

Desert Sands Unified School District George Washington Charter School

Grades K through 5
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2009-10 School Accountability Report Card *Published January 2011*

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Principal's Message

Sixteen years ago we became the 52nd charter school in the State of California. The success that we have achieved is due to the efforts and commitments of our stakeholder groups. Collaboration between parents and staff is evident as one visits the campus. Last year we had in excess of 20,000 parent and community volunteer hours.

The primary reason for becoming a charter school was to increase student achievement. I am proud of the academic accomplishments of our students. Last year, and for that matter in previous years, our children have been recognized locally and statewide for their academic feats. Our Academic Performance Index (API) score is 920. This is a growth in excess of 145 points since the inception of the API. Academic growth has been achieved while offering our students a balanced educational program. What goes on inside the walls of each classroom is the reason why WCS has a waiting list at each grade level. The school staff is outstanding! There is a high level of commitment and motivation to create a nurturing environment with high expectations of students. The staff works together as a team in making decisions. The school is governed by the Washington Charter School Governing Board, which is comprised of staff, parents, the principal, and a member of the business community. At Washington Charter School ALL decisions are based on "What is in the best interest of students!"

The accomplishments of WCS have been recognized at State and National level. WCS is the recipient of:

- Charter School Dissemination Grant from the Department of Education
- Federal Voluntary Public School Choice Grant
- Innovation in Excellence Award
- California Distinguished School 1998, 2004, and 2010
- Wells Fargo Grant
- Exxon/Mobil Grant
- Federal Foreign Language Assistance Grant
- Recipient of multiple City of Indian Wells School Grants

In closing, our Shared Support Agreement is the document that binds all team members together. The principal personally meets with all newly enrolling families to share the school's vision and mission. As one visits the campus they often share that the school is inviting and high expectations are evident in all facets of the school.

Mission Statement

The purpose of Washington Charter School is to provide a quality educational program which meets the individual needs of each child. The students, parents and staff are mutually committed to the highest standards and expectations within a supportive school environment. The staff at WCS is highly qualified and dedicated to providing a successful experience for their students.

School Profile

George Washington Charter School is located in the central region of Palm Desert and serves students in grades kindergarten through five following a traditional calendar. At the beginning of the 2009-10 school year, 741 students were enrolled, including 8% in special education, 9% qualifying for English Language Learner support, and 30% qualifying for free or reduced price lunch. George Washington Charter School achieved a 2010 Academic Performance Index (API) score of 922 and met all 2010 Adequate Yearly Progress criteria.

Student Enrollment by Ethnicity / Grade Level 2009-10			
Ethnic Group	%	Grade Level	#
African-Amer.	0.94 %	Kindergarten	121
Amer. Indian or Alaskan Native	0.54 %	Grade 1	135
Asian	2.97 %	Grade 2	132
Filipino	0.94 %	Grade 3	117
Hisp. or Latino	25.51 %	Grade 4	119
Pacific Islander	0.00 %	Grade 5	117
Caucasian	65.32 %		
Multi-Racial	3.78 %		
Total Enrollment			741

Student Achievement

Standardized State Assessments

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, ten, and eleven.

Student scores are reported as performance levels. Detailed information regarding the STAR program results for each grade and performance level, including percent of students not tested, can be found on CDE's Standardized Testing and Reporting Results website at <http://star.cde.ca.gov>. Program information regarding the STAR program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf.

Physical Fitness

The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart disclosed in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. Physical fitness testing data for the 2009-10 school year was not available at the time of publication of this report.

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	George Washington Charter School			District			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
Language Arts	70	81	81	47	50	53	46	50	52
Math	79	85	86	44	46	49	43	46	48
Science	74	83	79	48	50	58	46	50	54
Social Science	0	0		30	34	42	36	41	44

STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels								
	George Washington Charter School							
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Caucasian	Filipino	Hisp. or Latino	Multi-Racial	Pacific Islander
Language Arts	*	*	10	84	*	73	*	
Math	*	*	10	91	*	72	*	
Science	*	*	*	87		55	*	
Social Science								

STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels								
	DSUSD	George Washington Charter School						
	All	All	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Educ.
Lang. Arts	53	81	83	80	56	72	69	
Math	49	86	90	82	68	76	79	
Science	58	79	94	58	*	44	*	
Social Science	42							

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2009-10			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Fifth			
Seventh			
Ninth			

Academic Performance Index

California uses the results of STAR testing to calculate the Academic Performance Index (API) which is used to measure school performance, set academic growth targets, and monitor progress over time. The API is a numeric index between 200-1000 that measures student performance in grades two through eleven. An API score of 800 is the state's designated performance target for all schools. Test results are weighted and a formula is applied to determine API.

Growth Targets: For schools with an API under 800, the state requires a gain of 5% of the difference between the school's actual API and 800. Growth Targets apply not only schoolwide, but to each numerically significant subgroup as well. Schools/subgroups that have achieved an API of 800 or above must maintain their scores.

Statewide Rank: All schools in California are categorized according to type (elementary, middle, high) and are placed on a scale of 1 to 10, with 10 being the highest.

Similar Schools Rank: School performance is also compared to other similar schools in the state, based on demographic characteristics, and ranked 1 to 10 within a grouping of 100 schools.

Academic Performance Index (API) Three Year Rank Comparison			
	2007	2008	2009
Statewide Rank	9	9	10
Similar Schools Rank	2	7	10

Results generated from 2007, 2008, and 2009 Base API Reports

Academic Performance Index (API) Three Year Performance Comparison			
	Increase/Decrease in API Score		
	2007-08	2008-09	2009-10
Schoolwide - All Students	15	35	7
African-Amer.	*	*	*
Amer. Indian or Alaskan Native	*	*	*
Asian	*	*	*
Filipino	*	*	*
Hisp. or Latino	59	39	10
Multi-Racial	N/A	N/A	*
Pacific Islander	*	*	*
Caucasian	1	32	3
Students with Disabilities	*	*	*
Economically Disadvantaged	27	62	14
English Learners	*	*	*

Results generated from 2008, 2009, and 2010 Growth API Reports

Academic Performance Index (API) Growth by Student Group			
	2010 Growth API		
	School	District	State
African-Amer.		785	685
Amer. Indian or Alaskan Native			728
Asian		900	889
Filipino		894	851
Hisp. or Latino	877	751	715
Pacific Islander			754
Caucasian	935	863	838
Multi-Racial		878	807
Economically Disadvantaged	868	745	610
English Learners	866	713	691
Students with Disabilities		663	580
All Students	922	787	767

Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

For the 2009-10 AYP cycle, elementary and middle schools must achieve a 56.8% or higher proficiency rate in all subgroup populations for

English/Language Arts and 58% or higher proficiency rate in math on the California Standards Test (CST). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CST and obtaining an API growth score of 680 or increasing the API growth by 1 point.

More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2009-10		
<i>Did the school and district meet or exceed 2010 AYP performance criteria in each of the areas listed below?</i>		
AYP Indicator	GWCS	DSUSD
Overall Results	Yes	No
<i>Participation Rate</i>		
Language Arts	Yes	Yes
Math	Yes	Yes
<i>Percent Proficient</i>		
Language Arts	Yes	No
Math	Yes	No
API Score	Yes	Yes
Graduation Rate	N/A	Yes

Reported data based upon performance of all subgroups for each of the areas listed

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2009-10, George Washington Charter School did not participate in the Title I program and is therefore not required to comply with program mandates.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

Title I Program Improvement (PI) Status		
	GWCS	DSUSD
PI Status	Not in PI	In PI
Implementation Year	N/A	2004-2005
Year in PI	N/A	Year 3
No. of Schools Currently in PI		6
% of Schools Currently Identified for PI		N/A

Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through the automated telephone message system, email, flyers, principal newsletters, the school website, and teacher newsletters. Contact the school office at (760) 862-4350 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Classroom Helper
Fundraising Activities
Office Helper
Watchdog Dad Program

Committees

Parent Club Foundation
Washington Charter School Governing Board
Odyssey of the Mind Coaching
Nutrition Committee
Traffic and Safety Committee
Environmental Committee

School Activities

Odyssey of the Mind
Walk/Jog-A-Thon

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. George Washington Charter School's original facilities were built in 1949 and modernized in 2006. Ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests.

Every morning before school begins, the custodian inspects the facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and no evening custodians are assigned to George Washington Charter School. The day custodian is responsible for:

- Classroom cleaning
- Cafeteria setup/cleanup
- Office area cleaning
- Restroom cleaning
- Misting to kindergarten playground

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The principal communicates with the custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	1949
Acreage	6
Square Footage	64,004
Quantity	
Permanent Classrooms	32
Portable Classrooms	0
Restrooms (sets)	5
Multipurpose Room(s)	1
Staff Lounge/Work Room(s)	1
Library	1
Computer Room	1
Outdoor Cafeteria	1

Deferred Maintenance

George Washington Charter School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2009-10 school year, George Washington Charter School did not qualify to receive deferred maintenance funds for campus repairs and/or improvements.

Facilities Inspection

The district's maintenance department inspects George Washington Charter School on an annual basis in accordance with Education Code §17592.72(c)(1). George Washington Charter School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Friday, December 17, 2010. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2009-10, all restrooms were fully functional and available for student use.

School Facility Good Repair Status			
Most Recent Inspection: Friday, December 17, 2010			
Item Inspected	Repair Status		
	Good	Fair	Poor
1. Gas Leaks	✓		
2. Mechanical Systems	✓		
3. Windows/ Doors/ Gates (Interior and Exterior)	✓		
4. Interior Surfaces (Walls, Floors, & Ceilings)	✓		
5. Hazardous Materials (Interior & Exterior)	✓		
6. Structural Damage	✓		
7. Fire Safety	✓		
8. Electrical (Interior & Exterior)	✓		
9. Pest/ Vermin Infestation	✓		
10. Drinking Fountains (Interior & Exterior)	✓		
11. Restroom	✓		
12. Sewer	✓		
13. Playgrounds/ School Grounds	✓		
14. Roofs	✓		
15. Overall Cleanliness	✓		

Overall Summary of School Facility Good Repair Status			
Exemplary	Good	Fair	Poor
✓			

Rating Description

Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, the principal and yard duty supervisor are strategically assigned to designated entrance areas and the playground. During recess, the principal and noon supervisor supervise playground activity. The principal monitors lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, the principal and teachers monitor student behavior to ensure a safe and orderly departure.

George Washington Charter School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for George Washington Charter School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was

reviewed, updated, and discussed with school staff in August 2010.

Classroom Environment

Instructional Time

All instructional time offered at George Washington Charter School either meets or exceeds California's Education Code requirements. For the 2009-10 school year, George Washington Charter School offered 175 days of instruction comprised of 132 regular days and 43 minimum days. Minimum days were used for parent conferences, staff meetings, and teacher planning.

The table below is a comparison of the instructional minutes offered and the state's instructional time requirements.

Instructional Minutes 2009-10		
Grade Level	Actual Minutes Offered	State Requirement
K	38,500	36,000
1-3	53,500	50,400
4-5	56,125	54,000

Discipline & Climate for Learning

George Washington Charter School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

Suspensions & Expulsions			
	GWCS		
	07-08	08-09	09-10
Suspensions (#)	13	18	10
Suspensions (%)	1.85 %	2.51 %	1.35 %
Expulsions (#)	0	0	0
Expulsions (%)	0.00 %	0.00 %	0.00 %
DSUSD Elementary Schools			
Suspensions (#)	370	531	349
Suspensions (%)	2.84 %	4.07 %	2.66 %
Expulsions (#)	2	5	5
Expulsions (%)	0.02 %	0.04 %	0.04 %

This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for 2 days and then suspended a month later for three days is counted as two cases of suspension.

Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

George Washington Charter School participates in the state's Class Size Reduction Program (CSR), which provides funding to reduce K-3

class sizes to 20 students or less. During the 2009-10 school year, 100% of George Washington Charter School's K-3 classes participated in the CSR Program. The "Percentage of K-3 Classrooms Participating in the Class Size Reduction Program" table in this report illustrates the participation rate of classrooms in the CSR by grade level.

Percentage of K-3 Classrooms Participating in the Class Size Reduction Program			
Grade	2007-08	2008-09	2009-10
K	100 %	100 %	100 %
1	100 %	100 %	100 %
2	100 %	100 %	100 %
3	100 %	100 %	100 %

Class Size Distribution Self-Contained Classes				
Grade	2007-08			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	28.5		4	
1	20.0	6		
2	20.0	6		
3	20.0	6		
4	29.3		4	
5	27.8		4	
Grade	2008-09			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	28.8		4	
1	20.3	4	2	
2	20.0	4	1	
3	19.8	6		
4	29.8		4	
5	29.0		4	
Combo K-3	20.0	1		

Combo classes are any combination of the grades shown.

2009-10 data not available at the time of production of this report

Curriculum & Instruction

Staff Development

All training and curriculum development activities at George Washington Charter School revolve around the California State Content Standards and Frameworks. During the 2009-10 school year, George Washington Charter School held staff development training devoted to:

- Data Analysis
- Instructional Strategies

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. George Washington Charter School supports ongoing professional growth throughout the year on minimum days. Teachers met in both grade level and department level teams to conduct data analysis to identify areas of need.

George Washington Charter School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Staff Development Days Three-Year Trend		
2007-08	2008-09	2009-10
3	1	0

Instructional Materials

All textbooks used in the core curriculum at George Washington Charter School are aligned to the California Content Standards and Frameworks. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Tuesday, October 19, 2010, the Desert Sands Unified's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No. 16/2010-2011 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARC's the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2010-11 school year, Desert Sands Unified provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
History-Social Science		
2007	Harcourt, <i>Reflections</i>	0 %
Language Arts		
2003	Houghton Mifflin, <i>Houghton Mifflin Reading: A Legacy of Literacy</i>	0 %
2002	Open Court, <i>Open Court Reading</i>	0 %
Math		
2009	Houghton Mifflin Company, <i>Houghton Mifflin California Math</i>	0 %
Science		
2008	Harcourt School Publishers, <i>California Science</i>	0 %

The textbooks and instructional materials used by the school are the most recently SBE adopted instructional materials.

Professional Staff

Counseling & Support Staff

George Washington Charter School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to George Washington Charter School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Counselors & Support Personnel (Nonteaching Professional Staff) 2009-10		
	No. of Staff	FTE
Counselor	1	1.0
Behaviorist	1	*
Health Technician	1	0.2
Library Clerk	1	.75
LSH Specialist	1	0.4
Nurse	1	*
Occupational Therapist	1	*
Psychologist	1	0.3

* as needed
FTE = Full-Time Equivalent

Teacher Assignment

During the 2009-10 school year, George Washington Charter School had 33 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. In the table below, which identifies the number of

classrooms taught by NCLB-compliant and non-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Percentage of Core Classes 2009-10		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB-Compliant Teachers
George Washington Charter School	100.0 %	0.0 %
District Totals		
All Schools	96.8 %	3.2 %
High-Poverty	0.0 %	0.0 %
Low-Poverty	97.2 %	2.8 %

