

School Accountability Report Card School Year 2000-2001

School Information		District Information	
School Name	Linscott (J. W.) Elementary Charter	District Name	Pajaro Valley Unified
Principal	Phil Fisher	Superintendent	John M. Casey, Ed.D.
Street	220 Elm St.	Street	294 Green Valley Rd.
City, State, Zip	Watsonville, CA 95076-5025	City, State, Zip	Watsonville, CA 95076
Phone Number	831-728-6301	Phone Number	(831) 786-2100
FAX Number	831-761-5478	FAX Number	(831) 761-6010
Web Site	http://www.linscott.santacruz.k12.ca.us/	Web Site	www.pvUSD.net
Email Address	Phil_Fisher@pvUSD.net	Email Address	Richard_Lentz@pvUSD.net
Enrollment	189	SARC Contact	Richard Lentz
Grades Served	K-8		

School Description and Mission Statement

Linscott Charter School departs from the traditional school governance model. The Site Management Team, made up of an equal number of parents, staff and the Administrative Director oversees operation of the school, including setting budget priorities. In addition, each class elects a parent representative, who acts as a liaison between the class and the SMT.

Because of the unique nature of the Linscott Parent Participation Model, parents are, in effect, volunteer employees. Parent participation may include a broad range of responsibilities, including small group teaching, off campus supervision, classroom supervision and instruction in the parent's area of expertise.

Mission Statement:

Linscott Charter School is a cooperative parent participation school committed to the development of the whole child. The school is collaboratively governed by parents and staff. Our classrooms provide active, hands-on experiences that allow learners to question, explore and reconstruct the world around them. Our environment encourages self-esteem, cooperation and appreciation of diversity. Smaller class size ensures individual attention for each student.

Opportunities for Parental Involvement

Contact Person Name	Karen Smith	Contact Person Phone Number	728-6301

I. Demographic Information

Student Enrollment

The percentage of students is the number of students in a racial/ethnic category divided by the school's most recent California Basic Educational Data System (CBEDS) total enrollment.

Racial/Ethnic Category	Number of Students	Percentage of Students	Racial/Ethnic Category	Number of Students	Percentage of Students
African-American	2	1.1	Hispanic or Latino	67	35.4
American Indian or Alaska Native	5	2.6	Pacific Islander	7	3.7
Asian-American	4	2.1	White (Not Hispanic)	104	55.0
Filipino-American	0	0.0	Other	0	0.0

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update	4/9/02	Date Last Reviewed with Staff	3/12/02

School Programs and Practices that Promote a Positive Learning Environment

Parent Participation, Conflict Resolution Program, After School Learning Programs, Monthly Character Trait Program.

Suspensions and Expulsions

The number of suspensions and expulsions is the total number of incidents. The rate of suspensions and expulsions is the total number of incidents divided by the school's California Basic Educational Data System (CBEDS) total enrollment for the given year. In unified school districts, a comparison between a particular type of school (elementary, middle, high) and the district average may be misleading. Schools have the option of comparing their data with the district-wide average for the same type of school.

	School			District		
	1999	2000	2001	1999	2000	2001
Suspensions (number)					3,384	1877 *(1/2001-6/2001 only)
Suspensions (rate)						
Expulsions (number)					86	60 *(1/2001 – 6/2001 only)
Expulsions (rate)						

School Facilities

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III. Academic Data

Standardized Testing and Reporting (STAR)

Through the Standardized Testing and Reporting (STAR) Program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) in English Language Arts and Mathematics in grades 2-11, and Science and History-Social Science in grades 9-11; and the Stanford Achievement Test, Ninth Edition (Stanford 9), which tests Reading, Language, Mathematics (grades 2-11), Spelling (grades 2-8), and Science and History-Social Science (grades 9-11 only).

California Standards Tests (CST)

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). Students scoring at the Proficient or Advanced level have met state standards in that content area.

