

Sunset Middle School

School Accountability Report Card

Reported Using Data from the 2012-13 School Year

Published During 2013-14

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., 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 may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012–13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

II. About This School

Contact Information (School Year 2013-14)

School Contact Information	
School Name	Sunset Middle School
Street	8301 Sunset Blvd.
City, State, Zip	Bakersfield, CA 93307-9289
Phone Number	661.845.1320
Principal	Rocio Muñoz
E-mail Address	rmunoz@vineland.k12.ca.us
CDS Code	15638340000000

District Contact Information	
District Name	Vineland Elementary School District
Phone Number	661.845.3713
Web Site	www.vinlandschooldistrict.com
Superintendent	Dr. Matthew W. Ross
E-mail Address	mross@vineland.k12.ca.us

School Description and Mission Statement (School Year 2012-13)

This section provides information about the school, its programs and its goals.

Principal's Message

At Sunset Middle School, our overarching goal is for our students to grow academically, socially, and intellectually in a safe and positive environment. The foundation of our school is built on three equally important facets: a commitment to a comprehensive academic program, quality professional development, and maintaining positive relationships with parents and community. As such, Sunset Middle School utilizes curriculum material that is aligned to the California Content Standards in all subjects, including English Language Development (ELD). In addition, READ 180 and Systematic ELD, our reading intervention program and ELD Program, are also state-adopted and aligned to content standards. Our professional development program has been specifically designed to meet the needs of our teachers, and include training on Professional Learning Communities (PLCs), Academic Vocabulary, Step Up to Writing (SUTW), and Classroom Walk-Throughs. In a collaborative effort to further enhance student academic success we have adopted a Modified Block Schedule. To provide further assist our students and families, Sunset Middle School offers Title I and Migrant services in the form of Extended Day classes for students, and parent informational forums to discuss upcoming school events and assist parents in becoming an active partner in the education of their child.

Our commitment to academic excellence, along with federal and state categorical monies, supports our dynamic and continually improving academic program. Our staff is fully committed to providing a high quality, engaging and enriching academic experience for students at Sunset Middle School.

Opportunities for Parental Involvement (School Year 2012-13)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Parents play an important role at Sunset Middle School through active participation in various school activities, parent meetings, and School Site Council. Sunset Middle School is committed to promoting a positive School-Home relationship and assists with parenting issues whenever appropriate. We believe that via a strong and positive collaborative effort with parents we can help our students become successful. Parents may access the school's website at www.sunsetmiddleschool.com.

The school has created local community partnerships with the local Lions Club, Family Service Center, Lamont Sherrif's Activity League, Hispanic Chamber of Commerce Education Foundation, local businesses, and the South Valley Neighborhood Partnership Consortium.

Parents who wish to participate in Sunset School's leadership teams, school committees, school activities, or become a volunteer may contact Rocio Muñoz at (661) 845-1320, or visit the District's website at www.vinlandschooldistrict.com.

III. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which 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, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.

- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	28	29	29	29	28	27	54	56	55
Mathematics	22	21	24	36	33	30	49	50	50
Science	24	22	18	24	22	18	57	60	59
History-Social Science	27	23	26	27	23	26	48	49	49

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

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	27	30	18	26
All Student at the School	29	24	18	26
Male	25	22	21	23
Female	32	25	17	30
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	29	24	17	26
Native Hawaiian/Pacific Islander				
White	18	18		
Two or More Races				
Socioeconomically Disadvantaged	30	25	19	27
English Learners	2	2	1	
Students with Disabilities	19	15	12	
Students Receiving Migrant Education Services	15	15	15	

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

California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	25.0	19.3	27.3
7	22.6	15.5	28.6

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

IV. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide	1	1	1
Similar Schools	1	1	1

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	53	11	-9
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	53	9	-5
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	56	12	2
English Learners	48	15	-12
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	2013 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	324	650	546	649	4,655,989	790
Black or African American	0		0		296,463	708
American Indian or Alaska Native	0		0		30,394	743
Asian	0		0		406,527	906
Filipino	0		1		121,054	867
Hispanic or Latino	302	654	518	655	2,438,951	744
Native Hawaiian/Pacific Islander	0		0		25,351	774
White	10		14	596	1,200,127	853
Two or More Races	12	541	13	550	125,025	824
Socioeconomically Disadvantaged	266	661	473	659	2,774,640	743
English Learners	238	640	419	646	1,482,316	721
Students with Disabilities	25	491	48	470	527,476	615

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	No	No
Met Graduation Rate (if applicable)	N/A	N/A

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2003-2004	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	---	2
Percent of Schools Currently in Program Improvement	---	100.0

V. School Climate

Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Kindergarten	
Grade 1	
Grade 2	
Grade 3	1
Grade 4	
Grade 5	35
Grade 6	82
Grade 7	86
Grade 8	84
Total Enrollment	288

Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.0	White	3.5
American Indian or Alaska Native	0.0	Two or More Races	0.0
Asian	0.0	Socioeconomically Disadvantaged	92.7
Filipino	0.0	English Learners	77.8
Hispanic or Latino	96.5	Students with Disabilities	5.9
Native Hawaiian/Pacific Islander	0.0		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2010-11				2011-12				2012-13			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5									16	20	12	2
6									18	15	12	2
Other												

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)

Subject	2010-11				2011-12				2012-13			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	34.9	6	2	8	23.4	8	7	3	9	9	9	
Mathematics	58	0	1	4	21.8	6	7	0	20	3	4	1
Science	103.5	0	0	2	23.5	5	1	2	29		5	
Social Science	102.5	0	0	2	24.6	5	1	3	29		5	

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

School Safety Plan (School Year 2012-13)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

The School Site Safety plan is evaluated and revised annually each summer and early fall by members of the Safety Committee, which is composed of administration, faculty, and parents. The revisions are then shared with the entire staff, parents, community, and governing board for approval. Regular safety and crisis prevention drills are practiced throughout the school year. Fire drills are conducted monthly and earthquake drills are held biannually. Key elements of the safety plan focus on emergency preparedness and safety on campus. Key staff are assigned roles and responsibilities to respond to emergency situations in accordance with the school's Safety Plan.

The School Safety Plan was most recently reviewed, updated, and discussed with school faculty in July 2010.

Suspensions and Expulsions

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	13.55	6.7	14.7	10.61	9	11.0
Expulsions	0.26	0	0	0.11	0	0

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

Sunset Middle School was originally built in 1934 and is currently comprised of 19 classrooms, one Special Day Class (SDC) classroom, a Special Education office, a Migrant Education office, a categorical and student services office, a cafeteria supervisor's office, a library, a computer lab, a staff room, a playground, and a cafeteria/auditorium. Sunset School is also proud to include the newest facility addition, a gymnasium recently completed in 2009. Recent renovations include the installation of new security cameras on the Eastern side of the campus.

Safety of the students and staff is a primary concern of Sunset Middle School. To ensure student safety, supervision is provided on campus at all times by the principal, at-risk coordinator, and all school staff. There is a designated area for student drop-off/pick-up. All visitors to the campus must sign in at the office and display a visitor's pass at all times.

Cleaning Process: Sunset Middle School provides a safe and clean environment for students, staff, and volunteers. The District governing board has adopted cleaning standards for both schools in the District. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classroom and restroom facilities. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with two full-time maintenance/ custodial workers to develop cleaning schedules that ensure a clean, safe, and functional learning environment. In addition a newly hired custodian is specifically assigned to the gymnasium to keep it in proper working order and clean along with fourth custodial staff who is sometimes assigned duties at both the elementary and middle school.

Maintenance and Repair: A scheduled maintenance program is administered by Sunset Middle School's custodial staff on a regular basis, with detailed and extended maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Vineland Elementary School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used to ensure efficient service and highest priority to emergency repairs.

Sunset Middle School is proud of its newest facility which was funded through the passing of a local bond measure. Students continue to use the gymnasium that enables them to have physical education classes and also sports activities without having to bare extreme weather conditions. The district hopes to improve the facility by adding better exterior lighting and access to the gymnasium with much needed parking area in the future.

