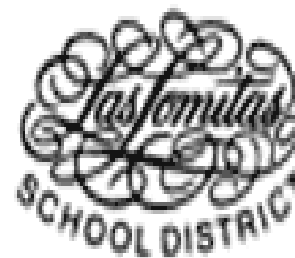


School Accountability Report Card

Reported for School Year 2004-05

Published During 2005-06

La Entrada Middle



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 at <http://www.cde.ca.gov/ta/ac/sa/definitions05.asp>.

Most data presented in this report were collected from the 2004-05 school year or from the two preceding years (2002-03 and 2003-04).

Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2003-04. Single-year column headings refer to the school year ending in that particular year. When no year is specified, data are from the most recent school year for which data are available.

More information about SARC requirements is available at the CDE Web site at <http://www.cde.ca.gov/ta/ac/sa/>, including a SARC Preparation Guide at <http://www.cde.ca.gov/ta/ac/sa/guide.asp> and Frequently Asked Questions at <http://www.cde.ca.gov/ta/ac/sa/questions.asp>.

I. General Information

Contact Information

Information about school and district contacts.

School Information		District Information	
School Name	La Entrada Middle	District Name	Las Lomas Elementary
Principal	Dee Brummett	Superintendent	Mary Ann Somerville
Street	2200 Sharon Rd.	Street	1011 Altschul Avenue
City, State, Zip	Menlo Park, CA 94025-6736	City, State, Zip	Menlo Park, CA 94025
Phone Number	650-854-3962	Phone Number	650-854-2880
Fax Number	650-854-5947	Fax Number	650-854-0882
Web Site	http://www.llesd.org	Web Site	http://www.llesd.org
Email Address	dbrummett@llesd.org	Email Address	masomer@llesd.org
CDS Code	41689576044093	SARC Contact	

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School Description and Mission Statement

Information about the school, its programs, and its goals.

La Entrada School is located in the city of Menlo Park in San Mateo County California. It is one of two schools in the Las Lomas Elementary School District and includes grades four through eight. Graduates of La Entrada School attend Menlo Atherton High School or Woodside High School in the Sequoia Union High School District as well as private preparatory schools throughout the San Francisco Peninsula

The Las Lomas Elementary School District includes the western-most part of Atherton, an unincorporated section of San Mateo County between Atherton and Menlo Park, the western section of Menlo Park (Sharon Heights), a portion of Woodside, and the community of Ladera (unincorporated San Mateo County). La Entrada participates in the Voluntary Transfer Program and receives approximately five percent of its population from East Palo Alto and East Menlo Park. The enrollment at La Entrada is 553 students, mostly from upper and upper-middle class professional families. La Entrada parents attach an extremely high value to rigorous academic programs and positive social and emotional growth without sacrificing art, music, and physical education. The parent community is well established and provides strong support to La Entrada School by contributing time and other resources to help achieve the school's educational goals. There is little transience. Most of the students entering La Entrada School in the fourth grade stay through 8th grade.

La Entrada is committed to providing a challenging, balanced, academic program that is appropriate for all students. Emphasis is placed on building the students' self-esteem and self-confidence and in nurturing responsible attitudes. The staff hold high but reasonable expectations for student achievement and standards of behavior. Students are guided to develop respect for themselves and others.

School goals for 2004-2005 were:

- Continue the middle school elective program by maintaining the range of elective offerings.
- Foster a supportive climate among students, staff and parents that promotes cooperation, creativity, school spirit and academic excellence.
- Support the implementation of the district-wide technology plan.
- Expand instructional strategies to support differentiation and individual needs.
- Provide continued professional development in the teaching of writing.

Opportunities for Parental Involvement

Information about the contact person for parental involvement and a description of organized opportunities for parental involvement at the school.