English Language Arts (ELA)

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	School			District			State		
	1999	2000	2001	1999	2000	2001	1999	2000	2001
2	---	---	40	---	---	16	---	---	32
3	---	---	43	---	---	15	---	---	30
4	---	---	72	---	---	19	---	---	33
5	---	---	77	---	---	16	---	---	28
6	---	---	63	---	---	22	---	---	31
7	---	---	59	---	---	21	---	---	32
8	---	---	0	---	---	21	---	---	32
9	---	---	0	---	---	22	---	---	28
10	---	---	0	---	---	23	---	---	31
11	---	---	0	---	---	18	---	---	29

ELA Subgroups (More than 10 Students Per Grade Level with Test Results)

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	Male	Female	English Learners	Not-English Learners	Socioeconomically Disadvantaged	Not Socioeconomically Disadvantaged	Migrant Education Services
2	0	0	0	43	0	40	0
3	0	28	0	43	0	37	0
4	58	85	0	72	0	78	0

5	81	73	0	77	0	77	0
6	0	0	0	67	0	75	0
7	0	0	0	63	0	72	0
8	0	0	0	0	0	0	0
9	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0

ELA Racial/Ethnic Groups (More than 10 Students Per Grade Level with Test Results)

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	African-American	American Indian or Alaska Native	Asian-American	Filipino-American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								

Stanford 9

Reading and mathematics results from the Stanford 9 test are reported for each grade level as the percentage of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels.

Reading

Percentage of students scoring at or above the 50th percentile

Grade Level	School			District			State		
	1999	2000	2001	1999	2000	2001	1999	2000	2001
2	74	65	64	27	30	28	44	49	51
3	79	75	75	23	25	26	41	44	46
4	60	95	91	27	26	27	41	45	47
5	67	81	95	27	30	28	42	44	45
6		89	89	32	30	34	44	46	47
7	55	83	81	35	32	30	44	46	48
8		75		35	37	37	47	49	50
9				25	25	26	34	35	35
10				22	26	24	33	34	34
11				23	24	23	35	36	37

Mathematics

Percentage of students scoring at or above the 50th percentile

Grade Level	School			District			State		
	1999	2000	2001	1999	2000	2001	1999	2000	2001
2	68	68	50	42	45	45	49	57	58
3	95	85	63	34	41	40	48	56	59
4	67	90	91	35	35	38	44	51	54
5	65	70	95	35	38	38	45	50	54
6		74	72	41	40	44	50	55	57
7	36	58	67	33	37	38	45	48	50
8		67		34	37	36	45	48	49
9				42	42	42	48	51	51
10				34	39	35	44	46	45
11				32	36	34	45	47	46

Stanford 9 Subgroups (More than 10 Students Per Grade Level with Test Results)

Stanford 9 Subgroups - Reading

Percentage of students scoring at or above the 50th percentile

Grade Level	Male	Female	English Learners	Not-English Learners	Socioeconomically Disadvantaged	Not Socioeconomically Disadvantaged	Migrant Education Services
2				69		64	
3		79		75		74	
4		92		91		95	
5		91		95		95	
6				94		100	
7				87		93	
8							
9							
10							
11							

Stanford 9 Subgroups - Mathematics

Percentage of students scoring at or above the 50th percentile

Grade Level	Male	Female	English Learners	Not-English Learners	Socioeconomically Disadvantaged	Not Socioeconomically Disadvantaged	Migrant Education Services
2	64			56		50	
3		43		63		58	
4		92		91		95	
5		91		95		95	
6				76		75	
7				71		69	
8							

9							
10							
11							

Stanford 9 Racial/Ethnic Groups (More than 10 Students Per Grade Level with Test Results)

Stanford 9 Racial/Ethnic Groups - Reading

Percentage of students scoring at or above the 50th percentile

No data are available for this section

Stanford 9 Racial/Ethnic Groups - Mathematics

Percentage of students scoring at or above the 50th percentile

No data are available for this section

Local Assessment

Percentage of students meeting or exceeding the district standard

Grade Level	Reading			Writing			Mathematics		
	1999	2000	2001	1999	2000	2001	1999	2000	2001
K									
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									

California Fitness Test

Percentage of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards)

Note: To protect confidentiality scores are not shown when the number of students tested is 10 or less.

