

THE CLASSICAL ACADEMY K-8

"PARTNERING WITH PARENTS FOR QUALITY EDUCATION"

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SCHOOL ACCOUNTABILITY 2007-08 REPORT CARD

Please note: As an independent charter school, The Classical Academy's program, resources, and administration are run independently from the Escondido Elementary School District. This report offers district and state financial data for comparison to satisfy reporting requirements.

DIRECTOR'S MESSAGE

As the Executive Director for The Classical Academy, (TCA) I am pleased to share with you that our programs continue to grow and our influence with parents who wish to personalize their children's education is changing the educational landscape of North County San Diego. The Classical Academy offers a unique Personalized Learning program that blends a mix of traditional classroom time and a home-based education. As an accredited school with the Western Association of Schools and Colleges (WASC), we have been successfully equipping students and parents since our inception in 1999 with the Escondido Union School District.

Parents, students, and community members enjoy the programs that we have created and know that our "school of choice" offers students academic excellence. Enjoy this year's report.

COMMUNITY & SCHOOL PROFILE

The Classical Academy is Escondido's premier charter elementary school. Operating since 1999, The Classical Academy "partners with parents" in their mission to educate their children. The school's program spans kindergarten through eighth grade and offers optional weekly workshops and Friday enrichment labs for students.

The Classical Academy seeks to create "Thinkers, Communicators, and Achievers."

The school is accredited by the Western Association of Schools and Colleges (WASC). Students continually outperform other area schools due to the fact that they work so closely with their parents and are supervised by a credentialed teacher.

In the 2007-08 school year, The Classical Academy served 730 students in grades kindergarten through eight on a traditional school year calendar. Student body demographics are illustrated in the table.

Student Enrollment by Ethnic Group	
2007-08	
	Percentage
African American	0.8%
American Indian	0.7%
Asian	4.7%
Caucasian	77.9%
Filipino	1.9%
Hispanic or Latino	9.2%
Pacific Islander	1.1%
Multiple or No Response	3.7%

MISSION STATEMENT

Our mission is to inspire students, empower parents, and promote a life-long love for learning by creating an environment where academic success is personalized and achievable for all children. Parents, working with credentialed teachers, prepare, monitor, and implement programs that enrich, challenge, and inspire students to embrace personalized academic success.

DISCIPLINE & CLIMATE FOR LEARNING

Students at The Classical Academy are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. A schoolwide discipline plan has been developed and adopted by teachers, administrators, and parents. Since parents play such a primary role in the school's discipline program, it's considered a parent-based program. Rules, procedures, and expectations are clearly stated in the parent-student handbook. Rules and expectations are reinforced fairly, firmly, and consistently throughout the year through individualized mailings, phone calls, and other ongoing interaction with the student and parents.

Positive behavior is the focus of staff efforts at The Classical Academy.

There are numerous opportunities for students to be recognized for their exemplary behavior and achievement through awards such as the Student Recognition Program which recognizes thinkers, communicators, and achievers.

The Suspensions and Expulsions table displays the total number and percentage of incidents at the school. Expulsions occur only when required by law or when all other alternatives have been exhausted.

	Suspensions & Expulsions					
	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	0	0	0	1730	2099	1730
Suspension Rate	0.0%	0.0%	0.0%	8.8%	10.8%	8.9%
Expulsions	0	0	0	39	58	39
Expulsion Rate	0.0%	0.0%	0.0%	0.2%	0.3%	0.2%

CLASS SIZE

The Classical Academy offers a variety of programs to help best fit student needs: A/B workshops (twice a week) and an alternate Track C program (5-day at home).

The Classical Academy maintained a school-wide average class size of 22.4 students with a pupil-to-teacher ratio of 27.0:1 for the 2007-08 school year.

The following charts show the average class size by grade level for grades K-8.

