

Monroe Elementary School

2011-12 School Accountability Report Card — Published During the 2012-13 School Year

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GRADES K-8
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Monroe Elementary School District

Shelley Manser
Superintendent/Principal

Principal's Message

It is the mission of the Monroe Elementary School District to ensure a safe and challenging learning environment in which highly qualified educators, with parent and community support, focus on students' mastery of academic skills necessary for continued educational growth.

Parental Involvement

Parents and community members are very supportive of the educational programs in the Monroe Elementary School District. The All Parents Association brings together existing parent groups: Parents Club, School Site Council (SSC), 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.

For more information on how to become involved, please contact Shelley Manser, Superintendent/Principal at (559) 834-2895.

School Safety

Safety of students and staff is a primary concern of Monroe Elementary School. The school ensures 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 Sheriff's Department. The Monroe School Safety Plan is updated annually and was last reviewed, revised, discussed with the staff and presented to the Board of Trustees in November 2011.

Professional Development

Monroe Elementary School District strongly supports a quality instructional program. The curriculum is continually assessed and aligned with State Frameworks for all subject areas. There is a high interest in professional growth as evidenced by staff members attending in-services and workshops. Leadership and responsibility are shared among all staff members. The members of the Monroe Elementary School Board of Trustees have consistently supported the staff and administration in their endeavors to maintain quality instruction and an atmosphere advantageous to learning through a staff development.

Our teachers are contracted for 185 school days. Over the past five years, we have provided five professional development days each year. Our teachers have attended the San Joaquin Valley Writing Project, Unpacking the Standards, Edusoft database management and use, Accelerated Reader, Curriculum Mapping, Use of Instructional technology, Interwrite technology training, Achieving Results: teaching with a purpose, rigor, and engagement, and adopted curriculum in-services. Beginning teachers are also required to participate in a two-year BTSA program. Monroe Elementary School supports and encourages all staff to focus on individual professional growth as needed. For the previous three school years, we had five days each year dedicated to staff and professional development.

School Accountability Report Card

In accordance with State and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

Governing Board

Steve Wells
Clerk

Steve Spate
Trustee

Lee Sarkisian
Trustee

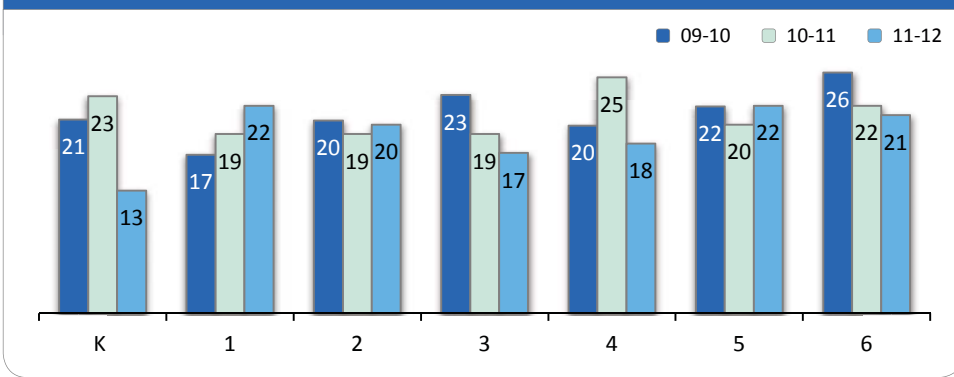


*"Empowering Our Community
Through Our Students."*

Class Size

Class Size Distribution — Average Class Size

Three-Year Data Comparison



Class Size

The bar graph displays the three-year data for average class size and the table displays the three-year data for the number of classrooms by size.



Class Size Distribution — Number of Classrooms by Size

Three-Year Data Comparison

Grade	09-10			10-11			11-12		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	1				1		2		
1	1			1			1		
2	1			1			1		
3		1		1			1		
4	1				1		1		
5		1		1			1		
6		1		1			1		

California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The *Fitnessgram*® is the designated PFT for students in California public schools put forth by the State Board of Education. PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

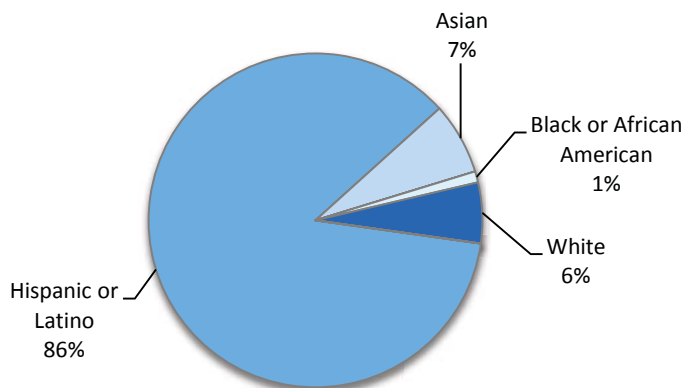
Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the *Fitnessgram*®. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.