Contact Person Name:	Kristin Smith and Angela Sherry	Contact Person Phone Number:	
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Members of the community are strong supporters of the school and contribute time and resources in order to achieve the school and district educational goals. La Entrada has an active Parent-Teacher Association (PTA) that sponsors many programs annually for the benefit and welfare of students and families. Sports and enrichment activities are offered to all students through the Las Lomas League, a parent organization. In addition, parents volunteer in classrooms and help with special events such as the Science Fair, Spelling Bee and Geo Bee. Three parents and three students are members of the School Site Council and are an integral part of planning school improvement. The Las Lomas Foundation raised \$925,000 through the combined efforts of the Capital Campaign, annual Hoedown, eScrip Sales, and corporate donor programs which enhance the educational efforts of the District. These funds are used to maintain small class size, to provide a wide array of electives, and to support programs and staff in all academic areas. Local businesses and corporations enrich our technological needs through the donation of equipment and financial resources.

The parent organized Outreach Program provides ongoing financial assistance and tutoring for students with identified need.

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II. Demographic Information

Student Enrollment - 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 4	123
Grade 5	122
Grade 6	111
Grade 7	99
Grade 8	99
Total Enrollment	554

Student Enrollment - Racial and Ethnic Subgroups

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

Racial/Ethnic Category	Number of Students	Percent of Students
African-American	9	1.6
American Indian or Alaska Native	0	0
Asian	47	8.5
Filipino	4	0.7
Hispanic or Latino	38	6.9
Multiple or No Response	84	15.2
Pacific Islander	9	1.6
White (Not Hispanic)	363	65.5

III. School Safety and Climate for Learning

School Safety Plan

Information about the currency and contents of the school's comprehensive safety plan.

Date of Last Review/Update	9/7/2005	Date Last Discussed with Staff	10/5/2005
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The School Safety Committee, which meets monthly, is comprised of four teachers led by a fifth teacher who also serves as the District Safety Coordinator. A School Safety Plan is on record in the school office and District Office. It is updated annually in May and reviewed in September. School staff receives monthly updates from the District Safety Coordinator and different types of evacuation drills are held monthly.

School Programs and Practices That Promote a Positive Learning Environment

Information about the school's efforts to create and maintain a positive learning environment, including the use of disciplinary strategies.

Students can participate in several programs that promote a positive learning environment. They include: an after school study center staffed by teachers three days each week, Lunchtime Enrichment which provides challenging and inspirational activities once each week, after school sports programs and enrichment classes available to all students, recognition of student achievement and positive contributions to the school environment through the Renaissance program, participation in student government (Student Council), membership in the Community Service Club, and the twice weekly intramural program.

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Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that resulted 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.

	School			District		
	2003	2004	2005	2003	2004	2005
Number of Suspensions				20	0	20
Rate of Suspensions				2	0	2
Number of Expulsions	0	0	0	0	0	0
Rate of Expulsions	0	0	0	0	0	0

IV. School Facilities

School Facility Conditions – General Information

Information about the safety, cleanliness, and adequacy of school facilities, including the condition and cleanliness of the school grounds, buildings, and restrooms. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Classroom space is adequate to support the school's instructional program. The district maintains a planned program that ensures routine maintenance functions are performed on a scheduled basis. Members of the custodial staff clean classrooms and restrooms daily. The district also maintains a five-year plan for major repairs and capital improvements. Renovation was completed in every classroom in the school, Jensen Hall, all restrooms and the administrative offices in the spring of 2004. Construction of a new gymnasium and eating area was begun in the fall of 2004 and will be completed in November, 2005.

School Facility Conditions – Results of Inspection and Evaluation

Data reported are the determination of good repair as documented in a completed Interim Evaluation Instrument, including the school site inspection date, the Interim Evaluation Instrument completion date, and the date of any remedial action taken or planned. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Interim Evaluation Instrument Part	Facility In Good Repair		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	x		
Mechanical Systems	x		
Windows/Doors/Gates (interior and exterior)	x		
Interior Surfaces (walls, floors, and ceilings)	x		
Hazardous Materials (interior and exterior)	x		
Structural Damage	x		
Fire Safety	x		
Electrical (interior and exterior)	x		
Pest/Vermin Infestation	x		
Drinking Fountains (inside and outside)	x		
Restrooms	x		
Sewer	x		
Playground/School Grounds	x		
Other	x		

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V. Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2 through 11 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 through 11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. Prior to 2005, the NRT tested reading/language arts and mathematics in grades 2 through 11, spelling in grades 2 through 8, and science in grades 9 through 11. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only, and no longer tests science in any grade.