School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

School Facility Good Repair Status (School Year 2013-14)				
Year and month in which data were collected: 08/31/2013				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	

Overall Facility Rate

Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

VII. Teachers

Teacher Credentials

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	13	13	13	33
Without Full Credential	0	0	0	32
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments	0	0	1
Vacant Teacher Positions	0	0	1

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	43.7	56.3
All Schools in District	48.0	52.0
High-Poverty Schools in District	48.0	52.0
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	0.0	---
Library Media Teacher (Librarian)		---
Library Media Services Staff (Paraprofessional)		---
Psychologist		---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist		---
Resource Specialist		---
Other		---

Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected:

Vineland Elementary School District held a Public Hearing on September 13, 2010 and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the District are aligned with California State Content Standards and Frameworks and have been approved by the School Board.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin, Expeditions Adopted 2003 Prentice Hall, Copper Level, Bronze Level, Silver Level Adopted 2003 5th-8th Grade Classroom Novel List per teacher *copy of lists available upon request from district office Adopted 2010 Scholastic, Read 180 Adopted 2005		0%
Mathematics	Houghton Mifflin, California Math Adopted 2009 McDougal Littell, Course 2, Algebra Adopted 2009 5th-8th Grade Classroom Novel List per teacher *copy of lists available upon request from district office Adopted 2010		0%
Science	Macmillan/McGraw-Hill, California Science Adopted 2006 Glencoe, Focus on Earth Adopted 2006 Glencoe, Focus on Life Science Adopted 2006 Glencoe, Focus on Physical Science Adopted 2006 5th-8th Grade Classroom Novel List per teacher *copy of lists available upon request from district office Adopted 2010		0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	Macmillan/McGraw-Hill, Making a New Nation Adopted 2006 Holt, Rinehart & Winston, Ancient Civilizations Adopted 2007 Holt, Rinehart & Winston, Medieval to Early Modern Times Adopted 2007 Holt, Rinehart & Winston, US History: Independence to 1914 Adopted 2007 5th-8th Grade Classroom Novel List per teacher *copy of lists available upon request from district office Adopted 2010		0%
Foreign Language			0%
Health			
Visual and Performing Arts			

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$8,098	\$2,405	\$5,693	\$57,604
District	---	---	\$5,425	\$61,316
Percent Difference: School Site and District	---	---	+4.7%	-3.8%
State	---	---	\$5,537	\$57,720
Percent Difference: School Site and State	---	---	+0.2%	+0.4%

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

For the 2009-10 school year, the District received State and federal funding for the following categorical, Special Education, and support programs:

CBET
 English Language Learners
 Lottery Instructional Materials
 Special Education
 Staff Development English
 Language Learners
 Professional Development
 Home-to-School Transportation
 CSIS
 Economic Impact Aid (EIA)
 Instructional Materials
 School Safety
 Arts & Music Block Grant
 Class Size Reduction (K-3)
 Title I
 ARRA Title I
 Title II
 Title II, Teacher Quality
 Title II Part D, Technology
 Title III
 Title V, Innovation Strategies
 Even Start MEES
 Migrant Education
 First 5
 Low Income School Program
 ASES
 TAP
 Teacher Recruitment
 Nell Soto
 School Gardening
 School & Library Improvement

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,213	\$38,719
Mid-Range Teacher Salary	\$60,294	\$55,637
Highest Teacher Salary	\$71,614	\$70,797
Average Principal Salary (Elementary)	\$93,814	\$90,284
Average Principal Salary (Middle)	\$93,814	\$94,675
Average Principal Salary (High)	\$0	\$85,183
Superintendent Salary	\$110,000	\$104,272
Percent of Budget for Teacher Salaries	34.5%	35.5%
Percent of Budget for Administrative Salaries	3.6%	6.5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. The overall goal is to facilitate teachers to help students achieve grade level and State Standards competency via a means of well-rounded delivery of instruction in the classroom. In 2007- 08, there were 13 days dedicated for professional development. The District offered 10 staff development days in the 2008-09 school year, where teachers were offered a variety of professional growth opportunities. In 2009- 10, there were 12 days of professional development opportunities for teachers as well. In 2011-2012 teachers will go beyond the school to visit other districts who share similar student populations and have made significant gains to learn from more best practices that can better serve the needs of students.