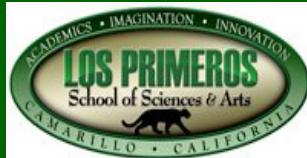


Los Primeros School of Sciences & Arts

PLEASANT VALLEY SCHOOL DISTRICT KINDERGARTEN THROUGH EIGHTH GRADE

1555 KENDALL AVENUE CAMARILLO, CA 93010
PHONE: (805) 484-2811 FAX: (805) 482-8921
ESTHER WINKELMAN, PRINCIPAL

2007-08 SCHOOL ACCOUNTABILITY REPORT CARD



PLEASANT VALLEY SCHOOL DISTRICT

600 TEMPLE AVENUE
CAMARILLO, CA 93010
(805) 482-2763
WWW.PVSD.K12.CA.US

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

Offering a continuum from kindergarten through eighth grade, Los Primeros School of Sciences and Arts offers unique opportunities for our 600 students. Through ongoing involvement of all stakeholders, each grade level is tied together by a common thread of curriculum content standards, multiple enrichment activities, character development, and a commitment to excellence. Professional collaboration within and across grade levels is a cornerstone of our successful programs.

The joint effort of our School Advisory Council, PTO, and the Los Primeros Education Foundation reflect exceptional parent support. These organizations are concentrating resources to build our magnet programs in the sciences and the arts. In addition, PTO support will help us to expand our technology to give students more access for exploring their interests in research, writing, and the arts.

As we continue to build our future, Los Primeros School of Sciences and Arts looks forward to the many opportunities that students, families, and staff will enjoy in the years to come.

SCHOOL PROFILE

Pleasant Valley School District consists of eleven schools serving grades kindergarten through eight. Los Primeros School of Sciences and Arts is one of nine elementary schools in the Pleasant Valley School District. It was designated a National Distinguished School and County Distinguished School in 1988 and a California Distinguished School in 2000. Students are encouraged to achieve their fullest in a safe, orderly, positive environment with an educational program composed of interdependent parts with a definite sequential pattern of organization. During the 2007-08, 591 kindergarten 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	1.4%
American Indian	0.7%
Asian	6.9%
Caucasian	59.4%
Filipino	5.9%
Hispanic or Latino	25.0%
Pacific Islander	0.5%
Multiple or No Response	0.2%

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	21	16	17	465	419	344
Suspension Rate	3.8%	2.9%	2.9%	6.3%	5.6%	4.8%
Expulsions	0	0	0	3	4	0
Expulsion Rate	0.0%	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 Los Primeros School of Sciences and Arts at (805) 484-2811.

PARENT INVOLVEMENT

Parents, students, and staff at Los Primeros School work as a team. Parents play an integral role in the education of children at our school. They participate in decision making and collaborate with staff. Parents also help in classrooms, support fund-raisers, assist teachers, and serve as members and leaders on various school committees, including our PTO, SSC, education foundation, and safety committees. Daily parent participation is evident throughout the school. Parents chaperone dances and field trips. They coordinate special events such as the Camarillo Academic Olympics, Women in History, Jog-a-thon, and Red Ribbon Week. Through the 2008-09 school year all parents will have the opportunity to participate in the process to determine our magnet focus.

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												
	Classrooms Containing:											
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	06	07	08	06	07	08	06	07	08	06	07	08
By Grade Level												
K	20	20	18	3	3	4	-	-	-	-	-	-
1	20	20	19	3	3	4	-	-	-	-	-	-
2	20	20	19	3	3	4	-	-	-	-	-	-
3	20	20	20	3	3	3	-	-	-	-	-	-
4	26	31	31	1	-	-	1	2	2	-	-	-
5	31	31	31	-	-	-	2	2	2	-	-	-
By Subject Area												
English	31	31	31	-	-	-	12	12	10	-	-	2
Mathematics	31	31	31	-	-	-	6	12	4	-	-	2
Science	31	31	31	-	-	-	6	6	5	-	-	1
Social Science	31	31	31	-	-	-	6	6	5	-	-	1

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
K	60	60	72
1st	60	60	77
2nd	60	60	76
3rd	60	60	60
4th	62	62	61
5th	61	61	61
6th	62	61	65
7th	62	63	58
8th	62	62	61

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	
1st-5th	English/ Language Arts	Houghton Mifflin	2003	Yes	0.0%	
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 Brace	1996	Yes	0.0%	
7th-8th	Mathematics	Prentice Hall	2001	Yes	0.0%	
1st-6th	Mathematics	Scott Foresman	2001	Yes	0.0%	
1st-5th	Science	Harcourt	2001	Yes	0.0%	
6th-8th	Science	Holt	2001	Yes	0.0%	
1st-5th	Social Science/ History	Harcourt Brace	2000	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. Los Primeros School of Sciences and Arts 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 and Read Write & Type.

Computer Resources			
	05-06	06-07	07-08
Computers	122	98	134
Students per computer	4.5	5.6	4.4
Classrooms connected to Internet	24	26	28

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

Los Primeros School of Sciences and Arts was originally constructed in 1976 and is comprised of 19 permanent classrooms, six portable classrooms, one multipurpose room, a library, a staff lounge, a computer lab, a locker room and two playgrounds. The table below shows the results of the most recent facility inspection at the time of publication.