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5	47.8		53.8	24.4	24.1	24.9	21.4	22.0	21.0
7	12.5			25.0	23.4	26.6	25.2	26.0	24.5
9				28.4	25.3	31.8	23.0	20.6	25.4

SAT I

The SAT I Reasoning Test, formerly known as the Scholastic Assessment Test, is one of the tests available from The College Board that students voluntarily take for college entrance. The SAT I is designed to assess many of the skills that are important to a student's success in college. The test may or may not be available to students at a given school. Students may take the test more than once, but only the highest score is reported at the year of graduation.

No data are available for this section

Academic Performance Index (API)

The Academic Performance Index (API) is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5% of the distance between its base API and 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for monetary awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement.

Subgroup APIs and Targets: In addition to a whole-school API, schools also receive API scores for each numerically significant racial/ethnic and socioeconomically disadvantaged subgroup in the school. Growth targets are also set for each of the subgroups. Each subgroup must also meet its target for the school to be identified as having met its target.

Percentage Tested: In order to be eligible for awards, elementary and middle schools must have at least 95% of their students in grades 2-8 tested in STAR. High schools must have at least 90% of their students in grades 9-11 tested.

Statewide Rank: Schools receiving an API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: This is a comparison of each school with 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. More detailed and current information about the API and public school accountability in California can be found at the California Department of Education website at <http://api.cde.ca.gov/> or by speaking with the school principal

School Wide API

	API Base Data				API Growth Data		
	1999	2000	2001		From 1999 to 2000	From 2000 to 2001	From 2001 to 2002
Percentage Tested	89	99	100	Percentage Tested	99	100	---
Base API Score	758	812	810	Growth API Score	812	819	---
Growth Target	2	#		Actual Growth	54	7	---
Statewide Rank	8	9	9	Eligible for Awards	Yes	No	---
Similar Schools Rank	7	6	4	Eligible for II/USP			---

API Subgroups - Racial/Ethnic Groups

	API Base Data				API Growth Data		
	1999	2000	2001		From 1999 to 2000	From 2000 to 2001	From 2001 to 2002
African-American				African-American			
Base API Score				Growth API Score			---
Growth Target				Actual Growth			---
American Indian or Alaska Native				American Indian or Alaska Native			
Base API Score				Growth API Score			---
Growth Target				Actual Growth			---
Asian-American				Asian-American			
Base API Score				Growth API Score			---
Growth Target				Actual Growth			---
Filipino-American				Filipino-American			
Base API Score				Growth API Score			---
Growth Target				Actual Growth			---
Hispanic or Latino				Hispanic or Latino			
Base API Score		761	753	Growth API Score		757	---
Growth Target		1	1	Actual Growth		-4	---
Pacific Islander				Pacific Islander			
Base API Score				Growth API Score			---
Growth Target				Actual Growth			---
White (Not Hispanic)				White (Not Hispanic)			
Base API Score	797	841	852	Growth API Score	841	865	---
Growth Target	2	#		Actual Growth	44	24	---

API Subgroups - Socioeconomically Disadvantaged

	API Base Data				API Growth Data		
	1999	2000	2001		From 1999 to 2000	From 2000 to 2001	From 2001 to 2002
Base API Score				Growth API Score			---
Growth Target				Actual Growth			---

IV. School Completion (Secondary Schools)

California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2004, students in California public schools will have to pass the California High School Exit Exam to receive a high school diploma. The School Accountability Report Card for that year will report the percentage of students completing grade 12 who successfully complete the California High School Exit Exam.

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Dropout Rate and Graduation Rate

Data reported regarding progress over the most recent three-year period toward reducing dropout rates includes: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate listed in the California Basic Educational Data System (CBEDS). The formula for the one-year dropout rate is (Grades 9-12 Dropouts/Grades 9-12 Enrollment) multiplied by 100. Graduation rate data will be reported after the California State Board of Education approves a graduation rate formula.

No data are available for this section

V. Class Size

Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms for each range of students, by grade level as reported by CBEDS.

Grade	1999				2000				2001			
	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+
K	20.0	1	0	0	20.0	1	0	0	20.0	1	0	0
1	20.0	1	0	0	20.0	1	0	0	19.0	1	0	0
2	20.0	1	0	0	19.0	1	0	0	19.0	1	0	0
3	19.0	1	0	0	20.0	1	0	0	19.0	1	0	0
4	25.0	0	1	0	25.0	0	1	0	25.0	0	1	0
5	23.0	0	1	0	25.0	0	1	0	25.0	0	1	0
6	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
K-3	18.0	1	0	0	15.0	1	0	0	15.0	1	0	0
3-4	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
4-8	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms for each range of students, by subject area as reported by CBEDS.

Subject	1999				2000				2001			
	Avg	1-22	23-32	33+	Avg	1-22	23-32	33+	Avg	1-22	23-32	33+
English	35.0	0	0	1	0.0	0	0	0	0.0	0	0	0
Mathematics	35.0	0	0	1	0.0	0	0	0	0.0	0	0	0
Science	35.0	0	0	1	48.0	0	0	1	0.0	0	0	0
Social Science	35.0	0	0	1	48.0	0	0	1	0.0	0	0	0

Class Size Reduction Participation

California's K-3 Class Size Reduction program began in 1996 for children in kindergarten and grades one through three. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher.

Grade Level	Percentage of Pupils Participating		
	1999	2000	2001
K			100
1			100
2			100
3			100

VI. Teacher and Staff Information

Teacher Credential Information

Part-time teachers are counted as '1'. If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	1999	2000	2001
Total Number of Teachers	10	10	11
Full Credential (fully credentialed and teaching in subject area)	10	9	9
Teaching Outside Subject Area (fully credentialed but teaching outside subject area)			
Emergency Credential (includes District Internship, University Internship, Pre-Interns and Emergency Permits)	0	1	2
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	0	0	0

Teacher Evaluations

The evaluation system for PVUSD is a dynamic process, based on ongoing inquiry, data gathering and reflection. The system is based on self-assessment done on a Continuum of Teacher Abilities, developed by the New Teacher Center at the University of California, Santa Cruz, aligned with the California State Standards for the Teaching Profession. These Professional Standards are a description of expectations for certificated personnel to receive and maintain tenure. The Professional Standards act as a guide for administrators and teachers and provide a common language for shared discussions on professional growth. The evaluation system is structured to provide options in process for Tenured teachers that will encourage professional collegial interactions that will promote growth and continued professional development. The Teacher Evaluation System has at its core the following goals: to improve instruction, to benefit students & certificated staff, to maintain & exceed Professional Standards, to promote ongoing & significant professional growth.

Substitute Teachers

PVUSD has had difficulty finding the numbers of substitute teachers needed to fill all the needs of school sites. The District is actively and continually recruiting to increase the numbers of available substitute teacher. Often the most qualified substitutes are recruited into regular teaching positions, which is a large part of the substitute recruitment problem. The lack of substitutes does impact the ability for sites to access professional development opportunities, which does in turn, have an impact on the instructional program.

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100% full time. Two staff persons working 50% of full time also equals one FTE.

No data are available for this section

VII. Curriculum and Instruction

School Instruction and Leadership

Describe curriculum improvement programs and opportunities for improvement.

During the 2000-2001 school year, the Special Services Department implemented a curriculum improvement program for special class students with mild to moderate disabilities emphasizing literacy development at the elementary and middle school level. Teachers are required to spend 2-2.5 hours per day providing literacy instruction to students enrolled in special classes. The department purchased new reading curriculum for every special class teacher, including Into Language, Language!, Reading Mastery and Corrective Reading. A group of elementary special education teachers attended the CLRP training during the 2000-2001 school year. Teachers have received on-going training in direct instruction methodology in order to effectively implement the literacy programs. Students now receive a consistent, direct instruction approach to literacy development that ensures continuity of instruction and progress as students move from grade to grade and/or school to school.