Enrollment and Demographics

The total enrollment at the school was 187 students for the 2011-12 school year.*

Demographics

2011-12 School Year



Percentage of Students Meeting Fitness Standards

2011-12 School Year

Grade 5	
Four of Six Standards	27.3%
Five of Six Standards	50%
Six of Six Standards	13.6%
Grade 7	
Four of Six Standards	33.3%
Five of Six Standards	62.5%
Six of Six Standards	4.2%

* Enrollment data was gathered from DataQuest and is accurate as of September 2012.

School Facility Items Inspected

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas Systems and Pipes, Sewer, Mechanical Systems (heating, ventilation, and air conditioning)
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
- **Electrical:** Electrical Systems (interior and exterior)
- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)
- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
- **Structural:** Structural Condition, Roofs
- **External:** Windows/Doors/Gates/Fences, Playgrounds/School Grounds

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair, or poor condition. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status		2012-13 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall Summary of Facility Conditions			Good
Date of the Most Recent School Site Inspection			09/09/2012
Date of the Most Recent Completion of the Inspection Form			09/09/2012

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 the District administers a scheduled maintenance program.

Playground equipment is inspected on a 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 buildup of trash on the site. The Organization of Self Insured Schools conducts an annual safety inspection of facilities and grounds, prioritizing hazards it deems may provide a health and/or safety hazard. The District conducts a facilities and grounds inspection as required by the Williams Settlement requirements.

The District participates in the State School Deferred Maintenance Program, which provides state-matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. Pursuant to Senate Bill (SB) X3 4, Section 15, Local Educational Agencies (LEA) are allowed the flexibility to use funding received under various categorical programs for any educational purpose. Deferred Maintenance Program (DMP) funds have been included as part of this flexibility option.



Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

Suspension and Expulsion Rates			
Monroe ES			
	09-10	10-11	11-12
Suspension Rates	0.057	0.073	0.053
Expulsion Rates	0.000	0.000	0.000
Monroe ESD			
	09-10	10-11	11-12
Suspension Rates	0.057	0.073	0.053
Expulsion Rates	0.000	0.000	0.000



"Safety of students and staff is a primary concern of Monroe Elementary School."

Textbooks and Instructional Materials

Monroe Elementary School follows the State’s seven-year textbook adoption cycle by subject areas. A committee is selected to view adopted textbooks at the County Office of Education or through individual publishers. If possible, the committee members visit places that are already using or piloting the new textbooks. All Monroe students are assigned textbooks for use during school and at home. All students in visual and performing arts classes (which include beginning band and advanced band) have access to the appropriate textbooks and instructional materials.

The February budget package, as amended in July, provides that the State Board of Education (SBE) shall not adopt instructional materials or develop curriculum frameworks until 2013–14.

Between 2008–09 and 2012–13, Local Educational Agencies (LEAs) are required to provide sufficient instructional materials for all students. When purchasing instructional materials LEAs must buy Standards-aligned instructional materials, and in the case of kindergarten through grade eight, LEAs must purchase instructional materials that were State-adopted prior to July 1, 2008, unless the LEA purchased materials adopted after July 1, 2008.

Textbooks and Instructional Materials List		2012-13 School Year
Subject	Textbook	Adopted
Reading/ Language Arts	Houghton Mifflin (K-5)	2004-05
Reading/ Language Arts	Prentice Hall (6-8)	2004-05
Mathematics	Sadlier (K-2)	2004-05
Mathematics	Harcourt (3-5)	2004-05
Mathematics	McDougal Littell (6-8)	2004-05
Science	Scott Foresman (K-5)	2007-08
Science	Pearson Prentice Hall (6-8)	2007-08
History	Pearson Scott Foresman (K-5)	2006-07
History	Pearson Prentice Hall (6-8)	2006-07

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject		2012-13 School Year
Subject	Monroe ES	
	Percent Lacking	
Reading/Language Arts	0%	
Mathematics	0%	
Science	0%	
History-Social Science	0%	
Visual and Performing Arts	0%	
Foreign Language	0%	
Health	0%	

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2012-13 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing board approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Does every student, including English Learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes



Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Currency of Textbook	
2012-13 School Year	
Data Collection Date	01/2013



STAR Results for All Students

The Standardized Testing and Reporting (STAR) results are evaluated and compared to state standards using the following five performance levels: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

Subject	Three-Year Data Comparison										
	Students Scoring at Proficient or Advanced Levels			Monroe ES			Monroe ESD			California	
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12		
English-Language Arts	55%	60%	48%	55%	60%	48%	52%	54%	56%		
Mathematics	49%	59%	47%	49%	59%	47%	48%	50%	51%		
Science	26%	44%	42%	26%	44%	42%	54%	57%	60%		
History-Social Science	21%	42%	47%	21%	42%	47%	44%	48%	49%		

STAR Results by Student Group: English-Language Arts, Mathematics, Science, and History-Social Science

Group	Spring 2012 Results			
	Students Scoring at Proficient or Advanced Levels	English-Language Arts	Mathematics	Science
All Students in the District	48%	47%	42%	47%
All Students at the School	48%	47%	42%	47%
Male	37%	44%	44%	❖
Female	61%	51%	40%	❖
Black or African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	46%	45%	43%	46%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖
Socioeconomically Disadvantaged	45%	46%	38%	50%
English Learners	10%	26%	❖	❖
Students with Disabilities	31%	23%	❖	❖
Students Receiving Migrant Education Services	35%	35%	❖	❖

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program aims to identify strengths and weaknesses to improve student learning. STAR consists of several key tests that are designed for the student's age and individual needs. These tests include: the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test. The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For more information on the STAR program including tests, participation, groups, and scores by grade level, please visit <http://star.cde.ca.gov/>.



Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of the schools within California. API is measured on a scale from 200 to 1,000. This score reflects the school, district or a student group's performance level, based on the results of statewide testing. The state has set an API score of 800 as the statewide target.

The annual API reporting cycle consists of the Base and Growth API. The Base API begins the reporting cycle and the results are released approximately a year after testing occurs (e.g. The 2011 Base API is calculated from results of statewide testing in spring 2011, but the results are not released until May 2012). Growth API, calculates test results in the same fashion and with the same indicators as the Base API but from test results of the following year (e.g. The 2012 Growth API is calculated from results of statewide testing in spring 2012 and released in September 2012). The year of the API corresponds to the year of testing. Therefore, for the 2011-12 API reporting cycle, the 2011 Base indicator and 2012 Growth indicator are used. To represent how much a school's API changed from 2011-12 (known as the 2011-12 API Growth), the 2011 Base API is subtracted from the 2012 Growth API. The Base API Report includes the Base API, targets, and ranks. The Growth API Report includes Growth API, growth achieved, and whether or not targets were met.

To learn more about API, visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide12.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview12.pdf.

API Ranks

API Ranks		Three-Year Data Comparison		
	2009	2010	2011	
Statewide API Rank	6	5	5	
Similar Schools API Rank	10	10	10	

API Testing

Assessment data is reported only for numerically significant groups. To be considered numerically significant for the API, the group must have either: (1) at least 50 students with valid STAR Program scores who make up at least 15% of the total valid STAR Program scores, or (2) at least 100 students with valid STAR Program scores.

API Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide API rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools API rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools API rank, for which information is available.

API Growth by Student Group

This table displays, by student group, first, the 2012 Growth API at the school, district, and state level followed by the actual API change in points added or lost for the past three years at the school.

API Growth by Student Group		2012 Growth API and Three-Year Data Comparison							
Group	2012 Growth API						Monroe ES – Actual API Change		
	Monroe ES		Monroe ESD		California		09-10	10-11	11-12
	Number of Students	Growth API	Number of Students	Growth API	Number of Students	Growth API			
All Students	113	792	113	792	4,664,264	788	-19	30	-14
Black or African American	1	■	1	■	313,201	710	■	■	■
American Indian or Alaska Native	0	■	0	■	31,606	742	■	■	■
Asian	10	■	10	■	404,670	905	■	■	■
Filipino	0	■	0	■	124,824	869	■	■	■
Hispanic or Latino	93	785	93	785	2,425,230	740	-27	28	-19
Native Hawaiian or Pacific Islander	0	■	0	■	26,563	775	■	■	■
White	9	■	9	■	1,221,860	853	■	■	■
Two or More Races	0	■	0	■	88,428	849	■	■	■
Socioeconomically Disadvantaged	95	784	95	784	2,779,680	737	-20	24	-5
English Learners	54	741	54	741	1,530,297	716	-43	37	-33
Students with Disabilities	11	605	11	605	530,935	607	■	■	■

■ Data are reported only for numerically significant groups.

Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in these four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district met each of the AYP criteria and made overall AYP for 2011-12. For more information, visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Criteria		2011-12 School Year		
	Monroe ES		Monroe ESD	
Met Overall AYP	No		No	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	No
API	Yes		Yes	
Graduation Rate	✘		✘	

Federal Intervention Program

Districts and schools receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate) can enter into Program Improvement (PI). Each additional year that the district or schools do not meet AYP results in advancement to the next level of intervention. This table displays the 2012-13 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

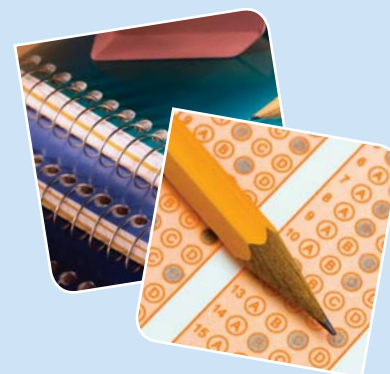
Federal Intervention Program		2012-13 School Year	
	Monroe ES	Monroe ESD	
Program Improvement Status	Not In PI	Not In PI	
First Year of Program Improvement	◇	◇	
Year in Program Improvement	◇	◇	
Number of Schools Identified for Program Improvement		0	
Percent of Schools Identified for Program Improvement		0.00%	

- ✘ Not applicable. The graduation rate for AYP criteria applies to high schools.
- ◇ Not applicable.



Types of Services Funded

Programs and supplemental services that are provided at the school—either through categorical funds or other sources that support and assist students—include Migrant Education in-home tutoring, Monroe After-School Program (MAP), Rachel's Challenge, and Safe School Ambassadors, summer school (as budget permits), one-on-one Read Naturally Program targeting 3rd graders, Read 180 Program targeting 4th-8th graders, Early-Soar to Success Program targeting 2nd and 3rd graders and targeted intervention for K-8.



Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

"Parents and community members are very supportive of the educational programs in the Monroe Elementary School District."

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

Teacher Credential Information	Three-Year Data Comparison			
	Monroe ESD	Monroe ES		
Teachers	11-12	09-10	10-11	11-12
With Full Credential	11	11	11	11
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence		0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data Comparison		
	Monroe ES		
Teachers	10-11	11-12	12-13
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2011-12 school year. For more information on teacher qualifications related to NCLB, visit www.cde.ca.gov/nclb/sr/tg.

No Child Left Behind Compliant Teachers	2011-12 School Year	
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Monroe ES	100.00%	0.00%
All Schools in District	100.00%	0.00%
High-Poverty Schools in District	100.00%	0.00%
Low-Poverty Schools in District	✧	✧

NCLB Note

High-poverty schools are defined as those schools with student participation of approximately 40% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

✧ Not applicable.

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2011-12 School Year	
Academic Counselors	
FTE of Academic Counselors	0.00
Ratio of Students Per Academic Counselor	✧
Support Staff	
	FTE
Social/Behavioral or Career Development Counselors	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	✖
Social Worker	0.00
Nurse	▲
Speech/Language/Hearing Specialist	★
Resource Specialist (non-teaching)	✧

- ✖ 1 day per week.
- ▲ 5-7 days per year or contracted as needed.
- ★ 2 days per week.
- ✧ 2.5 days per week.
- ✧ Not applicable.



Financial Data

The financial data displayed in the SARC is from the 2010-11 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/ec.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

District Salary Data	2010-11 Fiscal Year	
	Monroe ESD	Similar Sized District
Beginning Teacher Salary	\$32,573	\$38,625
Mid-Range Teacher Salary	\$46,015	\$55,530
Highest Teacher Salary	\$53,347	\$70,729
Average Principal Salary	⊕	\$92,955
Superintendent Salary	\$86,595	\$106,757
Teacher Salaries — Percent of Budget	34%	36%
Administrative Salaries — Percent of Budget	8%	7%

Financial Data Comparison

The following table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2010-11 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Monroe ES	\$5,205	\$48,883
Monroe ESD	\$5,205	\$48,883
California	\$5,455	\$57,019
School and District — Percent Difference	◆	◆
School and California — Percent Difference	-4.8%	-16.6%

- ⊕ The Principal and Superintendent are combined as one position.
- ◆ The percent difference does not apply to single-site districts.

Data for this year's SARC was provided by the California Department of Education (CDE), school and district offices. For additional information on California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English Learners. Additionally, Ed-Data in partnership with the CDE, provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools. More information can be found at www.ed-data.k12.ca.us/Pages/Home.aspx. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1 of each year.

All data accurate as of November 29, 2012.



School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2010-11 Fiscal Year	
Total Expenditures Per Pupil	\$7,654
Expenditures Per Pupil From Restricted Sources	\$2,449
Expenditures Per Pupil From Unrestricted Sources	\$5,205
Annual Average Teacher Salary	\$48,883

