

Bethany Elementary School



2008-2009 School Accountability Report Card

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Principal

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Vice Principal



Serving grades
Kindergarten through Eight

Superintendent

Mr. Dale Hansen

Board of Education

Shane Nielson
President

Ben Fobert
Clerk

Dr. Chris Cunningham
Trustee

Dr. James Hiramoto
Trustee

Dr. Atul Khanna
Trustee

Principal's Message

Bethany Elementary School has been serving the students and families of the town of Mountain House since its doors opened in August of 2007. Bethany Elementary School is part of the Lammersville Elementary School District located west of Tracy, California. The Lammersville Elementary School District was founded over 130 years ago. Since its opening, Bethany Elementary has established itself as a premier academic institution.

In addition to a rigorous academic program, Bethany Elementary School embraces high expectations of student behavior and celebrates diversity. The district, staff, community members, parents, and students are very proud of the accomplishments of this brand new school. In reviewing this School Accountability Report Card, I am sure you will be able to see the commitment all stake holders have in continuing to make this a high achieving, student-first school.

Community & School Profile

Lammersville Elementary School District is located in the northwest corner of San Joaquin County in the city of Tracy. Bethany Elementary School is located four miles north of Tracy in the town of Mountain House, California.

Lammersville Elementary School District consists of Lammersville Elementary School (K-8th), Wicklund Elementary School (K-8th), and Bethany Elementary School (K-8th). During the 2008-09 school year, Bethany Elementary School served 808 students in grades kindergarten through eight, on a traditional calendar system. Student body demographics are illustrated in the table.

Student Enrollment by Ethnic Group

2008-09

	Percentage
African American	12.4%
American Indian	1.1%
Asian	22.4%
Caucasian	19.4%
Filipino	24.1%
Hispanic or Latino	16.7%
Pacific Islander	1.6%
Multiple or No Response	2.2%

Discipline & Climate for Learning

Students at Bethany Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy promotes a safe school, a warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school.

The goal of Bethany Elementary School's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Parents and students are informed of discipline policies at the beginning of each school year through the parent-student handbook, and during the year through the *Bobcat Bulletin*, e-mail, and the district's website. The program's design establishes guidelines to provide students with a meaningful, productive, and enjoyable school experience. Appropriate behavior is encouraged through praise and motivational incentives, as well as the Character Counts! program and conflict resolution tools to further develop personal growth.

The Suspensions and Expulsions table illustrates total cases for the school and district at all grade levels, as well as the percentage of total enrollment (number of suspensions divided by total enrollment).

Suspensions and expulsions are expressed in terms of total infractions, not total number of students, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives have been exhausted.

Suspensions & Expulsions

	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	-	73	67	49	118	88
Suspension Rate	-	12.0%	8.3%	4.6%	7.9%	5.1%
Expulsions	-	1	0	0	1	0
Expulsion Rate	-	0.2%	0.0%	0.0%	0.1%	0.0%

Student Recognition

Certificates, ribbons, prizes, and various other awards are given to students at assemblies and special presentations throughout the school year. Activities, honors, and programs include:

- Honor Roll Assemblies (each trimester)
- Character Counts! Assemblies (each month)
- Schoolwide Character Counts! tickets reward program
- Honor Roll field trip for upper grades (once a year)
- California Junior Scholastic Federation (CJSF)
- Citizenship Awards
- Attendance Awards

Homework

Homework is a fundamental part of the learning process that helps to develop basic academic and study skills as well as promote student responsibility and self-discipline. Homework is assigned on a regular basis for all grade levels and major subject areas. Each teacher determines the appropriate measure of homework for his or her students. Students are expected to complete their homework assignments in a timely manner and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities and are responsible for reviewing homework assignments with their child.

Bethany Elementary School offers afterschool tutoring two days a week through the Homework Club, where students receive assistance from teachers.

Extracurricular Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities that are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include: GATE, school dances, drama club, science fair, spelling bee, writing club, school newspaper, student council, yearbook, academic pentathlon, whiz kids, lunchtime intramurals, volleyball, and basketball.

School Attendance & Enrollment

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. More importantly, attendance is critical to academic achievement and regular daily attendance is a priority at Bethany Elementary School. Student attendance is carefully monitored to identify those students exhibiting excessive absences.

Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. Independent study is available for students that require extended leaves from school. The school monitors student attendance very closely and reports excess unexcused absences to designated authorities.

The chart illustrates the trend in enrollment for the last three years.

Enrollment Trend by Grade Level			
	2006-07	2007-08	2008-09
K	-	72	81
1st	-	83	102
2nd	-	75	109
3rd	-	68	94
4th	-	66	94
5th	-	77	83
6th	-	62	94
7th	-	57	86
8th	-	47	65

Class Size

Bethany Elementary School maintained a schoolwide average class size of 22.8 students and a pupil-to-teacher ratio of 20.7:1 for the 2008-09 school year. The table indicates the average class size per grade level and subject area, as well as the number of classes offered in reference to their enrollment. In addition to credentialed teachers, students receive assistance in the classroom from instructional aides, parent volunteers, and Buddies.

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
	07	08	09	1-20 Students			21-32 Students			33+ Students		
K	-	18	20	-	4	4	-	-	-	-	-	-
1	-	16	18	-	5	6	-	-	-	-	-	-
2	-	15	19	-	5	5	-	-	-	-	-	-
3	-	17	18	-	4	5	-	-	-	-	-	-
4	-	32	31	-	-	-	-	2	3	-	-	-
5	-	26	27	-	-	-	-	2	3	-	-	-
6	-	31	31	-	-	-	-	2	3	-	-	-
4-8	-	25	-	-	-	-	-	1	-	-	-	-

Curriculum Development

All curriculum development at Bethany Elementary School revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels. The writing and implementation of Bethany Elementary School's curriculum is an ongoing process. The curriculum is evaluated by student performance and assessment scores, and is adjusted to meet the needs of students.



Curriculum changes in the 2008-09 school year included: new Science textbook adoption, piloting Math textbook, and standardized English learner reclassification policy districtwide.

Counseling & Support Staff

In addition to academics, the staff at Bethany Elementary School strives to assist students in their social and personal development. Staff members are trained to recognize at-risk behavior in all students. The school values the importance of on-site counseling and has procedures in place to ensure that students receive the services they need. The table indicates the resources available at Bethany Elementary School.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Bilingual Aide	2	2.0
Learning Center Aide	5	1.0
Learning Center Teacher	2	2.0
Psychologist	1	As Needed
Speech and Language Specialist	2	As Needed

A Gifted And Talented Education (GATE) program is offered to students who qualify. The school offers an afterschool enrichment GATE program with topics such as Spanish, robotics, and art.

Bethany Elementary School offers English Language Learner (ELL) students in grades K-8 differentiated instruction three days a week.

Bethany Elementary School has the Learning Center available to students with special needs. The Learning Center links the Special Day Class Program and the Resource Specialist Program together and is provided according to students' IEPs.

Instructional Materials

Bethany Elementary School District held a public hearing on August 26th, 2009, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. The State of California*.

All students, including English learners, 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. All textbooks and instructional materials used within the district are aligned with the California State Content Standards and Frameworks and have been approved by the Board of Education. Textbook adoptions are uniform throughout the Bethany Elementary School District. A committee consisting of administrators and teachers establishes selection criteria based on state standards, reviews instructional materials on the state list, and makes recommendations to the Board of Trustees for final adoption. New math textbooks were implemented during the 2009-10 school year. The district is currently piloting language arts textbooks, Holt and Glencoe ELA, for 6th-8th grade students. The most recent textbook adoptions in core curriculum areas are shown in the chart.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-5	English/ Language Arts	Houghton Mifflin	2009	Yes	0.0%
6th-8th	English/ Language Arts	McDougal Littell	2002	Yes	0.0%
K-5	History/Social Studies	McGraw-Hill	2007	Yes	0.0%
6th-8th	History/Social Studies	Teacher's Curriculum Institute/ History Alive	2007	Yes	0.0%
K-5	Mathematics	Harcourt	2009	Yes	0.0%
6th-8th	Mathematics	Holt	2009	Yes	0.0%
6th-8th	Science	CPO Science	2008	Yes	0.0%
3rd-5th	Science	FOSS	2008	Yes	0.0%
K-2	Science	Houghton Mifflin	2008	Yes	0.0%

Library Information

The library, staffed by a full-time instructional aide, is stocked with thousands of books that are available for students to check out. Classrooms visit the library on a regular basis and students are encouraged to utilize the library's resources before and after school, and during their breaks. The library also contains three computers for student use as well as DVDs, a laminator, and a copier.

