

Las Colinas Middle School

PLEASANT VALLEY SCHOOL DISTRICT

SIXTH THROUGH EIGHTH GRADE

5750 FIELDCREST DRIVE CAMARILLO, CA 93012

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PATRICK FITZGERALD, PRINCIPAL

2007-08 SCHOOL ACCOUNTABILITY REPORT CARD



PLEASANT VALLEY SCHOOL DISTRICT

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BOARD OF TRUSTEES

JENNIFER MILLER
SUZANNE KITCHENS
PATTY LERNER
RON SPEAKMAN
SANDRA BERG

DISTRICT MISSION STATEMENT

TO PROVIDE AN EDUCATIONAL PROGRAM THAT ENCOURAGES A POSITIVE SELF-CONCEPT, CREATIVE EXPRESSION, CRITICAL THINKING, AND ACADEMIC EXCELLENCE CHALLENGING STUDENTS TO REACH THEIR OWN HIGHEST POTENTIAL.



PRINCIPAL'S MESSAGE

Las Colinas Middle School is known for its academic excellence. It houses 1085 sixth, seventh, and eighth grade students and consistently scores over 800 in the Academic Performance Index (API). In 2005, Las Colinas was selected as a California Distinguished for the fourth time in its history.

The success of the school is due to great students and staff and to the strong support of our parents. Parents participate in many ways, including the PTSA, School Site Council (SSC), campus beautification, disaster preparation, and anti-drug campaigns. The facility was modernized 6 years ago and now includes state-of-the-art science labs. In a reflection of our belief that our kids are our future, we look to the future by continuing to upgrade our technology and integrate it into our instructional program.

SCHOOL PROFILE

Pleasant Valley School District consists of eleven schools serving grades kindergarten through eight. Las Colinas Middle is one of two middle schools in the Pleasant Valley School District. Las Colinas strives to provide a high quality educational program which develops the whole child. It is based upon mutual respect and close communication, as well as shared effective decision making by staff, students, parents, and community to meet the needs of a diversified and growing population. It been awarded four California Distinguished Schools Awards with honors in 1988-89, in 1992-93, 1998-99, and 2004-05. During the 2007-08 school year, 1,084 sixth through eighth grade students were enrolled at the school, with classes arranged on a traditional schedule calendar. Student body demographics are shown in the chart.

Student Enrollment by Ethnic Group

2007-08

	Percentage
African American	2.3%
American Indian	0.6%
Asian	9.8%
Caucasian	55.9%
Filipino	5.0%
Hispanic or Latino	25.5%
Pacific Islander	0.6%
Multiple or No Response	0.4%

SUSPENSIONS & EXPULSIONS

The Suspensions and Expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions & Expulsions					
	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	83	53	67	465	419	344
Suspension Rate	9.5%	5.4%	6.2%	6.3%	5.6%	4.8%
Expulsions	1	0	0	3	4	0
Expulsion Rate	0.1%	0.0%	0.0%	0.0%	0.1%	0.0%

CONTACT INFORMATION

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Las Colinas Middle at (805) 484-0461.



PARENT INVOLVEMENT

The SSC, which includes parents, creates our school's annual plan and is responsible for some budget approvals. Our PTSA is very active. Parents raise money for such student enrichment programs as special field trips. They support Associated Student Body fund-raisers, promote the arts through the Renaissance program, volunteer to beautify the campus by cleaning and maintaining planters, and work closely with the school to support and enhance our programs. Please contact our office to find out how you can volunteer.

CLASS SIZE

Average class sizes vary by grade level and subject area taught. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

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												
6th	-	31	30	-	-	-	-	9	9	-	2	2
By Subject Area												
English	32	31	29	-	2	1	17	10	19	10	9	6
Mathematics	32	31	28	-	1	2	16	12	19	11	7	3
Science	32	32	32	-	-	-	11	10	11	16	10	11
Social Science	32	32	30	1	-	-	12	10	17	16	10	7

ENROLLMENT & ATTENDANCE

Regular attendance and punctuality are necessary parts of the learning process and are critical to academic success. In addition, school districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities including notification of when and why students are absent. Independent study is available for students that require extended leaves from school.

Pleasant Valley School District's School Attendance Review Board (SARB) is composed of parents, representatives from the district and members of the community, including representatives from law enforcement, welfare, probation and mental health. Students are referred to SARB when they have persistent attendance and behavior problems in school, and the normal avenues of classroom, school and district counseling are not effective. The members of the SARB, the referred students and their parents or guardians work collaboratively to evaluate the student's situation and recommend alternative solutions.

