



WASHINGTON ELEMENTARY SCHOOL

2008-09 School Accountability Report Card | Published During the 2009-10 School Year

GRADES K-6

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John Stafford
Superintendent

William Holden
Principal

Principal's Message



The students and staff at Washington School have worked very hard this year to improve the academic proficiency of all students. Last school year our Academic Performance Index (API) grew 35 points and this year we grew an additional 15 points. Although we made our State targets, we fell just short of making the Federal target, missing by just nine students. All staff is committed to reaching all established targets in the coming school year. There is a focus on teacher collaboration and using common best

practices to meet the needs of our students.

Parental Involvement

Washington has always had good parent support through involvement in School Site Council (SSC), English Language Advisory Committee (ELAC), Back to School, parent conferences, and parent education nights. Presentations to parents included a Math and English-Language Arts (ELA) night, as well as what is expected of your child on the State exams.

For more information on how to become involved, contact William Holden, Principal, at (559) 674-6705.

School Safety

Washington School has a comprehensive plan in place and it is reviewed each year by the teaching staff and by the SSC. The School Safety Plan was most recently updated in January 2009. Key elements of the plan include monthly safety drills, crisis intervention plans, and safety supervision. Necessary changes or updates are made and a copy is available for review in the front office.

Professional Development

For the 2008-09 school year, Washington School uses each Tuesday afternoon for staff development. Students leave school 90 minutes early. In addition, teachers have two full days prior to the beginning of the school year and one at the end for use as professional development. In addition, teachers are brought in for small group training. Groups of four teachers are instructed by the Principal, Vice-Principal, and site coaches on various instructional practices being implemented at Washington School. Site coaches worked with individual teachers and grade levels to support teachers. Major focuses included English Language Development (ELD) and explicit direct instruction.

In 2007-08 and 2006-07, there were three days each year dedicated for professional development.

*"Where the futures of children are driven by
their aspirations, not bound by their circumstances."*



Madera Unified School District

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The Mission of the Madera USD

*The Madera Unified
School District will be widely
recognized throughout California
as a leader in education, where
the futures of children are driven
by their aspirations, not bound
by their circumstances.*

MUSD Aims For...

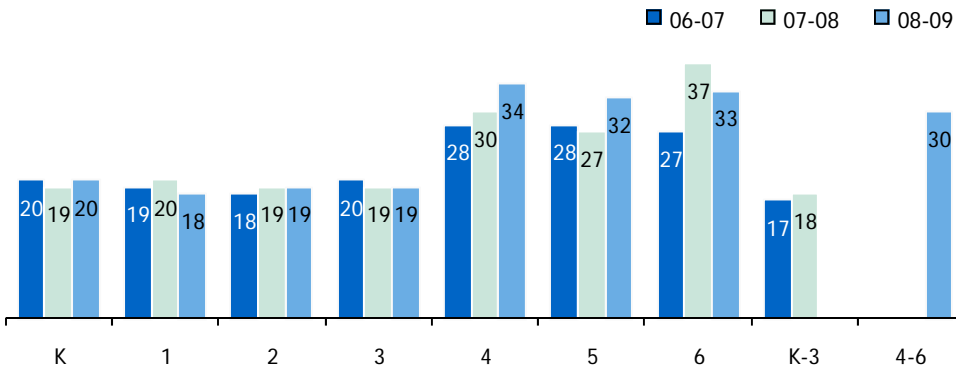
*...The Highest Student
Achievement*

*...A Safe and Orderly
Learning Environment*

*...Financially Sound and
Effective Organization*

Class Size

The bar graph displays the three-year data for average class size.