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	06	07	08	06	07	08	06	07	08	06	07	08
By Grade Level												
K	27	20	-	2	3	-	-	-	-	1	-	-
1	27	20	20	2	3	2	-	-	-	1	-	-
2	27	20	19	2	2	2	-	-	-	1	-	-
3	27	20	20	2	2	2	-	-	-	1	-	-
4	19	20	20	2	2	2	-	-	-	-	-	-
5	20	20	20	2	2	4	-	-	-	-	-	-
6	20	20	20	2	2	2	-	-	-	-	-	-
K-3	-	-	40	-	-	-	-	-	-	-	-	1
By Subject Area												
Social Science	36	36	32	-	-	-	1	1	1	1	1	1

SCHOOL ENROLLMENT & ATTENDANCE

The graph below displays the enrollment trends for the past three years. As a charter school offering independent study, we do not track absences – only outcomes in the students learning.

Enrollment Trend by Grade Level			
	2005-06	2006-07	2007-08
K	68	77	68
1st	79	65	79
2nd	72	74	68
3rd	66	69	93
4th	58	74	86
5th	81	73	95
6th	73	82	73
7th	84	77	89
8th	71	72	79

ENRICHMENT ACTIVITIES & AWARDS

Students are encouraged to participate in the school's additional academic and extracurricular activities that promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Enrichment

activities include: computers, sign language, cooking, art, swimming, gymnastics, band, choir, musical theatre, golf program, dance, and leadership class.



COUNSELING & OTHER SUPPORT SERVICES

It is the goal of The Classical Academy to assist students in their social, personal, and academic development. The school provides special attention to students who experience achievement problems difficulty, coping with personal and family problems, trouble with decision-making, or handling peer pressure. There are currently no academic counselors at The Classical Academy.

The Classical Academy staff and teachers offer a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and National standards. The school structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques and supplemental instructional materials and programs.



The Classical Academy staff recognizes the uniqueness of all its students. The school offers differentiated instruction to all students. The school encourages students to work at their own pace. This allows students capable of high levels of achievement to move at an accelerated pace, and students who are not achieving at grade-level proficiency to work at a slower pace and receive additional assistance. The Classical Academy's curriculum program is to offer assistance and specialized instruction to students with special needs. Students who are falling below grade level or performing below standards in their academic program meet with their assigned teacher to discuss the modification of their educational program. This modified program is monitored closely to ensure individual success. All Special Education students receive additional assistance and tutoring.

PARENT INVOLVEMENT

Parents participate on various committees that make decisions regarding the priorities and direction of the educational plan. This ensures instructional programs are consistent with students' needs and comply with district goals. These committees include the Parent Focus Groups and volunteer committees. Volunteerism at The Classical Academy has been one of the keys to the success of the educational program. Parents are encouraged to volunteer 25 hours a year at the school.

Parent Information and Education (PIE) nights occur three times per year. Educational speakers and topics are discussed to strengthen the role of parents as primary educators.

Every five weeks, parents and the community have the opportunity to participate in schoolwide field trips that tie history and science themes into events and crafts. The Classical Academy's annual Open House occurs in February.

TEACHER ASSIGNMENT

The Classical Academy recruits and employs the most qualified credentialed teachers. For the 2007-08 school year, Classical Academy had 28 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	05-06	06-07	07-08	07-08
Fully Credentialed	27	27	28	1051
Without Full Credentials	2	0	0	6
Working Outside Subject	0	0	0	0

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect 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.

Misassignments/Vacancies			
	06-07	07-08	08-09
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

HIGHLY QUALIFIED TEACHERS

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	97.3%	2.7%
High-Poverty Schools in District	97.0%	3.0%
Low-Poverty Schools in District	100.0%	0.0%

CURRICULUM DEVELOPMENT & PROFESSIONAL DEVELOPMENT

At The Classical Academy, curricula in all of the core content areas have been aligned with the California State Content Standards. The school analyzes student work, using data effectively, and working collaboratively to plan and improve instruction. School representatives conduct a review of the school's program by looking at how well students perform on benchmark assessments and State standardized tests, identifying areas of strength and areas where improvements are needed.