Computer Resources

Computer skills and concepts integrated throughout the standard curriculum prepare students for technological growth and opportunities. Each classroom at Bethany Elementary School has a minimum of one Internet-accessible computer. There is also one computer lab on campus containing thirty computers. Students receive computer-assisted instruction on a regular schedule utilizing the Microsoft Suite software and the Internet.

Computer Resources			
	06-07	07-08	08-09
Computers	-	70	70
Students per computer	-	8.7	11.5
Classrooms connected to Internet	-	33	44

Additional Internet Access & Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the Tracy branch of the Stockton-San Joaquin County Public Library, which contains numerous computer workstations. Please call toll free (866) 805-READ for hours of operation and additional information.

Data Sources

Data within the SARC was provided by Lammersville Elementary School District, retrieved from the 2008-09 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a dynamic search engine, maintained by the California Department of Education (CDE), that provides reports for accountability. It includes Academic Performance (API), Adequate Yearly Progress (AYP), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the quality instructional program at Bethany Elementary School. These measure students' actual progress as well as the effectiveness of the instructional program. Additional site assessments for Bethany Elementary School include English Language Learners Assessment, Special Education assessments, and numerous assessments tied to the curriculum.



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 Language Arts, Math, and Science, for the most recent three-year period, is shown.

California Standards Test (CST)									
Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	*	64	71	*	63	68	*	46	50
Mathematics	*	60	66	*	61	63	*	43	46
Science	*	64	70	*	65	63	*	46	50
History/Social Science	*	37	56	*	48	58	*	36	41

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

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	61	59	60	*
American Indian	*	*	*	*
Asian	89	92	90	*
Filipino	74	71	68	65
Hispanic or Latino	53	44	50	46
Pacific Islander	55	36	*	*
Caucasian	72	63	81	*
Males	68	64	75	58
Females	73	68	67	54
Socioeconomically Disadvantaged	54	47	52	27
English Learners	47	55	36	*
Students with Disabilities	33	38	*	*
Migrant Education	*	*	*	*

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

Physical Fitness

In the spring of each year, Bethany Elementary School is required by the State to administer a physical fitness test to all students in seventh grade. The physical fitness test measures each student's ability to perform fitness tasks in six major areas: Aerobic Capacity, Body Composition, Abdominal Strength, Trunk Extension Strength, Upper Body Strength, and Flexibility. Students are provided several options to perform tasks in each area. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ). During the 2008-09 school year, 36.8% of fifth grade and 26.8% of seventh grade students at Bethany Elementary School met or exceeded state fitness standards in all six fitness areas.

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				
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	-	B	8	
Similar Schools Rank	-	B	6	
All Students				
Actual Growth	-	B	41	867
Asian				
Actual Growth	-	-	33	961
Filipino				
Actual Growth	-	-	23	880
Hispanic or Latino				
Actual Growth	-	-	41	789
Caucasian				
Actual Growth	-	-	58	875
English Learners				
Actual Growth	-	-	34	817

B- The school did not have a valid 2007-08 Base API and will not have any growth or target information.

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.

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

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 AYP chart.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2009-10)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

Adequate Yearly Progress (AYP)				
	School		District	
Made AYP Overall	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	

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level.

The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight.

NOTE: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

National Assessment of Educational Progress					
Reading and Mathematics Results for Grades 4 & 8					
By Performance Level - All Students					
	Average Scale Score		% at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007 Grade 4	209	220	30	18	5
Reading 2007 Grade 8	251	261	41	20	2
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

National Assessment of Educational Progress				
Reading and Mathematics Results for				
Students with Disabilities (SD) and/or English Language Learners (ELL)				
By Grades 4 & 8 and Participation Rate - All Students				
	Participation Rate			
	State		National	
	SD	ELL	SD	ELL
Reading 2007 Grade 4	74	93	65	80
Reading 2007 Grade 8	78	92	66	77
Math 2009 Grade 4	79	96	84	94
Math 2009 Grade 8	85	96	78	92

Staff Development

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. For the past three years, the district has regularly offered three staff development "buyback" days annually, where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, effective school practices and methodologies.

Parent & Community Involvement

Parents and the community are very supportive of the educational program at Bethany Elementary School. Opportunities for involvement and active participation include: Bethany School Foundation, volunteering in the classroom, referees, coaches, Girl Scouts, chaperones, School Site Council, and ELAC (English Language Advisory Committee).

Contact Information

Parents who wish to participate in Bethany Elementary School's leadership teams, school committees, school activities, or become a volunteer may contact the main office at (209) 836-7250, or visit the district's website at <http://www.lammersvilleschooldistrict.net/>

School Facilities & Safety

Bethany Elementary School facilities were completed in 2007. There are 42 permanent classrooms, a library, computer lab, staff room, a multipurpose room, and playground.

The table shows the results of the most recent school facilities inspection provided by the district. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

Safety

The safety of students and staff is a primary concern at Bethany Elementary School. The School Site Safety Plan is revised annually by staff and the School Site Council. The School Site Safety Plan was last updated March of 2009. Key elements of the plan focus on student and staff awareness of emergency drills and procedures. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring students and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year.

Students are supervised throughout the day by instructional aides, teachers, and noon supervisors. The designated drop off and pick up area is at the front of the school. Visitors to the campus must sign in at the office, receive identification badges that must be displayed at all times, and sign out upon leaving.

School Facility Conditions				
Date of Last Inspection: 03/04/2009				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			Building 3 - K-Library - Sewer line plugs up, alot.
Interior			X	Building 3 - K-Library - Counter top seems to be pulling/separating. Building 5 - Village 2 - Counter top is separating.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

Cleaning Process

The principal works daily with the custodial staff to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review.

Maintenance & Repair

District maintenance staff ensures that work orders and the repairs necessary to keep the school in good repair are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides 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, electrical systems, interior or exterior painting, and floor systems. For the 2009-10 school year the district allocated \$52,500 for the deferred maintenance program. This represents 0.46% of the district's general fund budget. For a complete listing of the district's deferred maintenance projects, please contact the district office.

Teacher Assignment

Lammersville Elementary School District recruits and employs only the most qualified credentialed teachers. For the 2008-09 school year, Bethany Elementary School had 34 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Misassignments/Vacancies			
	07-08	08-09	09-10
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

Teacher Credential Status

	School			District
	06-07	07-08	08-09	08-09
Fully Credentialed	-	30	34	79
Without Full Credentials	-	2	5	13
Working Outside Subject	-	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. For the 2009-10 school year, the most current data are reported.

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	97.6%	2.4%
District	97.9%	2.1%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	97.9%	2.1%

Teacher & Administrative Salaries as a Percentage of Total Budget

The table displays district salaries for teachers, principals, and the superintendent, 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 www.ed-data.k12.ca.us.

Average Salary Information Teachers - Principal - Superintendent 2007-08

	District	State
Beginning Teachers	\$38,883	\$41,031
Mid-Range Teachers	\$58,981	\$63,366
Highest Teachers	\$72,711	\$80,596
Elementary School Principals	\$93,289	\$100,937
Middle School Principals	-	\$105,066
High School Principals	-	\$106,534
Superintendent	\$115,000	\$147,438

School Site Teacher Salaries

State law requires comparative salary and budget information to be reported to the general public. At the time this report was published, the most recent salary comparison data from the State of California was for the 2007-08 school year. For comparison purposes, the California Department of Education has provided average salary data from elementary school districts having between 1,000 and 4,999 average daily attendance statewide. The table illustrates the average teacher salary at the school and compares it to the average teacher salaries at the district and state levels.

Average Teacher Salaries	
School & District	
School	\$49,457
District	\$50,794
Percentage of Variation	2.64%
School & State	
All Elementary School Districts	\$63,421
Percentage of Variation	22.02%

Salaries as a Percentage of Total Budget		
Teacher Salaries	44.0%	41.0%
Administrative Salaries	8.0%	6.0%

District Expenditures

Bethany Elementary School District spent an average of \$6,602 to educate each student (based on 2007-08 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, Bethany Elementary School District receives state and federal funding for the following categorical, special education and support programs:

- Home-to-School Transportation
- Peer Assistance & Review
- Economic Impact Aid (EIA)
- Federal, ECIA/ESEA/IASA
- Gifted and Talented Pupils
- Class Size Reduction
- School Improvement Program (SIP)
- Tobacco Use Prevention Education (TUPE)
- Federal, Special Education, Entitlement per UDC
- Federal Drug/Alcohol/Tobacco Funds

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,246
From Restricted Sources	\$645
From Unrestricted Sources	\$4,601
District	
From Unrestricted Sources	\$5,751
Percentage of Variation between School & District	20.00%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	16.53%