During the 2001-2002 school year, the Special Services Department is implementing the same curriculum improvement program for students with mild to moderate disabilities that receive assistance in Resource Specialist programs at the elementary level and for students at the high school level. A group of high school special education teachers attended CLRP training during Summer 2001.

During the 2000-2001 school year, program specialists were trained in the new Standards for Students with Severe Disabilities. At the beginning of the 2001-2002 school year, special class teachers of students with severe disabilities, speech and language therapists, orthopedically impaired specialists, hard-of-hearing specialists, adapted PE specialists and visually impaired specialists received 2 days of training in the standards. A third day of training will take place during the first semester of the school year. Staff will begin implementing the strategies from the trainings during the school year, and an advisory committee will be formed to direct facilitate staff in addressing the standards.

Describe school and district efforts to align the instructional program with the state frameworks and content standards. For example: Do teachers plan together in grade level teams to develop standards-based units of study? Do teachers review student work in relation to the standards? How do teachers assess student progress toward standards throughout the school year?

Describe school leadership team at the school site (e.g., administrators, department chairs, teacher leaders).

Describe their role in ensuring the quality of the instructional program. Describe how this “team” supports teachers in improving instruction (e.g., classroom visits, collaborative planning, peer visitations, review of student work, targeted professional development based on observed needs).

Describe supports and interventions that are available to assist special needs students.

The Pajaro Valley Unified School District is a single-district SELPA, and as such the district provides a full continuum of services for students with disabilities who are eligible for special education services from birth to 22 years of age, regardless of the severity of the disability or the low incidence occurrence of the disability. The district provides services from specialists in the following areas: Adapted PE, Alternative Education, Autism, Communication and Speech Disorders, Deaf and Hard-of-Hearing, Early Intervention, Learning Disabilities, Occupational Therapy, Orthopedic Disabilities, Positive Behavioral Interventions, Severe Disabilities, School Nursing, School Psychology, Visual Impairments and Vocational Education. If students require IEP services that are not offered directly by district specialists, the district contracts with nonpublic agencies for those services. The district provides a full continuum of placement options to ensure the provision of a free appropriate public education to students with disabilities. Students with disabilities are educated in the least restrictive environment that appropriately meets each student's individual needs.

Describe efforts to ensure equal access to the core curriculum for all students, including students with lower skills, English Learners, and the placement of individuals with exceptional needs in the least restrictive environment.

It is the responsibility of the IEP team to ensure that each student is educated in the least restrictive environment to appropriately meet the student's educational needs. The IEP teams ensure that each student with disabilities has equal access to the core curriculum.

Summarize overall achievement by subgroups .

The elementary and middle school students with mild to moderate disabilities who received consistent literacy instruction using direct instruction during the 2000-2001 school year are beginning to display growth in oral reading and reading comprehension. Most teachers began full implementation of the literacy programs at the beginning of the second semester (January 2001). Meaningful data regarding increased student achievement will be gathered and analyzed at the end of the 2001-2002 school year.

Professional Development

Between four to six days per school year

Quality and Currency of Textbooks and Other Instructional Materials

Listed below are the current textbooks, which have been adopted by the District for grades K-8, and are in alignment with State Standards currently we are in the process of adopting a new mathematics textbook, which will be available for classroom use in the 2002-2003 school year. Next year the district will preview Language Arts textbooks, which will then be available for classroom use in the 2003-2004 school year. Each student receives a textbook for every subject area. If a student is in a biliteracy program they access to a Spanish language text and an English language text if one is available and has been adopted by the District. Students who are learning English as a second language are also provided with materials that support their acquisition of English language.

