

# MARY FAY PENDLETON ELEMENTARY SCHOOL

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



## GRADES K-6

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Brian Jacobs, Ed.D.  
Superintendent

Wendy Hill  
Principal

## Principal's Message

Our entire staff is committed to providing the highest quality of education in cooperation with parents, District staff, support personnel, members of the community, and representatives from the Marine Corps base. Our K-6 school serves approximately 800 students—the majority of our students are military dependents or children of parents who work on base. All of our teachers are Highly Qualified and meet the requirements of No Child Left Behind Act.

We place an emphasis on literacy, the acquisition of math skills, and the use of technology to enhance the learning process. We pride ourselves on having a safe and orderly campus, and have high expectations for students' behavior and academic achievement.

Our school is unique in that we have a high mobility rate due to being housed on a military reservation. Our staff makes a concentrated effort to make all children feel welcome at our school. We have many unique programs, including the first Big Brothers and Sisters Program on any military base. We also have Operation Hero, an after-school program to support students, provided by the Armed Forces YMCA here on base. Because of the collaboration between our school and the military and civilian organizations, our school was awarded the Golden Bell Award from the California School Boards Association in December 2008.

## Parental Involvement

We have a large number of parents who volunteer at our school. Volunteers help in all our classrooms, with such activities as working with small groups of students, reading stories, leading book clubs, learning sight words, math facts, reading, art projects, and science experiments. For parents who cannot get to school, our teachers have many projects that can be done at home.

Throughout the year we have multiple family nights, including Mother-Son and Father-Daughter dances, an annual Fall Festival, Open House, Back to School Night, book fairs and student performances. Parents are selected to represent the general parent community on our School Site Council and on the Citizen's Task Force.

Marines volunteer their time to play games with the children during lunch recess. Operation Hero, an after-school program provided by the YMCA, supports students' academic and social development and the Big Brothers and Big Sisters program.

For more information on how to become involved, contact Marlene Cecil at (760) 731-4050.

## 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.

## Fallbrook Union Elementary School District



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## Mission Statement

The Mission of the Fallbrook Union Elementary School District is to provide the pathway for all students to attain expertise and develop skills of academic excellence that will empower them to:

- Become lifelong active learners
- Perform successfully in their chosen field and in society
- Model respect for themselves and others in a diverse and global society
- Think and apply information in a critical manner

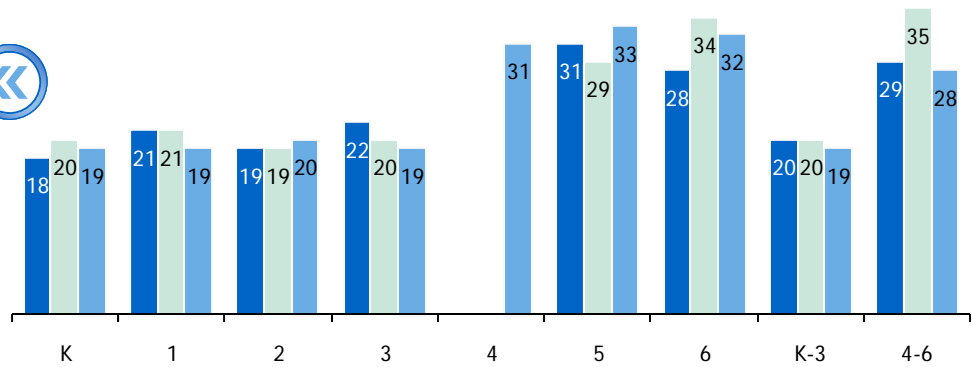


*"Excellence Is Our Standard, Not Our Goal."*

### Class Size

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

06-07 07-08 08-09



Class Size Distribution – Number of Classrooms By Size

Grade	06-07			07-08			08-09		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	7			5			9		
1	7		1	6		1	8		
2	6			7	1		4		
3	6	1	1	7	2		5		
4								3	
5		1	1		1			1	1
6		2			1	1		2	
K-3	3			2			3		
4-6		1				1		1	