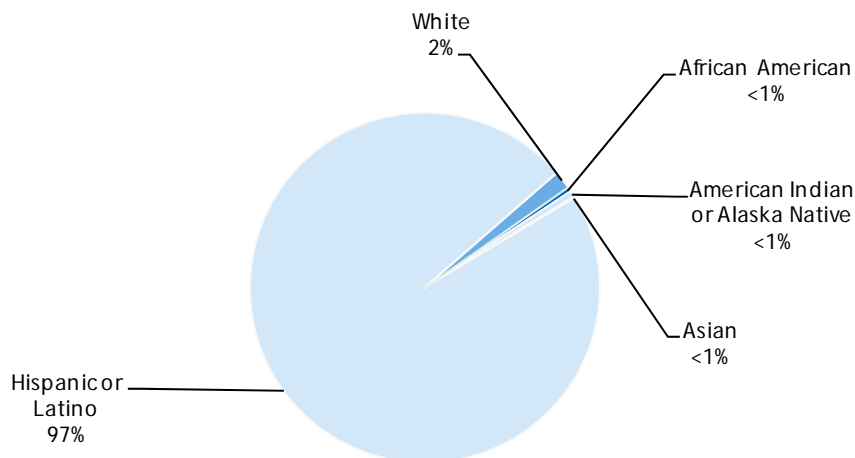


Class Size Distribution — Number of Classrooms By Size

	06-07			07-08			08-09		
Grade	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	6			6			6		
1	6			6			7		
2	5			4	1		6		
3	5			5			5		
4		3			3				3
5		3			2			2	
6		3				2		1	1
K-3	1			2					
4-6								1	

Enrollment and Demographics

The total enrollment at the school was 720 students for the 2008-09 school year.



Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

Suspension Rate

Washington ES

06-07	07-08	08-09
10.7%	7.7%	6.4%

Madera USD

06-07	07-08	08-09
6.1%	15.3%	18.2%

Expulsion Rate

Washington ES

06-07	07-08	08-09
0.3%	0.6%	1.1%

Madera USD

06-07	07-08	08-09
0.5%	0.9%	1.7%



School Facility Good Repair Status

The table below shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition.

School Facility Conditions and Improvements				
	Repair Status			
Items Inspected	Good	Fair	Poor	
Systems: Gas Systems and Pipes, Mechanical Systems (heating, ventilation, and air conditioning), Sewer	✓			
Interior: Interior Surfaces (floors, ceilings, walls, and window casings) <u>Repair Needed and Action Taken or Planned:</u> Wallboard peeling. Work order submitted for wallboard repairs in August 2009.		✓		
Cleanliness: Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas) <u>Repair Needed and Action Taken or Planned:</u> Carpet stained. Work order submitted for cleaning.	✓			
Electrical: Electrical Systems (interior and exterior) <u>Repair Needed and Action Taken or Planned:</u> Light diffuser missing. Work order submitted to replace light diffuser.	✓			
Restrooms/Fountains: Restrooms, Sinks/Drinking Fountains (interior and exterior) <u>Repair Needed and Action Taken or Planned:</u> Urinal not working. Work order submitted for urinal repairs in August 2009.			✓	
Safety: Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)	✓			
Structural: Structural Condition, Roofs	✓			
External: Windows/Doors/Gates/Fences, Playgrounds/School Grounds <u>Repair Needed and Action Taken or Planned:</u> Paint needed on trim pieces; perimeter fence needed repair; cement needs repair; basketball court needs resurfacing. Work order submitted to paint; perimeter fence installed; work order submitted for basketball court resurfacing. All repairs and work order were made or submitted in July 2009.		✓		
Overall Summary of Facility Conditions				
	Exemplary	Good	Fair	Poor
Overall Summary		✓		

Note: The most recent school site inspection occurred on August 20, 2009, and the inspection form was most recently completed on August 20, 2009.

School Facilities

Washington is an inner city school site sitting on about five acres. We have 34 classrooms, a multi-purpose room used as our cafeteria, and a library. We also have two sets of portable which house our pre-school. The buildings date back to 1922; the original schoolhouse now houses two kinder classrooms. A major expansion was done in 1955 and many portables were added throughout the past few years.

The school undergoes a *Williams Settlement* Compliance review every year and any improvements deemed necessary are done.

We employ five noontime assistants who supervise students at lunch time. Teachers share duty both before and after school to ensure students are safe. The school is in general good repair; we employ two full-time and one part-time custodians who keep our facilities clean and orderly.

A new fence has been installed around the perimeter of the school. A new pre-school play yard has been built to give our pre-school students a new recreation area right outside their classrooms.



"All staff is committed to reaching all established targets in the coming school year. There is a focus on teacher collaboration and using common best practices to meet the needs of our students."

Textbooks and Instructional Materials

Madera Unified School District places a high priority on ensuring that there are sufficient textbooks and instructional materials to support each school's instructional program. Textbook selection is done by District subject area committees coordinated by the Director of Curriculum, Instruction and Assessment. All K-8 textbooks and instructional material must be selected from the most recently approved State matrices. Since the State does not provide approved lists of instructional materials for grades 9-12, the District requires that all textbooks and instructional materials being recommended for purchase be aligned with State Standards. Textbook purchases are consistent with the content cycles of the curriculum frameworks as District IMF and other funding sources permit. The Governing Board gives final approval for all core textbook and instructional materials used by students in MUSD.

It is the intent of MUSD to purchase Standards-aligned textbooks each year with new adoption cycles per core area for grades K-12. However, many textbooks at the high school level fall outside the adoption cycles. The reason for this is as follows:

1. These texts are still valuable instructional resources in use by teachers and students,
2. All are correlated to the academic content standards for delivery of the curriculum, and
3. Some may be in areas that do not have explicit academic core content standards (such as anatomy/physiology, electives, etc.).

Textbooks and Instructional Materials List

Subject	Textbook	Adopted
English-Language Arts	<i>Reading: A Legacy of Literacy</i> , Houghton Mifflin (K-6)	2003
Mathematics	<i>California Math</i> , Houghton Mifflin (K-5)	2008
Mathematics	<i>California Mathematics</i> , Holt, Rinehart, and Winston (6)	2008
Science	<i>California Science</i> , Houghton Mifflin (K)	2007
Science	<i>California Science</i> , Macmillan/McGraw-Hill (1)	2007
Science	<i>California Science</i> , Macmillan/McGraw-Hill (2-5)	2007
Science	<i>California Science: Earth Science</i> , Holt, Rinehart, and Winston (6)	2007
History-Social Science	<i>History-Social Science for California: Learn and Work</i> , Pearson Scott Foresman (K)	2006
History-Social Science	<i>History-Social Science for California: Time and Place</i> , Pearson Scott Foresman (1)	2006
History-Social Science	<i>History-Social Science for California: Then and Now</i> , Pearson Scott Foresman (2)	2006
History-Social Science	<i>History-Social Science for California: Our Communities</i> , Pearson Scott Foresman (3)	2006
History-Social Science	<i>History-Social Science for California: Our California</i> , Pearson Scott Foresman (4)	2006
History-Social Science	<i>History-Social Science for California: Our Nation</i> , Pearson Scott Foresman (5)	2006
History-Social Science	<i>Holt California Social Studies</i> , Holt, Rinehart, & Winston (6)	2006

Note: The textbook information was most recently collected and verified in August 2009.

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials:

Percentage of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials

Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	0%
Health	0%



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 and English language learners is reported based on three levels (Identified, Excluded, and Assessed). Detailed information regarding the NAEP results for each grade level, performance level, and participation rate can be found on the NAEP Web page at <http://nces.ed.gov/nationsreportcard/>.

NAEP Reading and Mathematics Results: Grades 4 and 8

This table displays the scale scores and achievement levels on the NAEP for reading (2007) and mathematics (2009) for grades four and eight.

NAEP Reading and Mathematics Results for Grades 4 and 8				
	Reading 2007		Mathematics 2009	
Average Scale Score	Grade 4	Grade 8	Grade 4	Grade 8
State	209	251	232	270
National	220	261	239	282
State Percent at Each Achievement Level	Grade 4	Grade 8	Grade 4	Grade 8
Basic	30%	41%	41%	36%
Proficient	18%	20%	25%	18%
Advanced	5%	2%	5%	5%

NAEP Reading and Mathematics Results: Students with Disabilities and/or English Language Learners by Grades 4 and 8

This table displays the state and national participation rates on the NAEP for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

NAEP Reading and Mathematics Results for Grades 4 and 8				
	Reading 2007		Mathematics 2009	
State Participation Rate	Grade 4	Grade 8	Grade 4	Grade 8
Students with Disabilities	74%	78%	79%	85%
English Language Learners	93%	92%	96%	96%
National Participation Rate	Grade 4	Grade 8	Grade 4	Grade 8
Students with Disabilities	65%	66%	84%	78%
English Language Learners	80%	77%	94%	92%

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.



NAEP Testing 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. NAEP results reflect state level student performance and is not reflective of either the district or the individual school. Also, comparisons of student performance on the NAEP and student performance on the STAR Program assessments cannot be made because there are key differences between the two testing programs. For example, the two assessments test students in different grade levels and the tests are based on a different set of standards. For more information on the differences between the NAEP and STAR, please visit CDE's NAEP Web page at www.cde.ca.gov/ta/tg/nr/.

STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are reported as performance levels in order to compare student achievement to state standards. The five performance levels are: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables below show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, and science.

Percentage of Students Scoring At Proficient or Advanced Levels

	Washington ES			Madera USD			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
English-Language Arts	19%	28%	32%	32%	36%	39%	43%	46%	50%
Mathematics	33%	37%	42%	35%	35%	39%	40%	43%	46%
Science	15%	17%	9%	28%	35%	37%	38%	46%	50%

STAR Results by Student Group: English-Language Arts, Mathematics, and Science

Percentage of Students Scoring At Proficient or Advanced Levels

	Spring 2009 Results		
Group	English-Language Arts	Mathematics	Science
Male	27%	40%	17%
Female	36%	44%	4%
Economically Disadvantaged	32%	42%	9%
English Learners	26%	37%	2%
Students with Disabilities	5%	41%	❖
Students Receiving Migrant Education Services	30%	35%	8%
African American	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	32%	42%	9%
Pacific Islander	❖	❖	❖
White	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key tests, including the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test.

The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For a complete report on all tests, participation, groups, and their scores by grade level, please visit <http://star.cde.ca.gov/>. To learn more about the STAR Program, please visit the guide at www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf.



Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000 that reflects a school's, district's or a student group's performance level, based on the results of statewide testing. An API score of 800 is set as the statewide target.

Each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing (i.e., The 2008 Base is calculated from results of statewide testing in spring 2008 but is released in May 2009). The Growth API is released after the Base API but is calculated from test results from the following year (i.e., The Growth API is calculated from results of statewide testing in spring 2009 and released in August 2009). Therefore, for the 2008-09 API reporting cycle, the 2008 Base indicator and 2009 Growth indicator are used. To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide08.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview09.pdf.

Academic Performance Index Ranks

API Ranks – Three Year Comparison

	2006	2007	2008
Statewide API Rank	1	1	2
Similar Schools API Rank	6	4	4

Academic Performance Index Growth

API Growth by Student Group – Three Year Comparison

Group	Actual API Change			2009 Growth API Score
	06-07	07-08	08-09	
All Students at the School	4	29	15	704
African American	■	■	■	■
American Indian or Alaska Native	■	■	■	■
Asian	■	■	■	■
Filipino	■	■	■	■
Hispanic or Latino	8	29	12	704
Pacific Islander	■	■	■	■
White	■	■	■	■
Socioeconomically Disadvantaged	3	17	26	701
English Learners	10	20	21	691
Students with Disabilities	■	■	■	■

■ Data are reported only for numerically significant groups.

API Testing Note: Assessment data are reported only for numerically significant groups. To be considered 'numerically significant' for the API, the group must have either: (1) at least 50 students with valid test scores who make up at least 15% of the total valid scores, or (2) at least 100 students with valid test scores.



Academic Performance Index Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools API rank, for which information is available.

Academic Performance Index Growth

This table displays, by student group, the actual API change in points added or lost for the past three years, and the 2009 API score.



Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district made AYP overall and met each of the AYP criteria for 2008-09. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Criteria				
	Washington ES		Madera USD	
Met Overall AYP	No		No	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	Yes	No	No
API	Yes		Yes	
Graduation Rate	✧		Yes	

✧ Not applicable. The graduation rate for AYP criteria applies to high schools.