Current Textbook Adoptions (12/01)

Language Arts

Harcourt Brace – Signatures, c1997, Grades 4-6
Prentice Hall Integrated Language Arts – Choices in Literature, c1997, Grades 6-8
Scholastic – Literacy Place, c1996, Grades K-3
Scholastic Phonics Program, c1996, Grades K-2

Spanish Reading

Houghton Mifflin – Programa de Lectura en Español de Houghton Mifflin, c1987, Grades 6-8
MacMillan/McGraw-Hill – Campanitas de Oro, c1987, Grades 4-6
Scholastic – Solares, c1996, Grades K-3
Invitaciones – Houghton Mifflin, c1997, Grades 6-8

Mathematics

Creative Publication – Mathland, c1995, Grades 1-6 (English & Spanish)
Glencoe Interactive Math, c1995, Grades 6-8 (English & Spanish)

Social Studies

Harcourt Brace - Social Studies, c2000, Grade K-6 (English & Spanish)
Glencoe/McGraw-Hill – The American Journey: Building A Nation, c2000, Grade 8
Houghton Mifflin – Across The Centuries, c1999, Grade 7
MacMillan/McGraw-Hill – Adventures in Time & Place, c1999, Grades K-6 (English & Spanish)

Science

Harcourt Brace – Science c2000, Grades K-5 (English & Spanish)
McGraw-Hill – Science c2000, Grades K-6 (English & Spanish)
Holt, Rhinehart & Winston
Earth Science, c2000, Grades 6 (English & Spanish)

Prentice Hall

Focus on Earth Science, c2000, Grade 6
Focus on Life Science, c2000, Grade 7
Focus on Physical Science, c2000, Grade 8

Transitional Reading

Scholastic Transition Program, c1998

English as a Second Language

Hampton Brown – Into English, c1997, Grades K-6
Heinle, Heinle – Making Connections/Voices in Literature, Levels 1-3, c1996, Grades 6-8

Instructional Minutes (School Year 2000-2001)

The California Education Code establishes a required number of minutes per year for each grade. The table below compares the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes Offered	State Requirement
K	36126	36,000
1	51292	50,400
2	51292	50,400

3	51292	50,400
4	54234	54,000
5	54234	54,000
6	54234	54,000
7	58164	54,000
8	58164	54,000
9	64850	64,800
10	64850	64,800
11	64850	64,800
12	64850	64,800

Total Number of Minimum Days

47

VIII. Postsecondary Preparation (Secondary Schools)

Advanced Placement/International Baccalaureate Courses Offered

The Advanced Placement (AP) and International Baccalaureate (IB) programs give students an opportunity to take college-level courses and exams while still in high school. The table below shows the number of classes offered and the enrollment in various AP and IB classes. The data for Fine and Performing Arts includes AP Art and AP Music, and the data for Social Science includes IB Humanities.

No data are available for this section

Percentage of Pupils Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission (Grades 9-12)

The percentage of pupils enrolled in courses required for UC and/or CSU admission is calculated by dividing the total number of pupils in courses required for UC and/or UC admission (duplicated count) by the total number of pupils in all courses (also a duplicated count) for the most recent year.

No data are available for this section

Percentage of Graduates Who Have Passed Courses Required for University of California (UC) and California State University (CSU) Admission

The percentage of graduates is the number of graduates who have passed course requirements for UC and/or CSU admission divided by the school's California Basic Educational Data System (CBEDS) total graduates for the most recent year.

No data are available for this section

College Admission Test Preparation Course Program

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Degree to Which Students are Prepared to Enter Workforce

IX. Fiscal and Expenditure Data

Average Salaries (Fiscal Year 1999-2000)

Average Salary uses the statewide data category used for comparison by type and size of district (from [Management Bulletin 01-02](#))

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$24,793	\$31,574
Mid-Range Teacher Salary	\$42,541	\$49,697
Highest Teacher Salary	\$56,132	\$62,217
Average Principal Salary	\$73,343	\$81,575
Superintendent Salary	\$124,000	\$122,833
Percentage of Budget for Teacher Salaries	38.1	44.1
Percentage of Budget for Administrative Salaries	5.6	5.2

Additional Compensation for Administrators

[Empty Box]

Expenditures (Fiscal Year 1999-2000)

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)
\$113,123,549	\$5,923	\$5,758	\$5,705

Types of Services Funded

Professional Development Programs, Innovative Education, K-4 Classroom Library, School Library, Packard Music and Performing Arts.