

San Vicente 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	San Vicente Elementary School
Street	1300 Metz Road
City, State, Zip	Soledad, CA 93960
Phone Number	831-678-6420
Principal	Guillermo Jimenez
E-mail Address	gjimenez@soledad.k12.ca.us
CDS Code	27-75440-6026686

District Contact Information	
District Name	Soledad Unified School District
Phone Number	831-678-3987
Web Site	www.soledad.k12.ca.us
Superintendent	Dr. Rupi Boyd
E-mail Address	rboyd@soledad.k12.ca.us

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

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

San Vicente School is a kindergarten through sixth grade elementary school, which also houses a state preschool facility and two Special Day Classes. The San Vicente School mission is to provide and deliver high quality academic and social learning in order for all students to become productive citizens. These educational services will be provided in a safe and orderly environment through the team effort of a highly qualified and professional staff together with parents and community.

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 of San Vicente students are invited to join the English Learner Advisory Council (ELAC) and the School Site Council (SSC). Parents are also encouraged to come to the school and volunteer in the classrooms, in the library, and in the cafeteria. Parenting workshops on a variety of topics are offered throughout the year that assist parents and teachers in working with the students. Many parental involvement opportunities are offered throughout the school district. Some examples are the Science Fair, Art Fair, District Parent Nights, and other periodic activities at a variety of school sites. Throughout the school year, students are involved in a variety of performances like plays, the annual Talent Show, and other events that parents can get involved with and/or attend. Parents can participate in a variety of fundraising events and Garden Days. Many parents are chaperones on field trips and participate in the Annual School Barbeque. Parenting classes are offered at San Vicente School in conjunction with our district Parents as Teachers sponsored by Triple P. A Student Resource Center and Parent Center are available to gain useful information on how parents can support their students and the teaching staff at San Vicente School.

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	46	46	44	38	42	43	54	56	55
Mathematics	60	59	53	40	44	45	49	50	50
Science	33	39	38	45	49	52	57	60	59
History-Social Science	N/A	N/A	N/A	28	30	34	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	43	45	52	N/A
All Student at the School	44	53	38	N/A
Male	46	57	50	N/A
Female	43	49	19	N/A
Black or African American				N/A
American Indian or Alaska Native				N/A
Asian				N/A
Filipino				N/A
Hispanic or Latino	44	53	39	N/A
Native Hawaiian/Pacific Islander				N/A
White				N/A
Two or More Races				N/A
Socioeconomically Disadvantaged	43	51	36	N/A
English Learners	25	45	18	N/A
Students with Disabilities	17	27		N/A
Students Receiving Migrant Education Services				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	29.7	25.7	17.6

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	2	3	3
Similar Schools	7	6	7

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	31	6	-7
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	32	5	-5
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	32	2	-1
English Learners	41	1	-1
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	338	767	3,437	748	4,655,989	790
Black or African American	0		11	742	296,463	708
American Indian or Alaska Native	1		8		30,394	743
Asian	0		25	705	406,527	906
Filipino	2		38	916	121,054	867
Hispanic or Latino	331	767	3,255	745	2,438,951	744
Native Hawaiian/Pacific Islander	0		4		25,351	774
White	0		83	805	1,200,127	853
Two or More Races	0		13	726	125,025	824
Socioeconomically Disadvantaged	322	762	3,155	744	2,774,640	743
English Learners	283	769	2,008	716	1,482,316	721
Students with Disabilities	40	547	397	561	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	Yes
Met Graduation Rate (if applicable)	N/A	Yes

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	2013-2014	2007-2008
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	---	5
Percent of Schools Currently in Program Improvement	---	55.6

V. School Climate

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

Grade Level	Number of Students
Kindergarten	65
Grade 1	61
Grade 2	61
Grade 3	59
Grade 4	72
Grade 5	74
Grade 6	89
Total Enrollment	481

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	0.8
American Indian or Alaska Native	0.2	Two or More Races	0.0
Asian	0.0	Socioeconomically Disadvantaged	94.8
Filipino	0.4	English Learners	85.0
Hispanic or Latino	98.5	Students with Disabilities	10.2
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	20	3	0	0	17.3	4	0	0	16	4		
1	17.3	4	0	0	19.7	3	0	0	15	4		
2	19.8	4	0	0	15.3	4	0	0	15	4		
3	20	3	0	0	17.8	4	0	0	20	3		
4	24	1	3	0	23	0	3	0	24		3	
5	23	1	2	0	24	1	3	0	25		3	
6	23	0	3	0	23	0	3	0	22		4	
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.

The San Vicente School Safety Plan is updated yearly by staff, community and the District Leadership Team. All SB 187 Comprehensive School Safety Plan Matrix requirements and planning responsibilities are reviewed to ensure compliance, including assessment of current status of school crime, child abuse reporting procedures, disaster procedures, routine and emergency policies related to suspension, expulsion or mandatory expulsion and other school designated serious acts which could lead to suspension or expulsion, notification to teachers, sexual harassment policy, school wide dress code, safe ingress and egress of pupils, parents and school employees to and from school, safe and orderly school environment, rules and procedures, and holding a public meeting.

Suspensions and Expulsions

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	1.39	2.00	3.12	10.48	12.00	11.63
Expulsions	0	0	0	0.13	1.00	0.17

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

Our school facility has four classroom wings and twenty portable classrooms. Our main structure houses the cafeteria, kitchen, health office, and school offices. A team of three custodians provide daily cleaning. The district's maintenance and grounds staff provide the routine care and upkeep.

All buildings are in good repair; the campus is maintained to assure that it is clean, safe, and functional. The facility underwent modernization in the summer of 2005. All restrooms are clean with 100% of the toilets operational. Our campus environment is clean and well maintained and thus fully supports teaching and learning. A work order process is in place to attend to maintenance issues in a timely manner with urgent and emergency repairs given priority. We have adequate classroom space, a new staff lounge, and adequate playground space.

Williams Lawsuit visit date took place on 8/28/13. Site inspection date was done on 7/23/13.

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: August 28, 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]	[]	CR6 Carpet torn - To be replaced in June 2014.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	
Electrical: Electrical	[]	[X]	[]	CR1,2,4,5,7-7A,8,10,11,13,15-15A,16,18,19,22-23, Library, 25,35-37, Multi, K1 - Light tubes out <ul style="list-style-type: none"> • Replaced 9/13 CR20 Light tubes out, missing plug cover - