

# Desert Rose Elementary 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	Desert Rose Elementary School
Street	37730 27th Street East
City, State, Zip	Palmdale, CA 93550-5580
Phone Number	(661) 272-0584
Principal	Tonsie Thomas
E-mail Address	tmthomas@palmdalesd.org
CDS Code	19648576105621

<b>District Contact Information</b>	
<b>District Name</b>	Palmdale Elementary School District
<b>Phone Number</b>	(661) 947-7191
<b>Web Site</b>	www.palmdalesd.org
<b>Superintendent</b>	Pauline Winbush, Interim
<b>E-mail Address</b>	DNardi@palmdalesd.org

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

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

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#### **Palmdale School District Mission Statement**

The mission of the Palmdale School District is to provide each child with a rigorous and relevant academic education, a safe learning environment and the knowledge, skills and attitudes necessary for success in the 21st Century.

Desert Rose Elementary School is committed to providing all students with a rigorous, standards-based educational program incorporated into the BEST Behavior Program. Together these programs will give each child the opportunity to fully achieve his or her academic, behavioral, and emotional potential in an ever-changing, multicultural interdependent world. Our core values help students develop safe, responsible and respectful behaviors which will enable them to become productive contributors to our society.

In order to provide our students with a rigorous education, Desert Rose Elementary School follows the Palmdale School District Vision ...

"A place dedicated to each of our children, devoted to our whole community, defined by our ideals, and providing the finest elementary education in the Antelope Valley."

#### **Desert Rose Elementary School also follows the Palmdale School District Mission:**

"To provide each of our children with a rigorous academic education, a safe learning environment, and the knowledge, skills and attitudes necessary for success."

#### **CORE VALUES:**

- **EXCELLENCE:** We will only accept excellence in our pursuit of student achievement.
- **ACCOUNTABILITY:** We are responsible for unleashing the unlimited potential for each student, recognizing that we each play a critical role in his or her success and we are obligated to aspire to be our best as we pursue excellence in student achievement.
- **DIVERSITY:** We embrace and celebrate the diversity in our community, valuing our cultural richness, multiple perspectives, and the varied contributions we all make to advance student achievement.
- **INTEGRITY:** We treat each member of our whole community with dignity and respect, valuing relationships based on honesty and compassion, as we work collectively to advance student achievement.
- **COMMUNITY:** We will be productive, honorable members of our community, advancing the interest of student achievement, civic pride and active participation in our democratic process.
- **TRANSPARENCY:** We are dedicated to open and honest communication as we make all decisions impacting student achievement. We value input from our community as it relates to our pursuit of educational excellence.

At Desert Rose Elementary School, highly trained and dedicated staff will offer rigorous curriculum that is research-based and proven to be highly effective. Teaching strategies will capitalize on varied learning styles of students to develop the academic, social, emotional and physical dimensions of every child. School leadership, teachers, students, and parents will form a committee in order to create a community of learners working together to achieve world-class standards.

Students will acquire the cognitive skills that will enable them to participate successfully in the educational mainstream through extensive emphasis on language development, literacy and critical thinking skills. Students will develop interpersonal skills that will enable them to interact productively with children and adults of varied economic and/or cultural backgrounds through instructional programs that promote multicultural appreciation and cooperative learning. Students will also develop a high self-esteem and personal standards through the character education program.

Teaching and learning will be supported by optimum conditions in school facilities, climate and safety. Facilities are modern and technology will be advanced, incorporating equipment and other teaching tools that prepare students to enter higher education and /or the workplace with levels of competence for immediate success. Classrooms and campus will be clean, attractive and well maintained to provide an environment where students can achieve at the highest levels, and staff can deliver services at their maximum efficiency and effectiveness.

Parents are necessary partners and will be essential in making decisions and providing a high level of support for their students' learning. Students, staff, and parents will contribute services and work collaboratively to foster a sense of shared purpose in order to ensure that every child succeeds.

### **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.

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Desert Rose parents are active and involved. We believe school/community relations are very important.

Parents and community members are encouraged to actively participate on various committees that plan, implement, and evaluate the curricular programs.

The following committees are established at Desert Rose: School Site Council, GAP Committee, Safety, PTA, and ELAC.

There are many activities that are scheduled for parents and families to attend: Parent Academy classes, Family Reading Nights which provides parents with methods to help improve their child's reading; Back-To-School Night will acquaint parents with the instructional programs, grade level standards, policies and procedures; Open House celebrates students' progress throughout the school year; Parent Conferences are held one time per year (or by request) to set goals, determine needs, and assess student progress.

Desert Rose has many parent volunteers that assist and tutor students. Desert Rose parents also have access to: Parenting Classes offered by the district, Adult Education classes offered by the district, weekly classroom letters, and EdConnect.

None of these activities at Desert Rose could continue without the support of the parents.

## **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	35	38	36	41	44	42	54	56	55
Mathematics	52	51	42	47	49	43	49	50	50
Science	23	30	25	50	54	48	57	60	59
History-Social Science	N/A	N/A	N/A	36	42	38	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	42	43	48	N/A
All Student at the School	36	42	25	N/A
Male	30	39	26	N/A
Female	43	44	23	N/A
Black or African American	25	32	22	N/A
American Indian or Alaska Native				N/A
Asian				N/A
Filipino	53	50		N/A
Hispanic or Latino	36	42	21	N/A
Native Hawaiian/Pacific Islander				N/A
White	60	55	53	N/A
Two or More Races	38	38		N/A
Socioeconomically Disadvantaged	34	40	23	N/A
English Learners	22	31	4	N/A
Students with Disabilities	23	24	25	N/A
Students Receiving Migrant Education Services	38	48		N/A

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	28.8	19.4	15.9

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	3	2	2
Similar Schools	6	4	5

### 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	-21	14	-24
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-24	26	-31
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	-17	14	-25
English Learners	-28	32	-34
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	755	719	14,833	744	4,655,989	790
Black or African American	78	647	2,305	695	296,463	708
American Indian or Alaska Native	3		89	727	30,394	743
Asian	3		115	850	406,527	906
Filipino	12	802	218	854	121,054	867
Hispanic or Latino	593	722	10,548	746	2,438,951	744
Native Hawaiian/Pacific Islander	0		23	773	25,351	774
White	52	794	1,121	795	1,200,127	853
Two or More Races	5		248	722	125,025	824
Socioeconomically Disadvantaged	691	715	12,561	731	2,774,640	743
English Learners	380	712	5,679	714	1,482,316	721
Students with Disabilities	79	579	1,946	590	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	---	25
Percent of Schools Currently in Program Improvement	---	92.6

## V. School Climate

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

Grade Level	Number of Students
Kindergarten	152
Grade 1	160
Grade 2	180
Grade 3	168
Grade 4	182
Grade 5	169
Grade 6	157
Total Enrollment	1,168

### Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	12.1	White	7.5
American Indian or Alaska Native	0.8	Two or More Races	1.2
Asian	0.3	Socioeconomically Disadvantaged	89.2
Filipino	1.7	English Learners	46.7
Hispanic or Latino	75.6	Students with Disabilities	7.2
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	28.7	0	6	0	25.5	0	6	0	25	1	5	
1	26.2	0	6	0	30.2	0	6	0	27	1	4	1
2	29.2	0	6	0	24.7	0	6	0	23	2	6	
3	30.4	0	5	0	30.5	0	6	0	28	1	4	1
4	25.8	0	6	0	27	1	2	3	30		6	
5	29.6	0	5	0	26.5	0	6	0	34			5
6	25.7	1	5	0	29.8	0	6	0	26	1	5	
Other												

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

### 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.

Desert Rose updates its disaster plan annually to accommodate for personnel and/or facility changes. Community input is sought in the development of the plan.

Monthly Safety Committee meetings are held at Desert Rose. A member of the Desert Rose Safety Committee also represents our school at the monthly district Safety Committee meetings. In addition, staff members are encouraged to report safety hazards and/or concerns to our Safety Suggestion Box as needed. Monthly and weekly inspections are also conducted by Desert Rose's custodians and noon-duties to ensure campus is safe and in proper working order. Items needed to be fixed are put on a work order and submitted to district personnel.

Desert Rose installed a security fence in the front patio area. The fence is situated to have all visitors go through the office before going on campus. This has enabled Desert Rose to remain a "closed/secure" campus, which has provided added security.

Disaster supplies are checked annually to ensure proper quantities of supplies are available. Staff members and students participate in monthly practice drills for fires, earthquakes, and lockdowns, as well as the annual Southern California Great Shake Out disaster drill.

### Suspensions and Expulsions

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	6.82	11.27	8.35	14.14	17.14	15.98
Expulsions	0.26	0.00	0	0.69	0.43	.08

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

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Desert Rose is able to provide all students in regular classrooms. The campus of Desert Rose includes 45 classrooms, a library, a computer lab, and a multipurpose room.

The Safe School Plan was developed by the Desert Rose Safety Committee and is continually updated.

We take pride in keeping our school grounds and buildings consistently clean. It is our policy to maintain our classrooms and restrooms in a clean and orderly manner on a daily basis with the support of the day and evening custodial staff. Our staff monitors the hallways and restrooms on a regular basis.

The district policy is to make necessary repairs as quickly as possible, to keep the facilities in a safe and working condition. A work order process is in place to assist in providing these services.

### 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: Dec 2013				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[X]	[ ]	[ ]	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[X]	[ ]	[ ]	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]	
<b>External:</b> 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
<b>With Full Credential</b>	45	44	45	812
<b>Without Full Credential</b>	0	0	0	4
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	1	0	0	---

### Teacher Misassignments and Vacant Teacher Positions

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

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/](http://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	100.0	0.0
All Schools in District	99.4	0.6
High-Poverty Schools in District	99.4	0.6
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)		---
Library Media Teacher (Librarian)		---
Library Media Services Staff (Paraprofessional)		---
Psychologist	1	---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist	1	---
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: 2012 June

All students are provided with appropriate textbooks in each curriculum area.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	K-6 ELA/ELD: Houghton Mifflin Medallions 2010 7-8 ELA: Pearson Literature California 2010 7-8 ELD: Pearson Language Central 2010 4-8 Core Replacement: Cambium Learning Group - Language! 2010	Yes	0
<b>Mathematics</b>	K-6: Scott Foresman-Addison Wesley enVision Math California 2009 7: Prentice Hall Pre-Algebra California Edition 2009 8: Prentice Hall Algebra California Edition 2009	Yes	0
<b>Science</b>	K-6: Harcourt California Edition Science 2007 7-8: Holt, Rinehart, & Winston 2007	Yes	0
<b>History-Social Science</b>	K-6: Macmillan McGraw Hill 2007 7-8: McDougal Littell 2006	Yes	0
<b>Foreign Language</b>	7-8: Pearson Learning 2011	Yes	0

## 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	
<b>School Site</b>	\$367.24	\$322.20	\$45.04	\$67,718.16
<b>District</b>	---	---	\$85.08	\$65,654
<b>Percent Difference: School Site and District</b>	---	---	-47.1	11.2
<b>State</b>	---	---	\$5,537	\$70,193
<b>Percent Difference: School Site and State</b>	---	---	-99.2	-2.4

**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.

- Supplemental instructional material
- Technology and equipment
- Extended Learning Opportunities
- Intervention programs
- Family nights
- Clerical assistance

### Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$35,094	\$41,451
Mid-Range Teacher Salary	\$63,873	\$67,655
Highest Teacher Salary	\$76,393	\$85,989
Average Principal Salary (Elementary)	\$107,083	\$108,589
Average Principal Salary (Middle)	\$108,445	\$111,643
Average Principal Salary (High)	\$0	\$110,257
Superintendent Salary	\$218,093	\$182,548
Percent of Budget for Teacher Salaries	36.6%	41.8%
Percent of Budget for Administrative Salaries	5.1%	5.5%

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.)?

Teachers meet frequently within and across grade levels in lesson study and grade specific institutes to plan and discuss what they are doing and how to coordinate instruction. A teacher survey is taken at the end of the school year that guides site professional development and in-service selection decisions. Student data is also used to determine professional development offerings. Sites design specific professional development based on academic content standards, the California Standards for the Teaching Profession, and research-based practices.

Educational Services, Special Education, English Learners, Student Assessment and Accountability, and Teacher Support departments participate in the planning and implementation of District staff development activities. Courses are offered throughout the year on week nights and Saturdays.

Trainings are also offered during the summer months on content specific and professional areas such as SIOP, Teacher Leaders, English Language Arts, mathematics workshops, unpacking standards, and intervention programs. Administration training focuses on the development of learning communities.

Conference and convention attendance, in-service meetings and staff collaboration offers additional opportunities for professional growth. Teachers observe other professionals, engage in peer coaching and work with mentors and grade level or departmental colleagues.