This chart illustrates the enrollment trend by grade level for the past three school years.

Enrollment Trend by Grade Level			
	2005-06	2006-07	2007-08
6th	246	352	357
7th	302	291	370
8th	328	334	357

INSTRUCTIONAL MATERIALS

Pleasant Valley School District held a Public Hearing on October 16, 2008, and determined that each school within the district has 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.

Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
6th-8th	English/ Language Arts	Prentice Hall	2003	Yes	0.0%
7th-8th	Foreign Language	McDougal Littell	2004	Yes	0.0%
7th-8th	Health	Glencoe/ McGraw Hill	1997	Yes	0.0%
4th-6th	Health	Harcourt	1996	Yes	0.0%
7th-8th	Mathematics	Prentice Hall	2001	Yes	0.0%
1st-6th	Mathematics	Scott Foresman	2001	Yes	0.0%
6th-8th	Science	Holt	2001	Yes	0.0%
6th-7th	Social Science/ History	Houghton Mifflin	1999	Yes	0.0%
8th	Social Science/ History	Prentice Hall	2000	Yes	0.0%

LIBRARY INFORMATION

The school's library, staffed by a part-time Library Technician, provides an extensive variety of reference and special interest materials, in addition to hundreds of educational and recreational books. Students visit the library on a weekly basis with their classes and are encouraged to visit before and after school. Computer workstations within the library are connected to the Internet so students are able to access resources and information online.

COMPUTER RESOURCES

All classrooms have at least two computers that are connected to the Internet. Las Colinas Middle also has a computer lab with 34 computers. The computer lab is staffed by a part-time computer lab technician and teachers when they use the lab with their classes. Computer skills and concepts are integrated throughout standard curriculum which helps to prepare students for technological growth and other opportunities. All classrooms are also equipped with digital projectors. Wireless internet is available on campus and six Smart Boards were recently installed in classrooms. Students have been trained on Microsoft Office, Keyboarding, Read Write & Type, and simple web based programs.

Computer Resources			
	05-06	06-07	07-08
Computers	92	102	104
Students per computer	9.7	9.6	10.4
Classrooms connected to Internet	45	39	44

ADDITIONAL INTERNET ACCESS/PUBLIC LIBRARIES

For additional research materials and Internet availability, students are encouraged to visit the public library located in Camarillo, which contains numerous computer workstations.

CURRICULUM DEVELOPMENT

All curriculum development in the Pleasant Valley School District is based on the California State Content Standards and Frameworks. Curriculum guides are updated regularly by the Curriculum Committee to align with the state standards, district goals, and the statewide assessment program. During the 2007-08 school year, changes to the curriculum included making grade-level standards accessible to all students, implementing differentiated instruction, and working together in professional learning communities.

SCHOOL FACILITIES

Las Colinas Middle was originally constructed in 1982 and is comprised of 41 permanent classrooms, eight portable classrooms, a library, a staff lounge, a computer lab, a grass area, and a sports area. There are also two county special ed programs sited on the campus. The table below shows the results of the most recent facility inspection at the time of publication. Facility information is current as of November 2008.

School Facility Conditions				
Date of Last Inspection: 11/5/2008				
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	Lunch Shelter - Planters need soil. MPR outside Planter - Low soil in two locations.
Overall Cleanliness	X			

Cleaning Process

Three full-time and one part-time custodians 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 and Repair

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



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 2008-09 school year the district allocated \$247,743 for the deferred maintenance program. This represents 0.5% of the district's general fund budget. A list of deferred maintenance projects can be obtained from the district office.

SAFE SCHOOL PLAN

The Safety of students and staff is a primary concern of Las Colinas Middle. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan is reviewed and updated in the Fall of each year by the School Safety Committee. All revisions are communicated to the both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Lockdown drills are held as needed. Students are supervised before and after school by Campus Supervisors and teachers, as well as during lunch and break periods. There is a designated area for student drop off and pick up. Visitors must sign in at the office and receive a badge, unauthorized visitors are not permitted on campus.