Federal Intervention Program

Schools and districts that receive Title I funding can enter Program Improvement (PI) if they fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year they don't meet AYP, they advance to the next level of intervention. This table displays the 2009-10 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program		
	Washington ES	Madera USD
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2005-06	2004-05
Year in Program Improvement	Year 5	Year 3
Number of Schools Identified for Program Improvement	14	
Percent of Schools Identified for Program Improvement	53.8%	

California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The State Board of Education designated the *Fitnessgram*® as the PFT for students in California public schools. The test measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

The primary goal of the *Fitnessgram*® is to assist students in establishing lifetime habits of regular physical activity. The table shows the percentage of students meeting the fitness standards for the most recent testing period. For more detailed information on the California PFT, visit www.cde.ca.gov/ta/tg/pf/.

Percentage of Students Meeting Fitness Standards

Grade 5	
Four of Six Standards	17.9%
Five of Six Standards	35.9%
Six of Six Standards	20.5%



Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

Teacher Credential Information				
	Madera USD	Washington ES		
Teachers	08-09	06-07	07-08	08-09
With Full Credential	863	35	33	33
Without Full Credential	23	0	0	0
Teaching Outside Subject Area of Competence		0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	Washington ES		
	07-08	08-09	09-10
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2008-09 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Washington ES	100.0%	0.0%
All Schools in District	85.5%	14.5%
High-Poverty Schools in District	90.8%	9.2%
Low-Poverty Schools in District	◆	◆

NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

◆ Information not available.



Academic Counselors

This table displays information about academic counselors at the school.

Academic Counselors	
Number of Academic Counselors (FTE)	0.0
Ratio of Students Per Academic Counselor	◆
◆ Not applicable.	

School Support Staff

The following is a list of the support staff at the school and their full-time equivalent (FTE):

School Support Staff	
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (paraprofessional)	0.75
Psychologist	0.50
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.50
Resource Specialist (non-teaching)	1.00
Other	3.00

District Financial Data

District Salary Data

Category	Madera USD	Similar Sized District
Beginning Teacher Salary	\$38,419	\$40,786
Mid-Range Teacher Salary	\$60,085	\$65,726
Highest Teacher Salary	\$73,983	\$85,230
Average Principal Salary (Elementary School)	\$92,114	\$106,548
Average Principal Salary (Middle School)	\$107,517	\$112,237
Average Principal Salary (High School)	\$103,303	\$121,617
Superintendent Salary	\$169,836	\$191,155
Teacher Salaries — Percent of Budget	39.3%	40.6%
Administrative Salaries — Percent of Budget	5.9%	5.3%

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.



School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data

	Washington ES
Total Expenditures Per Pupil	\$5,448
Expenditures Per Pupil From Restricted Sources	\$1,206
Expenditures Per Pupil From Unrestricted Sources	\$4,242
Average Teacher Salary	\$56,127

Financial Data Comparison

The following table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison

	Expenditures Per Pupil From Unrestricted Sources	Average Teacher Salary
Washington ES	\$4,242	\$56,127
Madera USD	\$5,884	\$55,908
California	\$5,512	\$65,905
School and District — Percent Difference	-38.7%	+0.4%
School and California — Percent Difference	-29.9%	-17.4%

Types of Services Funded

Washington employs two full-time coaches whose primary responsibility is to support classroom teaching. They observe teachers in the classroom and give feedback. They can do a demonstration lesson so teachers can see new and different ways to teach.

We employ a full-time outreach consultant who is our liaison with the community. He is there to help parents needing additional resources and to make sure students come to school ready to learn.

We employ a library technician who keeps our library neat and ready for students to use.

SARC: Data provided by the California Department of Education (CDE), school and the district office. For additional information on facts about California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English Learners.

All data accurate as of January 2010.

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www.sia-us.com • 800.487.9234

Financial Data Note: The financial data displayed in the SARC is from the 2007-08 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/ec.