The curriculum team makes certain that curriculum is well-articulated among grade levels, identifying and correcting gaps to ensure continuity. The team recommends textbooks for adoption and develops curriculum guides used in each classroom.

School administrators and teachers use the curriculum guides and data analysis to set goals and modify instruction in order to address students' needs. The school's Leadership Team, parents, and members of the school community continually evaluate the school's success in meeting curricular objectives.

The Classical Academy provides high-quality professional development to promote powerful teaching and learning. Professional development in the district focuses on standards-based instruction and strategies to promote literacy and critical thinking skills in all subject areas.

During the 2007-08 school year, five staff development days were offered.

CONTACT INFORMATION

Parents who wish to participate in The Classical Academy's leadership teams, school committees, school activities, or become volunteers may contact Chief Business Officer, Cameron Curry at (760) 546-0101.

SCHOOL FACILITIES & SAFETY

The Classical Academy provides a safe, clean environment for students, staff, and volunteers. The school is situated on three-fourths of an acre and spans 14,000 square feet. School facilities were built in 1985 and presently include the library, nine permanent classrooms, one computer lab, a staff room, and playground, which are all up-to-date and provide adequate space for students and staff. Unlike a traditional public school, The Classical Academy pays a monthly mortgage & lease for facilities. The facility strongly supports teaching and learning through its ample classroom and playground space, and a staff resource room.

Maintenance and Repair

The Classical Academy's maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. At the time this report was published, 100% of restrooms on campus were in good working order. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The table below displays the most recent facility inspection conducted at The Classical Academy (as of February 2009).

School Facility Conditions				
Date of Last Inspection: 8/2007				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	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			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

Cleaning Process

A custodian cleans classrooms, restrooms, and campus grounds on a daily basis. A scheduled maintenance program is administered by the school to ensure that all classrooms and facilities are well-maintained and provide a suitable learning environment.

Safety

The safety of students and staff is a primary concern of The Classical Academy. The school is a closed campus; all visitors must check in at the office before entering. During recess and lunch, and before and after school, teachers and classified staff monitor the campus to ensure student safety throughout the school day.

The Classical Academy incorporates a safety plan that includes steps for ensuring student and staff safety during a disaster. The school principal conducts earthquake, fire, and other emergency drills on a regular basis in accordance with the site disaster plan. Each classroom contains emergency supplies, food, water, and rescue equipment in a convenient location for any emergency.

The School Safety Plan is reviewed and revised when necessary. Components of the School Site Safety Plan include strategies and programs that will provide and maintain a high level of school safety. The Safe School Plan outlines rules and procedures governing safety issues at the school including information on crimes committed on the school grounds; child abuse reporting procedures; disaster procedures; sexual harassment policies; schoolwide dress code; procedures for safe ingress and egress of pupils, parents, and school employees; and strategies to provide a safe and orderly environment. The plan was last reviewed and updated with school staff in fall of 2008.

Deferred Maintenance Budget & Projects

The Classical Academy does not have a deferred maintenance budget or participate in any deferred maintenance projects.

INSTRUCTIONAL MATERIALS

The Classical Academy sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program and provides students with textbooks in the core subject areas. The school held a public hearing in August 26, 2008, and determined that sufficient and good quality textbooks and instructional materials are available, pursuant to the settlement of *Williams vs. the State of California*. All students are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. The resolution does not include English Learners. The chart at the right displays the most current (February 2009) textbooks in use at The Classical Academy.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
6th-8th	English/ Language Arts	Holt	2005	Yes	0.0%
4th-5th	English/ Language Arts	McGraw-Hill	2005	Yes	0.0%
K-1	English/ Language Arts	Sing, Spell, Read, and Write	2005	Yes	0.0%
2nd-3rd	English/ Language Arts	SRA (Open Court)	2005	Yes	0.0%
7th-8th	Foreign Language	Prentice Hall	2005	Yes	0.0%
7th-8th	History/Social Science	Glencoe	2005	Yes	0.0%
K-6	History/Social Science	Primary Resource Documents	2005	Yes	0.0%
6th-8th	Mathematics	Glencoe/ McGraw Hill	2005	Yes	0.0%
K	Mathematics	Sadlier Oxford	2005	Yes	0.0%
K-8	Mathematics	Saxon	2005	Yes	0.0%
5th-8th	Science	Houghton Mifflin	2005	Yes	0.0%
7th-8th	Science	Prentice Hall	2005	Yes	0.0%
K-4	Science	Primary Resource Documents	2005	Yes	0.0%
K-8	Visual and Performing Arts	Art in Action Program	2005	Yes	0.0%