Teacher Credentials & Assignments				
	GWCS		DSUSD	
	07-08	08-09	09-10	09-10
Total Teachers	33	34	33	1312
Teachers with full credentials	33	34	33	1302
Teachers without full credentials	0	0	0	10
Teachers in alternate routes to certification	0	0	0	0
Pre-Internship	0	0	0	0
Teachers with emergency permits	0	0	0	0
Teachers with waivers	0	0	0	0
Teachers teaching outside subject area	0	0	0	19
Total teacher misassignments	0	0	0	0
Teacher misassignments for English learners	0	0	0	0
Other misassignments of certificated staff	0	0	0	0
Teacher vacancies	0	0	0	15

Teacher Credentials & Assignments (cont'd)		
	GWCS	DSUSD
	10-11	10-11
Total teacher misassignments	0	0
Teacher misassignments for English learners	0	0
Other misassignments of certificated staff	0	0
Teacher vacancies	0	4

Teacher Education Levels 2009-10		
	GWCS	DSUSD
Doctorate	0.0 %	0.9 %
Master's degree plus 30 or more semester hours	40.6 %	13.7 %
Master's degree	12.5 %	33.2 %
Bachelor's degree plus 30 or more semester hours	0.0 %	0.0 %
Bachelor's degree	46.9 %	52.1 %
Less than Bachelor's degree	0.0 %	0.0 %

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2008-09 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2008-09		
	DSUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$42,678	\$42,377
Mid-Range Teacher Salary	\$69,129	\$67,667
Highest Teacher Salary	\$84,793	\$87,102
Superintendent Salary	\$210,000	\$223,323
Average Principal Salaries:		
Elementary School	\$107,692	\$108,894
Percentage of General Fund Expenditures for:		
Teacher Salaries	42.8%	40.2%
Administrative Salaries	3.9%	5.5%

Expenditures Per Student

For the 2008-09 school year, Desert Sands Unified spent an average of \$8,265 of total general funds to educate each student (based on 2008-09 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Desert Sands Unified receives state and federal categorical funding for special programs. For the 2008-09 school year, the district received categorical, special education, and support programs funds for:

- After School Learning & Safety
- Agricultural Vocational Incentive Grants
- ARRA: State Fiscal Stabilization Fund
- California Peer Assistance & Review Program for Teachers (CPARP)
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Indian Education
- Instructional Materials
- Lottery: Instructional Materials
- Partnership Academies Program
- Quality Education Investment Act
- School Community Violence Prevention Grant
- Special Education
- Teacher Recruitment/Incentives
- Title I
- Title II

- Title III
- Title IV
- Title V
- Tobacco-Use Prevention Education
- Transportation
- Transportation: Special Education

Expense of Education Per Pupil 2008-09					
	Dollars Spent per Student				
	GWCS	DSUSD	% Diff. School & Dist.	State Avg., Dist.	% Diff.
				Size & Type	School & State
ADA*	690	27434	N/A	N/A	N/A
Total**	\$6,897	\$6,365	108.36	N/A	N/A
Restr.†	\$106	\$1,104	9.60	N/A	N/A
Unrestr.††	\$6,791	\$5,261	129.08	\$5,681	119.54
Avg. Teacher Salary	\$82,495	\$72,157	114.33	\$57,352	143.84

* Average Daily Attendance

** Total Restricted and Unrestricted \$ per student

† Restricted (Supplemental) \$ per student

†† Unrestricted (Basic) \$ per student

SARC Data

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about George Washington Charter School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to API, AYP, STAR results, enrollment, and staffing.

Public Internet Access Location

Parents may access George Washington Charter School's SARC and access the internet at any of the county's public libraries. The closest public library to George Washington Charter School is Palm Desert Branch Library, a branch of Riverside County Library System.

Address: 73-300 Fred Waring Dr., Palm Desert

Phone Number: (760) 346-6552

WebSite: <http://rivlib.com>

Number of Computers Available: 18

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Desert Sands Unified. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials and school facilities sections were acquired in December 2010.