Not applicable

Class Size Reduction Participation

California's K-3 Class Size Reduction program began in 1996 for children in kindergarten and grades one through three. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher. Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom.

Grade Level	Percent of Students Participating		
	2002	2003	2004
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

VI. Teacher and Staff Information

Core Academic Courses Not Taught by NCLB Compliant Teachers

The *No Child Left Behind Act* (NCLB) requires that all teachers teaching in core academic subjects are to be "highly qualified" not later than the end of the 2005-06 school year. In general, NCLB requires that each teacher must have: (1) a bachelor's degree, (2) a state credential or an Intern Certificate/Credential for no more than three years, and (3) demonstrated subject matter competence for each core subject to be taught by the teacher. More information on teacher qualifications required under NCLB can be found at the California Department of Education's Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Highly Qualified Teachers

At the end of the 2005-2006 school year, all teachers at Monroe Elementary School will be highly qualified as defined by No Child Left behind standards. All teachers:

1. have a bachelor's degree or higher
2. hold a state credential
3. demonstrate subject matter competency as determined by the CSAT test or professional staff development training programs

Teacher Assignment

There are no vacant teacher positions at Monroe School and all teachers hold the appropriate credential and are assigned to classes within their area of expertise and credential.

For a school, the data reported are the percent of a school's classes in core content areas not taught by NCLB compliant teachers. For a district, the data reported are the percent of all classes in core content areas not taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district.

	School	District
This School	27.3	---
All Schools in District	---	27.3
High-Poverty Schools in District	---	27.3
Low-Poverty Schools in District	---	0.0

Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as '1'. If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	2002	2003	2004
Total Teachers	12	12	12
Teachers with Full Credential	11	10	10
Teachers Teaching Outside Subject Area (full credential but teaching outside subject area)			
Teachers in Alternative Routes to Certification (district and university internship)	0	0	0
Pre-Internship	0	0	0
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	1	2	2
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	0	0	0

Teacher Education Level

Data reported are the percent of teachers by education level.

	School	District
Doctorate	0.0	0.0
Master's Degree plus 30 or more semester hours	0.	0.0
Master's Degree	16.7	16.7
Bachelor's Degree plus 30 or more semester hours	66.7	66.7
Bachelor's Degree	16.7	16.7
Less than Bachelor's Degree	0.0	0.0

Teacher Evaluations

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Evaluations are conducted by the principal, who has been trained and certified for competency to perform teacher evaluations.

Evaluation criteria are: engaging and supporting all students in learning, understanding and organizing subject matter, assessing student learning, creating and maintaining effective environments, planning instruction, designing learning experiences for all students, and developing as a professional educator. Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. The district offers staff development days each year, where teachers are offered a broad based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies

Substitute Teachers

At time the district may experience problems finding qualified substitute teachers. However, as a member of the South County Substitute Consortium there is has a pool of fully credentialed substitutes from which to draw. If a substitute is unavailable, the principal or teachers will help cover the class of the absent teacher.

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equals one FTE.

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equals one FTE.

It is the goal of Monroe Elementary School to assist students in their social and personal development as well as academics. The support staff provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. These staff members are devoted to helping students deal with problems and assisting them to reach positive goals. When additional assistance is necessary, the following resources are available

Title	County Personnel
Counselor	0
Librarian	0
Psychologist	1 assigned ½ day per week
Social Worker	0
Nurse	Contracted as needed
Speech/Language/Hearing Specialist	1 assigned 2.5 days per week
Resource Specialist (non-teaching)	1 assigned 2 days per week
RSP Instructional Tutor	1 assigned 2 days per week

Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equals one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
0	0

VII. Curriculum and Instruction

School Instruction and Leadership

Leadership at Monroe Elementary School is a responsibility shared between district administration, instructional staff, students, and parents. The district's emphasis is on a well balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. Staff at Monroe Elementary School has the opportunity to participate in the following leadership teams:

- Literacy Team • Student Study Team
- Writing Team • School Site Council
- Technology Committee
- Safety Committee

Professional Development

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. The district offers staff development days each year, where teachers are offered a broad based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. Topics for staff development during the past several school years included:

- * Curriculum Development
- * San Joaquin Valley Writing Project
- * High Point Training

Quality and Currency of Textbooks and Other Instructional Materials

Monroe Elementary School sets a high priority upon insuring that sufficient and current textbooks and materials are available to support the school's instructional program. All textbooks and instructional materials used within the school are aligned with the California State Content Standards and Frameworks. Monroe Elementary School follows the State Instructional Materials Adoption Cycle which reviews instructional materials in each curricular area within a seven-year cycle. A committee consisting of administrators and teachers establishes selection criteria based on state standards, reviews instructional materials on the state list, and makes recommendations to the Board of Trustees for final adoption. During the 2002-2003 school year, new textbooks and supplementary materials were purchased for math. Materials for Language Arts and science are scheduled for adoption for the 2004-2005 school year.

Availability of Sufficient Textbooks and Other Instructional Materials

An analysis of each grade level textbooks and instructional materials indicates that there are sufficient textbooks and/or instructional materials for all students, including EL students, at all grade levels, in all content areas.

- *Language Art text/materials at all grade levels K-8
- *Math texts/materials at all grade levels K-8
- *Social Science texts/instructional materials at all grade levels K-8
- *Science texts/instructional materials at all grade levels K-8

Instructional Minutes

The California *Education Code* establishes a required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	43,330	36,000
1	61,495	50,400
2	61,495	50,400
3	61,495	50,400
4	61,495	54,000
5	61,495	54,000
6	61,495	54,000
7	61,495	54,000
8	61,495	54,000

Continuation School Instructional Days

Data reported are the number of instructional days offered at the school level compared to the state requirement for each grade.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9		180 days
10		180 days
11		180 days
12		180 days

Total Number of Minimum Days

2002-2003 = 10 minimum days with dismissal at 1:40 PM.
 2003-2004 = 8 minimum days with dismissal at 1:40 PM
 The majority of minimum days were used for Parent-Teacher conferences

VIII. Postsecondary Preparation (Secondary Schools)

Advanced Placement/International Baccalaureate Courses Offered

The Advanced Placement (AP) and International Baccalaureate (IB) programs give students an opportunity to take college-level courses and exams while still in high school. Data reported are the number of courses and classes offered, and the enrollment in various AP and IB classes. The data for Fine and Performing Arts include AP Art and AP Music, and the data for Social Science include IB Humanities.

No data are available for this section

Students Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission

Data reported are the number and percent of students enrolled in courses required for UC and/or CSU admission. The percent of students is calculated by dividing the total number of students enrolled in courses required for UC and/or CSU admission (a duplicated count) by the total number of students enrolled in all courses (also a duplicated count).

No data are available for this section

Graduates Who Have Completed All Courses Required for University of California (UC) and California State University (CSU) Admission

Data reported are the number and percent of graduates who have completed all courses required for UC and/or CSU admission. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

No data are available for this section

SAT I Reasoning Test

Students may voluntarily take the SAT test for college entrance. The test may or may not be available to students at a given school. Students may take the test more than once, but only the highest score is reported at the year of graduation. Detailed information regarding SAT results may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/sp/ai/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

No data are available for this section

College Admission Test Preparation Course Program

Not applicable to elementary school

Degree to Which Students are Prepared to Enter Workforce

Not applicable to elementary school

Enrollment and Program Completion in Career/Technical Education (CTE) Programs

Data reported are from the *Report of Career-Technical Education Enrollment and Program Completion for School Year 2002-2003 (CDE 101 E-1)*. Data have been aggregated to the district level.

CTE Participants	Secondary CTE Students			Grade 12 CTE Students			
	Total Course Enrollment	Number of Concentrators	Number of Completers	Completion Rate	Number of Completers	Number Earning Diploma	Graduation Rate

IX. Fiscal and Expenditure Data

Average Salaries (Fiscal Year 2002-2003)

Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. Detailed information regarding salaries may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0203.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	31019	\$34,480
Mid-Range Teacher Salary	40795	\$50,405
Highest Teacher Salary	51793	\$60,239
Average Principal Salary (Elementary)	NA	\$77,276
Average Principal Salary (Middle)	NA	\$80,315
Average Principal Salary (High)	NA	
Superintendent Salary	\$ 79,732	\$101,078
Percent of Budget for Teacher Salaries	32	39.1
Percent of Budget for Administrative Salaries	5.4	6.2

Expenditures (Fiscal Year 2002-2003)

Data reported are total dollars expended in the district, and the dollars expended per student at the district compared to the state average. Detailed information regarding expenditures may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/fd/ec/>.

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)
\$1,391,826	\$6,269	\$6,542	\$6,822

Types of Services/Programs Funded

UNRESTRICTED

Certificated Salaries
Classified Salaries
Employee Benefits
Books and Supplies
Services/Operating Expenses
Capital Outlay

RESTRICTED

Classified Salaries
Employee Benefits
Transportation
Deferred Maintenance
Special Projects
Cafeteria
Title I, II, III, IV
English Language Learners
Migrant
Class Size Reduction
Federal Renovation Project