LIBRARY INFORMATION

In addition to standard textbooks, The Classical Academy offers literature that is thematically linked to history, science, and the language arts program. Whenever possible, classics are chosen both as student-read literature and read-alouds with parents/teachers.

COMPUTER RESOURCES

Integration of technology into the standard curriculum is ongoing at The Classical Academy. Students receive computer instruction on a regular schedule. Software programs develop reading skills, technological skills, and mathematical proficiency. The power of the computer as a learning tool gives students an edge in the technological world of the twenty-first century. There is approximately one computer per classroom, and 20 computers are available for student use in the computer labs. Students visit the computer lab on a weekly basis.

	Computer Resources		
	05-06	06-07	07-08
Computers	29	10	20
Students per computer	22.5	66.3	36.5
Classrooms connected to Internet	10	1	10

ADDITIONAL INTERNET ACCESS/PUBLIC LIBRARIES

For additional research materials and Internet availability, students are encouraged to visit the public libraries located Escondido, which contain numerous computer workstations.

CALIFORNIA STANDARDS TEST

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. Summative scores are not shown for Math (grade 8). For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)																											
Combined % of Students Scoring at Proficient and Advanced Levels																											
	Language Arts												Math						Science								
	2			3			4			5			2		3		4		5		5						
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08			
All Students																											
School	65	62	63	60	58	49	74	78	90	75	80	86	63	80	71	70	72	69	62	75	72	66	57	75	73	67	85
District	39	38	40	28	32	30	43	43	47	37	39	42	52	49	52	47	49	49	48	49	53	41	39	39	25	31	37
State	47	48	48	36	37	38	49	51	55	43	44	48	59	59	59	58	58	61	54	56	61	48	49	51	32	37	46
Males																											
School	48	43	61	54	44	38	69	75	91	69	85	84	61	74	69	64	70	65	58	77	75	65	70	73	72	73	90
District	34	36	37	26	27	28	41	40	38	33	37	40	52	51	53	49	48	49	48	50	49	40	41	40	28	33	39
State	43	44	44	33	33	35	46	48	52	40	41	46	59	59	61	58	58	62	54	56	61	48	48	51	34	38	48
Females																											
School	79	79	66	66	70	62	78	79	90	82	76	86	63	85	72	74	74	74	67	75	70	67	47	76	73	62	82
District	44	41	44	31	38	33	46	46	55	42	42	46	52	47	51	45	50	47	47	47	56	41	38	38	23	27	34
State	50	53	51	39	41	40	54	55	59	47	48	52	57	58	58	56	57	60	55	58	62	48	49	52	30	35	45
Caucasian																											
School	66	57	65	59	57	49	71	77	93	75	82	84	62	78	76	70	72	67	61	79	72	65	63	75	73	65	84
District	65	63	66	54	58	55	66	72	72	65	62	69	76	70	77	73	70	71	68	71	73	63	62	66	56	60	67
State	65	66	64	55	56	57	69	71	74	63	64	67	74	74	74	73	72	74	68	70	74	64	63	65	52	58	68

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

California Standards Test (CST)																					
Combined % of Students Scoring at Proficient and Advanced Levels																					
	Language Arts						Math				Science			Social Science							
	6		7		8		6		7		8			8							
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08			
All Students																					
School	76	81	80	83	85	81	79	75	77	70	72	70	69	67	70	48	62	67	55	63	59
District	36	39	42	41	42	45	40	40	44	32	34	35	37	33	39	35	37	45	36	35	32
State	41	42	47	43	46	49	41	41	45	41	42	44	41	39	41	38	42	52	34	35	36
Males																					
School	68	79	80	79	82	80	77	76	77	71	73	68	72	65	69	63	56	69	63	62	63
District	34	34	39	37	38	39	35	36	39	32	35	39	38	35	39	37	39	48	37	35	36
State	38	40	44	38	42	44	37	37	41	42	42	44	41	39	42	41	45	54	36	36	39
Females																					
School	85	83	79	87	87	82	79	74	77	71	72	73	66	68	71	33	68	67	47	65	56
District	39	42	44	44	47	52	44	45	47	31	34	33	36	31	39	32	36	42	35	34	27
State	44	45	50	48	51	54	45	46	50	41	41	43	41	38	41	34	41	50	31	33	35
Caucasian																					
School	81	81	78	84	84	83	84	76	77	78	75	72	69	66	71	52	65	66	55	64	57
District	65	67	66	68	69	74	65	67	69	58	59	55	60	54	60	59	63	70	60	55	56
State	61	61	66	63	66	68	62	62	63	58	58	60	58	54	57	55	60	70	51	52	53

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

ADEQUATE YEARLY PROGRESS

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal.

The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
Made AYP Overall	School		District	
	Yes	No	Yes	No
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	No
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	

FEDERAL INTERVENTION PROGRAM

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI	-	2005-2006
Year in PI (2008-09)	-	Year 3
# of Schools Currently in PI	-	8
% of Schools Identified for PI	-	30.77%

ACADEMIC PERFORMANCE INDEX

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an 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 similar schools.

API School Results				
	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	8	9	9	
Similar Schools Rank	3	4	6	
All Students				
Actual Growth	19	18	-8	858
Caucasian				
Actual Growth	13	16	-4	862

PHYSICAL FITNESS

In the spring of each year, Classical Academy is required by the state to administer a physical fitness test to all students in grades five and seven. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test. During the 2007-08 school year, 11.8% of fifth and 21.9% of seventh grade students at The Classical Academy met state fitness standards in all six fitness areas.

SCHOOL SITE AVERAGE TEACHER SALARIES

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on 2006-07 financial statements).

Average Teacher Salaries	
School & District	
School	\$45,000
District	\$62,114
Percentage of Variation	27.56%
School & State	
All Elementary School Districts	\$64,702
Percentage of Variation	30.46%

TEACHER & ADMINISTRATIVE SALARIES AS A PERCENTAGE OF TOTAL BUDGET

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website.

Average Salary Information		
Teachers - Principal - Superintendent		
2006-07		
	District	State
Beginning Teachers	\$35,438	\$40,667
Mid-Range Teachers	\$63,614	\$66,167
Highest Teachers	\$84,611	\$84,142
Elementary School Principals	\$99,456	\$104,640
Middle School Principals	\$105,213	\$107,227
High School Principals	-	-
Superintendent	\$188,361	\$167,564
Salaries as a Percentage of Total Budget		
Teacher Salaries	44.1%	42.3%
Administrative Salaries	4.0%	5.4%

EXPENDITURES & SERVICES FUNDED

Escondido Union Elementary District spent an average of \$5,607 to educate each student (based on 2006-07 audited financial statements). The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

In addition to general state funding, Escondido Elementary School District received state and federal funding for the following categorical, special education and support programs:

- Gifted and Talented Pupils
- School Improvement Program
- Safe and Drug Free Schools Program
- Class Size Reduction
- Year-round School Incentive
- Peer Assistance and Review Program
- Economic Impact Aid
- Special Education
- Instructional Materials
- ECIA
- Staff Development

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,108
From Restricted Sources	\$142
From Unrestricted Sources	\$4,966
District	
From Unrestricted Sources	\$5,608
Percentage of Variation between School & District	11.45%
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	6.31%

DATA SOURCES

Data within the SARC was provided by The Classical Academies, retrieved from the 2007-08 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