COUNSELING & SUPPORT STAFF

It is the goal of Las Colinas Middle to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. Special Day Classes, a Resource Specialist Program, and a Speech and Language Specialist available to those students who are identified as needing them. The table lists the support service personnel available at Las Colinas Middle.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Counselor	2	2.0
Health Technician	1	0.6
Library Technician	1	0.6
Psychologist	1	As Needed
Resource Teacher	3	3.0
RSP Aide	3	3.0
SDC Aide	4	4.0
Special Day Class (SDC) Teacher	3	3.0
Speech and Language Specialist	1	As Needed
Technology Aide	1	0.3

PHYSICAL FITNESS

In the spring of each year, Las Colinas Middle is required by the state to administer a physical fitness test to all students in grade 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. In 2007-08, 51.8% of seventh grade students at Las Colinas Middle School met all six fitness standards, 80.5% met five out of six fitness standards.

CAT-6

The California Achievement Test (CAT/6) is a standardized norm-referenced test (NRT), which indicates how the student or group of students compares with that of a norm group and other students from around the country. In August of 2004 the governor signed legislation reauthorizing the STAR Program. Prior to the reauthorization the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) were administered to all students in grades two through eleven. The reauthorization program requires administering the CAT/6 Survey only to students in grades three and seven. Students in grades three and seven were tested in reading, language, spelling, and mathematics. The purpose of administering the CAT/6 Survey is to determine how well California students are achieving academically compared to a national sample of students tested in the same grade at the same time of the school year. The CAT/6 chart reflects the percentages of students scoring at or above the 50th percentile, or those students performing at average/above average level, in Reading and Math.

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	Not in PI
First Year in PI	-	-
Year in PI (2008-09)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

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	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Met AYP Criteria	Yes	Yes	Yes	Yes
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	Yes	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	

CAT/6 Norm Referenced Test

% At or Above 50th Percentile

	Reading			Math		
	06	07	08	06	07	08
	3			3		
	06	07	08	06	07	08
	All Students					
School	74	71	66	82	79	70
District	65	68	63	69	76	67
State	46	47	49	50	51	52
	Males					
School	70	67	57	82	81	67
	Females					
School	79	74	76	82	78	74
	Socioeconomically Disadvantaged					
School	58	44	37	54	50	44
	Hispanic					
School	59	59	48	67	66	58

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

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 available for Math (grades 8-11), Science (available for grades 5 and 8 only), and grade 9 Social Science. 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						Social Science								
	6		7		8		6		7		8		8								
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08						
All Students																					
School	69	62	61	75	73	67	68	70	68	81	65	61	73	68	63	71	77	76	52	59	53
District	64	62	65	65	71	66	59	64	69	67	58	62	60	63	58	66	71	79	51	54	59
State	41	42	47	43	46	49	41	41	45	41	42	44	41	39	41	38	42	52	34	35	36
Males																					
School	70	54	57	73	69	59	65	70	58	83	64	64	75	69	63	73	80	71	57	63	56
District	65	56	60	61	67	61	57	60	64	67	59	63	60	65	60	71	72	80	56	56	65
State	38	40	44	38	42	44	37	37	41	42	42	44	41	39	42	41	45	54	36	36	39
Females																					
School	69	71	65	78	76	77	71	69	77	79	67	60	69	68	63	69	73	81	47	55	51
District	63	68	68	70	75	72	62	69	74	66	57	60	59	62	58	60	71	79	46	52	53
State	44	45	50	48	51	54	45	46	50	41	41	43	41	38	41	34	41	50	31	33	35
Socioeconomically Disadvantaged																					
School	50	25	34	54	44	37	59	36	40	60	29	28	58	38	36	47	55	58	35	27	33
District	41	23	44	39	42	37	28	35	46	43	27	36	31	42	31	41	51	65	23	32	39
State	26	27	32	28	31	34	25	26	30	28	28	30	27	27	30	23	29	39	19	20	22
African American																					
School	*	*	*	*	*	*	*	*	54	*	*	*	*	*	*	*	*	69	*	*	54
District	37	62	43	55	63	48	38	45	52	37	47	32	35	41	43	40	50	67	35	45	52
State	29	29	33	29	32	35	27	27	31	23	24	26	22	22	24	21	25	35	19	20	22
Asian																					
School	83	90	84	96	81	91	77	79	79	86	93	88	96	81	87	89	93	85	69	86	73
District	80	84	82	92	79	87	81	84	80	84	85	84	92	81	84	87	93	90	71	88	78
State	66	67	71	67	71	73	62	64	69	72	72	75	72	69	71	65	70	78	58	62	64
Filipino																					
School	87	50	58	75	88	71	*	77	95	87	42	63	75	88	43	*	77	90	*	69	67
District	85	68	69	77	93	84	66	76	94	79	55	69	74	82	64	77	76	92	56	68	76
State	60	60	65	60	66	67	54	56	63	59	59	60	58	57	59	52	58	70	46	49	53
Hispanic or Latino																					
School	59	42	41	65	56	56	46	53	48	78	53	41	55	59	48	48	61	55	30	42	32
District	45	43	47	44	50	52	36	44	52	53	43	44	35	45	43	45	54	63	30	35	39
State	26	28	33	28	32	34	25	26	31	29	29	31	28	27	30	23	28	38	20	21	23
Caucasian																					
School	71	67	69	78	75	70	75	75	72	83	68	69	75	70	70	75	80	83	58	61	57
District	70	68	72	73	78	71	69	73	74	72	63	68	70	69	65	75	78	85	60	60	63
State	61	61	66	63	66	68	62	62	63	58	58	60	58	54	57	55	60	70	51	52	53
Students with Disabilities																					
School	18	11	17	10	25	7	32	5	13	29	18	28	14	20	11	27	20	19	23	5	16
District	15	20	20	16	15	6	12	16	10	23	20	21	14	17	11	24	31	18	19	16	10
State	12	12	13	11	12	12	9	10	11	12	12	13	10	9	12	11	13	17	10	10	11
English Learners																					
School	*	6	14	*	*	17	*	*	13	*	47	0	*	*	13	*	*	17	*	*	6
District	26	15	21	17	12	16	5	7	12	25	22	15	17	22	13	22	29	30	7	10	11
State	8	9	13	9	10	10	6	6	8	14	14	16	13	13	14	9	12	18	6	6	6