School Facility Conditions				
Date of Last Inspection: 10/24/2008				
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			A Wing - Interior planter exposed root.
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		Office Out Front - Galvanized pole/sign exposed concrete at base of pole. Kindergarten Play Surface - blue pad needs repair, two cracks. Play Equipment - Equipment platform's paint is wearing off. Asphalt at entrance and play areas poses a trip hazard.
Overall Cleanliness	X			

Cleaning Process

Two full-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 Los Primeros School of Sciences and Arts. 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 Los Primeros School of Sciences and Arts 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 Los Primeros School of Sciences and Arts.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Counselor	1	0.40
Health Aide	1	0.75
Library Technician	1	0.75
Occupational Therapist	1	As Needed
Resource Teacher	1	0.5
RSP Aide	1	0.4
Speech and Language Specialist	1	

PHYSICAL FITNESS

In the spring of each year, Los Primeros School of Sciences and Arts 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. In 2007-08, 45.9% of fifth grade students and 24.6% of seventh grade students at Los Primeros School of Sciences and Arts met all six fitness standards, 83.6% (5th) & 46.2% (7th) 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.

CAT/6 Norm Referenced Test												
% At or Above 50th Percentile												
	Reading						Math					
	3	6	7	6	7	8	3	6	7	6	7	8
All Students												
School	73	68	64	85	78	66	88	81	79	83	88	75
District	57	53	56	65	68	63	76	72	73	68	74	68
State	37	38	38	46	47	49	55	56	56	50	51	52
Males												
School	72	57	67	83	75	64	90	77	79	80	92	85
Females												
School	73	78	62	88	81	69	87	84	78	88	84	66
Socioeconomically Disadvantaged												
School	*	*	*	*	*	36	*	*	*	*	*	57
Hispanic or Latino												
School	*	28	43	62	*	44	*	56	79	62	*	61
Caucasian												
School	74	82	70	89	81	67	87	88	78	86	88	81
Students with Disabilities												
School	50	*	*	*	*	*	58	*	*	*	*	*

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

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	
	Yes		Yes	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	

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						Science												
			2	3	4	5	2	3	4	5	2	3	4	5	2	3	4	5	2	3	4	5	2	3	4	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	74	81	78	81	61	59	84	86	82	76	78	78	84	87	80	83	79	78	79	87	77	77	65	64	62	66	57
District	62	63	64	55	52	56	71	74	75	62	67	70	73	74	72	76	71	79	68	72	75	62	65	65	51	59	67
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	70	85	74	83	57	65	77	86	76	76	70	82	81	88	82	83	73	78	73	90	76	82	60	70	73	63	59
District	59	57	61	49	47	55	69	71	70	58	63	68	75	77	73	78	70	83	68	72	74	65	65	66	56	60	69
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	78	78	80	80	66	54	91	85	86	75	86	74	88	86	78	83	84	78	84	77	71	69	58	50	69	55	
District	65	69	67	62	56	58	74	79	81	66	70	73	71	72	71	74	72	76	68	72	77	61	66	64	47	57	65
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
Hispanic or Latino																											
School	31	*	64	*	22	29	75	91	47	58	58	85	46	*	68	*	39	64	67	82	33	58	42	58	42	25	69
District	38	44	49	39	30	28	52	60	54	43	49	55	56	62	61	65	51	65	50	55	57	50	47	47	37	38	52
State	33	35	35	22	23	24	35	37	42	29	30	34	47	48	49	46	48	52	43	46	51	36	37	40	18	23	32
Caucasian																											
School	84	79	86	84	74	65	86	81	94	78	82	72	95	85	88	82	94	79	81	86	89	80	69	67	68	78	56
District	73	69	69	61	60	66	78	80	85	67	74	74	82	76	77	80	80	84	74	76	84	67	72	70	57	67	72
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	6	7	8	6	7	8	6	7	8	6	7	8	6	7	8	6	7	8	
			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	71	67	68	76	86	75	62	78	82	64	51	56	76	73	60	64	80	92	51	57	64						
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	66	71	51	71	83	76	61	71	84	63	55	51	74	75	70	65	82	97	57	63	74						
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	77	63	87	83	90	75	63	89	81	67	47	61	79	71	50	63	78	87	47	50	55						
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						
Hispanic or Latino																											
School	*	50	44	46	*	50	*	71	*	*	43	33	46	*	39	*	85	*	*	50	*						
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	73	70	76	80	88	86	60	75	87	63	51	63	80	69	67	62	75	93	48	53	64						
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						

*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
Statewide Rank	10	9	9
Similar Schools Rank	4	3	8
2008 API Growth Score			
All Students			
Actual Growth	-5	-4	3
Hispanic or Latino			
Actual Growth	-19	-15	-10
Caucasian			
Actual Growth	-6	1	19
			882
			788
			906

TEACHER ASSIGNMENT

Pleasant Valley School District recruits and employs the most qualified credentialed teachers. For the 2007-08 school year, Los Primeros School of Sciences and Arts had 29 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
Fully Credentialed	24	24	29
Without Full Credentials	0	1	0
Working Outside Subject	0	0	0
			382
			5
			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	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	\$4,137
From Restricted Sources	\$183
From Unrestricted Sources	\$3,954
District	
From Unrestricted Sources	\$1,953
Percentage of Variation between School & District	102.46%
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	25.40%

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

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.

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	\$62,654
District	\$62,530
Percentage of Variation	0.19%
School & State	
All Elementary School Districts	\$64,702
Percentage of Variation	3.17%