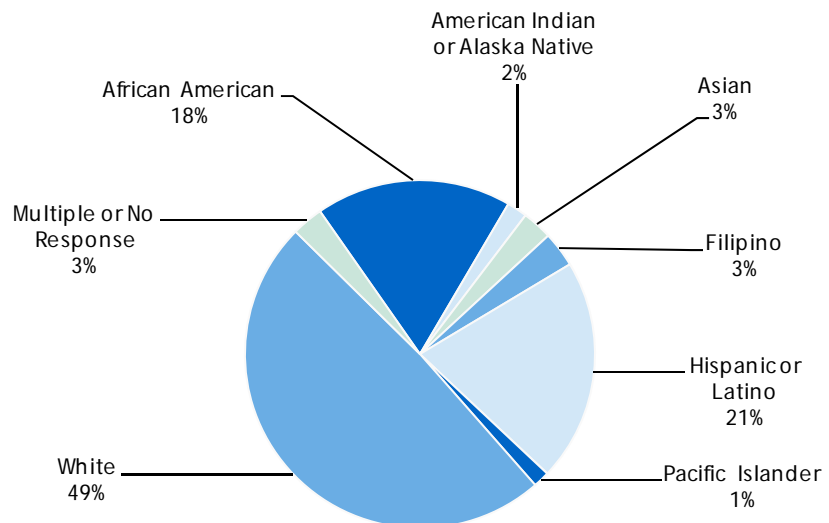
### Professional Development

The District provides ongoing staff development in the area of the text adoption of Open Court Language Arts, Social Studies/History and mathematics. Site staff development is designed based on meeting the needs of a Standards-based instructional system. Every Wednesday of the week is a shortened school day which is devoted to ongoing staff development. In addition, staff members have been sent to Standards-based workshops outside of the District in the areas of writing, English Learner development, Response to Intervention, and Standards-based assessment. In-house training has been provided for Gifted and Talented Education (GATE) certification, along with ongoing workshops teaching the use of technology to improve student achievement. New and veteran teachers are required to attend a minimum of 30 hours of professional development a year.

For the previous three school years, we had two days each year dedicated to staff and professional development.

### Enrollment and Demographics

The total enrollment at the school was 792 students for the 2008-09 school year.



### 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				
Items Inspected	Repair Status			
	Good	Fair	Poor	
<b>Systems:</b> Gas Systems and Pipes, Mechanical Systems (heating, ventilation, and air conditioning), Sewer	✓			
<b>Interior:</b> Interior Surfaces (floors, ceilings, walls, and window casings)	✓			
<b>Cleanliness:</b> Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)	✓			
<b>Electrical:</b> Electrical Systems (interior and exterior)	✓			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Drinking Fountains (interior and exterior)	✓			
<b>Safety:</b> Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)	✓			
<b>Structural:</b> Structural Condition, Roofs	✓			
<b>External:</b> Windows/Doors/Gates/Fences, Playgrounds/School Grounds	✓			
Overall Summary of Facility Conditions				
	Exemplary	Good	Fair	Poor
<b>Overall Summary</b>	✓			

Note: The most recent school site inspection occurred on November 24, 2009, and the inspection form was most recently completed on November 24, 2009.

### School Facilities

Our school was built in 1954, and completely modernized in summer 2003. We have 36 classrooms, one library, one auditorium/cafeteria, and administrative offices, which include a separate health office. We have a huge playground area with a new climbing structure. Our entire school is handicap accessible. The modernization included completely tiled bathrooms, sinks in every classroom, and an upgraded electrical system that puts Internet access in every room. We have a full-time day custodian, and a full-time night custodian, as well as support from the District-provided grounds crew and maintenance departments. All visitors are required to sign in at the office upon entering the campus. We have seven excellent noon-duty supervisors who assist our students during lunchtime, and teachers are on duty before school and for morning recess.

The school has a custodial crew of two full-time and one part-time custodians which provide a safe, clean and functional environment for learning through proper facilities maintenance and campus supervision. The District annually updates its Major Maintenance Plan to ensure long-range maintenance functions are performed on a scheduled basis. The last Facilities Inspection Tool rated facility conditions as good.

To assure that the District is in compliance with the *Williams Settlement*, all maintenance items are directed through our electronic work order system. All sites are inspected quarterly.

### School Safety

The School Safety Plan addresses the safe evacuation of the school buildings, "stranger danger," and earthquake procedures. Drills are held once a month. A certified health technician provides first aid, and we have a nurse at our school twice a week. Parents can contact the office at (760) 731-4050 if they wish to see our School Safety Plan. Our school has a representative that attends monthly Safe School meetings, which are held at the District office.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty in August 2009.



## Types of Services Funded

The following is a list of Federal and State funded programs that are provided to Fallbrook Union ESD students:

- Title I (Basic Grant)
- Title II (Teacher and Principal Training and Recruiting)
- Title II (Technology)
- Title III (for Limited English Proficient Students)
- Title III (Emergency Immigrant)
- Title IV (Safe and Drug-Free Schools and Communities)
- Title V (Innovative Programs)
- Economic Impact Aid/Limited English Proficient (EIA/LEP)
- Gifted and Talented Education (GATE)
- Beginning Teacher Support and Assessment (BTSA)
- Class Size Reduction (CSR)
- Hourly Programs (extended day/year education)
- English Language Acquisition Program (ELAP)
- Community-Based English Tutoring (CBET)
- School Improvement Program (SIP)
- Special Education
- State Preschool
- School Library Grant
- TUPE (Tobacco Use Prevention Education)
- AB 1113 School Safety and Violence Prevention
- National School Lunch Program
- ARRA



## Textbooks and Instructional Materials

Textbooks are selected by District academic committees (math, language arts, social studies, and science). All committees have representation from school sites. A Citizen's Task Force is involved in reviewing proposed adoptions, and community members are invited to participate in this process. All students are assigned adopted textbooks and are available in class, and in grades 7-8 a class set is available as well as a student edition at home.

In the Fallbrook Union Elementary School District, each pupil, including English Learners, has access to his or her own copy of the Standards-aligned textbooks (approved by the State Board of Education) and instructional materials in the core curriculum areas of reading/language arts, math, science, and history-social science to use in class and to take home.

Visual and performing arts are taught to all students through integrated lessons plans during regular curriculum instruction. In addition, K-6 grade students receive music instruction during the course of the year, with a music teacher. Individual school sites offer after-school enrichment classes with choir, band, drama, and ceramics.

Textbooks and Instructional Materials List

Subject	Textbook	Adopted
English-Language Arts	<i>Open Court Reading (K-6)</i>	2003
English-Language Arts	Holt, Rinehart, and Winston (7-8)	2003
Mathematics	Saxon (K-5)	2009
Mathematics	Pearson/Prentice Hall (6-8)	2009
Science	Macmillan/McGraw-Hill (K-6)	2007
Science	Prentice Hall (7-8)	2007
History-Social Science	Pearson Scott Foresman (K-5)	2006
History-Social Science	Glencoe/McGraw-Hill (6-8)	2006
Visual and Performing Arts	Macmillan/McGraw-Hill (K-6)	2007

## Availability of Textbooks and Instructional Materials

Availability of Textbooks and Instructional Materials

Subject	Percentage of Pupils Who Lack Their Own Assigned Textbook and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	◇
Foreign Language	◇
Health	◇

Note: This data was most recently collected and verified in August 2009.

◇ Not applicable.

## 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	
	Grade 4	Grade 8	Grade 4	Grade 8
Average Scale Score				
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	
	Grade 4	Grade 8	Grade 4	Grade 8
State Participation Rate				
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%

## 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		
Mary Fay Pendleton ES		
06-07	07-08	08-09
0.007	0.011	0.019
Fallbrook UESD		
06-07	07-08	08-09
0.062	0.057	0.061
Expulsion Rate		
Mary Fay Pendleton ES		
06-07	07-08	08-09
0.000	0.000	0.000
Fallbrook UESD		
06-07	07-08	08-09
0.002	0.004	0.001

**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/](http://www.cde.ca.gov/ta/tg/nr/).

## 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](http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf).



## 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

	Mary Fay Pendleton ES			Fallbrook UESD			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
English-Language Arts	54%	58%	68%	48%	51%	55%	43%	46%	50%
Mathematics	62%	66%	71%	49%	52%	56%	40%	43%	46%
Science	38%	71%	65%	46%	52%	56%	38%	46%	50%