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 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 standard).

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
English-Language Arts	79	81	87	80	80	86	35	36	40
Mathematics	80	79	84	83	82	86	35	34	38
Science	--	74	83	--	74	83	27	25	27
History-Social Science	74	80	82	74	80	82	28	29	32

CST - Racial and Ethnic Groups

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

Racial/Ethnic Category	African-American	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (Not Hispanic)
English-Language Arts	*	90	*	53	*	93
Mathematics	*	90	*	47	*	88
Science	--	80	--	*	*	88
History-Social Science	*	92	--	*	*	86

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CST - Other Subgroups

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

Subgroups	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities
English-Language Arts	84	90	42	38	54
Mathematics	84	84	39	31	54
Science	85	81	*	*	75
History-Social Science	81	83	*	*	*

Norm Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT/6), the current norm-referenced test (NRT) adopted by the State Board of Education, are reported 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. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only and no longer tests science in any grade. 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		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Reading	86	83	86	86	82	83	43	43	41
Mathematics	88	87	88	89	88	89	50	51	52

NRT - Racial and Ethnic Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (Not Hispanic)
Reading	*	*	*	*	97
Mathematics	*	*	*	*	95

NRT - Other Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities
Reading	84	88	*	*	*
Mathematics	90	86	*	*	*

Local Assessment

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

No Data Available

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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) for the most recent testing period. The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. Detailed information regarding the California Physical Fitness Test may be found at the CDE 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	Male	Female	Total	Male	Female	Total	Male	Female
5	44.7	37.0	50.7	44.7	37.0	50.7	24.5	22.3	26.7
7	40.0	33.3	46.9	40.0	33.3	46.9	28.8	26.8	30.9
9	--	--	--	--	--	--	26.7	27.5	25.8

Academic Performance Index

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 API Base 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.

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:

To be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

Statewide Rank:

Schools receiving a API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (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 1 (lowest) to 10 (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 CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

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API - Schoolwide

Data reported are API Base and Growth scores, growth targets, statewide and similar schools ranks, and percent tested.

	API Base Data				API Growth Data		
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
Percent Tested	99	100	99	Percent Tested	100	99	99
API Base Score	901	927	913	API Growth Score	920	917	940
Growth Target	A	A	A	Actual Growth	19	-10	27
Statewide Rank	10	10	10				
Similar Schools Rank	9	10	10				

API – Racial and Ethnic Subgroups

Data reported are API Base and Growth scores and growth targets.

		API Base Data					API Growth Data		
		2002	2003	2004			From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
White (Not Hispanic)	API Base Score	928	956	941	White (Not Hispanic)	API Growth Score	945	945	964
	Growth Target	A	A	A		Actual Growth	17	-11	23

API - Socioeconomically Disadvantaged Subgroup

Data reported are API Base and Growth scores and growth targets.

No Data Available

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.

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Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To comply with NCLB, California adopted AYP criteria that were approved by the U.S. Department of Education in June 2003. To make AYP, schools and districts are required each year to meet or exceed specific criteria in each of the following:

- Requirement 1: Participation rate on the state's standards-based assessments
- Requirement 2: Percent proficient on the state's standards-based assessments
- Requirement 3: API as an additional indicator
- Requirement 4: Graduation rate (for secondary schools)

Requirements 1 and 2 apply at the school, district, and subgroup levels. Requirements 3 and 4 apply only at the school and district levels, unless exception or "safe harbor" criteria are used. Detailed information about AYP can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

AYP All Criteria – Schoolwide

Data reported indicate whether all AYP criteria were met for all students in a school or a district, or that exception (safe harbor) criteria were met, or that an appeal of the school's or district's AYP status was approved.

Schoolwide	School			District		
	2003	2004	2005	2003	2004	2005
Overall	Yes	Yes	Yes	Yes	Yes	Yes

AYP Participation Rates and Proficiency Levels – Schoolwide and Subgroups

Data reported indicate whether AYP criteria for both the minimum participation rates and the percent proficient or above were met in a school or a district. Note: "n/a" means that the student group is not numerically significant.

Subgroups	School			District		
	2003	2004	2005	2003	2004	2005
All Students	Yes	Yes	Yes	Yes	Yes	Yes
African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	Yes	Yes	Yes	Yes	Yes	Yes
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A

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Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools and districts 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 and districts, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by contacting the district office or 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	-	0.00

VII. Class Size

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.

	2003			2004			2005			
	Number of Classrooms			Number of Classrooms			Number of Classrooms			
	Avg. Class Size	1-22	23-32	Avg. Class Size	1-22	23-32	Avg. Class Size	1-22	23-32	33+
English	17.2	29	6	18.7	26	7	18.8	20	6	--
Mathematics	19.9	13	6	19.9	17	7	19.3	18	6	--
Science	25.7	2	10	25.9	1	11	25.7	2	8	2
Social Science	18.9	17	3	21.9	10	5	21.7	7	6	--

VIII. Teacher and Staff Information

Core Academic Courses Taught by NCLB Compliant Teachers

For a school, the data reported are the percent of a school's classes in core academic subjects taught by No Child Left Behind (NCLB) compliant teachers. For a district, the data reported are the percent of all classes in core academic subjects 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. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

	Percent of Classes In Core Academic Subjects Taught by NCLB Compliant Teachers
This School	81.4
All Schools in District	83.4
High-Poverty Schools in District	0.0
Low-Poverty Schools in District	83.4

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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 counted at one school only. Data for teachers with a full credential and teaching outside his/her subject area are provided by the LEA.

	2003	2004	2005
Total Teachers	40	37	36
Teachers with Full Credentials	40	34	33
Teachers in Alternative Routes to Certification	0	2	3
Pre-Internship	0	1	0
Teachers with Emergency Permits	0	0	0
Teachers with Waivers	0	0	0

Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position, including positions that involve teaching English learners, for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	

Teacher Education Level

Data reported are the percent of teachers by education level, as reported by CBEDS.

	School	District
Doctorate	0.0	1.4
Master's Degree plus 30 or more semester hours	22.2	21.4
Master's Degree	13.9	14.3
Bachelor's Degree plus 30 or more semester hours	47.2	51.4
Bachelor's Degree	16.7	11.4
Less than Bachelor's Degree	0.0	0.0

Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
Vacant Teacher Positions	0	0	

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Teacher Evaluations

Information about the procedures and criteria for teacher evaluations.

The Las Lomitas School District has an experienced and highly trained staff. Three new and experienced teachers joined the school in August, 2005. La Entrada has 33 full time teachers, 3 part-time teachers as well as a full time counselor and a full time librarian. Teachers in our school average 11.37 years of teaching experience and 16 have a masters' degree. Teachers often plan together and provide informal advice and feedback to one another. Once each month teachers meet by grade level to plan together and another time by like subject matter to provide articulation of curriculum throughout the 4-8 school. Other informal meetings take place daily within this staff which provides continual support and suggestions for colleagues. Staff development activities are regularly offered to teachers both on site and through opportunities throughout the peninsula. Teachers assume leadership roles as key planners and committee members for both the school and district. State Law requires that probationary and temporary teachers be evaluated each school year and permanent (tenured) employees every other school year. The quality of instruction is monitored with feedback provided by the assistant principal and principal. Final evaluations are the result of classroom observations and collaboration by administrators.

Substitute Teachers

Information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the instructional program at the school.

The district provides credentialed substitute teachers during teacher absences.

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 equal one FTE.

Title	FTE
Counselor	1.0
Librarian	1.0

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 equal 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
1.0	554.0

IX. Curriculum and Instruction

School Instruction and Leadership

Information about the structure of the school's instructional program and the experience of the school leadership team.

Subject matter groups meet monthly to discuss curriculum throughout the 4-8 continuum. Meetings are chaired by teachers with notes submitted to members and administration for appropriate follow up. Grade level meetings are also held at least monthly and thus provide a matrix of staff interaction. Curriculum review committees are composed to teachers and coordinated by the District Curriculum Coordinator. Textbook examination, curriculum development, and coordinated participation in appropriate professional development opportunities are part of the work of these committees. The Coordinator also meets with full staff throughout the year to update all on the efforts and accomplishments of the various groups. In all groups the focus is to align and implement California Content Standards throughout all grade levels and all curricular areas.

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Professional Development

Information about the program for training the school's teachers and other professional staff.

Teachers, the assistant principal, the principal, and other staff members participate in staff development activities to update and enhance their professional skills. Wednesday afternoons are set aside for regularly scheduled grade level and subject matter meetings, professional development, faculty meetings, district-wide curriculum planning meetings, School Site Council and other committee meetings. Veteran teachers mentor new teachers while other experienced teachers serve as curriculum coaches. In order to achieve school goals teachers are provided opportunities to attend staff development opportunities as a group and then provided time to work together with the new material and strategies in order to initiate implementation. Teachers are also encouraged to observe colleagues and teachers in other schools; substitutes are provided. All teachers are required to complete 150 hours of professional growth activities over the course of a five-year period. Training workshops and technology classes are provided by the District throughout the year and during the summer.

Quality and Currency of Textbooks and Instructional Materials

Information about the standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials used in the school that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, and history-social science. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board. The information includes an explanation for the use of any non-adopted textbooks or instructional materials.

No Data Available

Availability of Sufficient Textbooks and Instructional Materials

Information about the availability of sufficient standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, and health (kindergarten through grade 12); and science laboratory equipment (grades 9 through 12), as appropriate. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board.

No Data Available

Instructional Minutes

Data reported compare the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
4	57,538	54,000
5	57,538	54,000
6	62,910	54,000
7	62,910	54,000
8	62,910	54,000

School Accountability Report Card

Reported for School Year 2004-05

Published During 2005-06

Minimum Days in School Year

Information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

There are ten minimum days in the 2005-2006 school year. Seven are used for parent conferences, one the day before Thanksgiving, and the last two days of school.

XI. Fiscal and Expenditure Data

Teacher and Administrative Salaries (Fiscal Year 2003-04)

Data reported are the district salaries 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. Data are also reported for teacher and administrative salaries as a percent of a district's budget. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0304.asp>. Note: County offices of education are not required to report average salaries and expenditures. The CDE's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.

	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,830	\$34,395
Mid-Range Teacher Salary	\$86,863	\$50,164
Highest Teacher Salary	\$95,596	\$60,406
Average Principal Salary (Elementary)	\$114,838	\$78,686
Average Principal Salary (Middle)	\$118,609	\$80,091
Superintendent Salary	\$148,762	\$101,695
Percent of Budget for Teachers' Salary	44.4 %	41.5 %
Percent of Budget for Administrative Salary	6.4 %	6.1 %

District Expenditures (Fiscal Year 2003-2004)

Data reported are the total dollars expended in the district and the dollars expended per student at the district compared to the state average for all districts and for districts of the same type and size. Detailed information regarding expenditures may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/>. Note: County offices of education are not required to report average expenditures. The CDE's School Fiscal Services Division does not calculate statewide average expenditure information for county offices of education.

District		State Average For Districts In Same Category	State Average All Districts
Total Dollars Expended	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)
\$10,889,326	\$10,947	\$6,643	\$6,919

Types of Services Funded

Information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.