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

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	9	10	9	
Similar Schools Rank	3	6	9	
All Students				
Actual Growth	21	-5	-32	827
Socioeconomically Disadvantaged				
Actual Growth	-	-	-23	675
Hispanic or Latino				
Actual Growth	40	16	-48	734
Caucasian				
Actual Growth	24	-10	-24	849

TEACHER ASSIGNMENT

Pleasant Valley School District recruits and employs the most qualified credentialed teachers. For the 2007-08 school year, Las Colinas Middle had 44 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	35	38	44	382
Without Full Credentials	0	0	0	5
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	1	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	99.8%	0.2%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	99.8%	0.2%

STAFF DEVELOPMENT

As part of the growth process, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. The district offers three staff development days annually where staff members are offered professional growth opportunities in curriculum, teaching strategies, and methodologies. One of the days was site-based and was used to examine how students connect with school and how to improve student performance.

Teachers are also given time to assess student achievement and ensure that classroom lessons align with California Content Standards.

DISTRICT EXPENDITURES

Pleasant Valley School District spent an average of \$7,074 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.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$3,498
From Restricted Sources	\$184
From Unrestricted Sources	\$3,314
District	
From Unrestricted Sources	\$1,953
Percentage of Variation between School & District	69.69%
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	37.47%

DISTRICT REVENUE SOURCES

In addition to general state funding, Pleasant Valley School District receives state and federal funding for the following categorical funds and other support programs:

- Class Size Reduction K-3
- English Learners
- Gifted and Talented Education
- State Textbooks
- Arts and Music
- Special Education
- Title I- Academically At-Risk
- School Improvement
- Professional Development

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 web site, www.cde.ca.gov.

Average Salary Information		
Teachers - Principal - Superintendent		
2006-07		
	District	State
Beginning Teachers	\$42,227	\$40,667
Mid-Range Teachers	\$65,832	\$66,167
Highest Teachers	\$78,002	\$84,142
Elementary School Principals	\$93,357	\$104,640
Middle School Principals	\$99,657	\$107,227
High School Principals	-	-
Superintendent	\$137,311	\$167,564
Salaries as a Percentage of Total Budget		
Teacher Salaries	41.9%	42.3%
Administrative Salaries	5.1%	5.4%

SCHOOL SITE 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). **Note: Some salaries are funded by the General Fund and not specified by school site. Please take this into account when reviewing the average teacher salary by site.**

Average Teacher Salaries	
School & District	
School	\$62,901
District	\$62,530
Percentage of Variation	0.59%
School & State	
All Elementary School Districts	\$64,702
Percentage of Variation	2.79%

DATA SOURCES

Data within the SARC was provided by Pleasant Valley School District, 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.