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

Percentage of Students Scoring At Proficient or Advanced Levels

Group	Spring 2009 Results		
	English-Language Arts	Mathematics	Science
Male	65%	70%	62%
Female	70%	72%	69%
Economically Disadvantaged	64%	68%	61%
English Learners	15%	23%	❖
Students with Disabilities	26%	37%	❖
Students Receiving Migrant Education Services	❖	❖	❖
African American	61%	64%	❖
American Indian or Alaska Native	71%	79%	❖
Asian	64%	71%	❖
Filipino	84%	89%	❖
Hispanic or Latino	52%	62%	39%
Pacific Islander	❖	❖	❖
White	76%	77%	79%

❖ 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.

## 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](http://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](http://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	8	7	7
Similar Schools API Rank	10	10	10

## Academic Performance Index Growth

Group	Actual API Change			2009 Growth API Score
	06-07	07-08	08-09	
All Students at the School	-14	20	47	864
African American	■	■	■	841
American Indian or Alaska Native	■	■	■	■
Asian	■	■	■	■
Filipino	■	■	■	■
Hispanic or Latino	■	■	■	812
Pacific Islander	■	■	■	■
White	-26	36	37	892
Socioeconomically Disadvantaged	■	■	■	842
English Learners	■	■	■	■
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.



## 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/](http://www.cde.ca.gov/ta/tg/pf/).

### Percentage of Students Meeting Fitness Standards

Grade 5	
Four of Six Standards	15.4%
Five of Six Standards	35.9%
Six of Six Standards	38.5%



## 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/](http://www.cde.ca.gov/ta/ac/ay/).

Adequate Yearly Progress Criteria				
	Mary Fay Pendleton ES		Fallbrook UESD	
Met Overall AYP	Yes		No	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	No
API	Yes		Yes	
Graduation Rate	✧		✧	

✧ 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/](http://www.cde.ca.gov/ta/ac/ay/).

Federal Intervention Program		
	Mary Fay Pendleton ES	Fallbrook UESD
Program Improvement Status	Not In PI	In PI
First Year of Program Improvement	✧	2008-09
Year in Program Improvement	✧	Year 2
Number of Schools Identified for Program Improvement	3	
Percent of Schools Identified for Program Improvement	30.0%	

✧ Not applicable.



### 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				
	Fallbrook UESD	Mary Fay Pendleton ES		
Teachers	08-09	06-07	07-08	08-09
With Full Credential	263	39	34	37
Without Full Credential	0	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			
	Mary Fay Pendleton ES		
	07-08	08-09	09-10
Teacher Misassignments of English Learners	1	1	0
Total Teacher Misassignments	1	1	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](http://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
Mary Fay Pendleton ES	97.3%	2.7%
All Schools in District	98.5%	1.5%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	100.0%	0.0%

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.



### 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)	0.0
Library Media Services Staff (paraprofessional)	0.0
Psychologist	0.0
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0
Other	0.0

## 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.



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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## District Financial Data

### District Salary Data

Category	Fallbrook UESD	Similar Sized District
Beginning Teacher Salary	\$41,356	\$41,866
Mid-Range Teacher Salary	\$64,639	\$68,220
Highest Teacher Salary	\$86,166	\$86,536
Average Principal Salary (Elementary School)	\$103,647	\$107,858
Average Principal Salary (Middle School)	\$112,907	\$111,405
Superintendent Salary	\$176,682	\$178,938
Teacher Salaries – Percent of Budget	42.2%	42.1%
Administrative Salaries – Percent of Budget	5.7%	5.5%

## 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

	Mary Fay Pendleton ES
Total Expenditures Per Pupil	\$5,372
Expenditures Per Pupil From Restricted Sources	\$97
Expenditures Per Pupil From Unrestricted Sources	\$5,275
Average Teacher Salary	\$72,448

## 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
Mary Fay Pendleton ES	\$5,275	\$72,448
Fallbrook UESD	\$5,569	\$73,947
California	\$5,512	\$67,082
School and District – Percent Difference	-5.6%	-2.1%
School and California – Percent Difference	-4.5%	+7.4%

**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](http://www.cde.ca.gov/ds/fd/cs) and [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec).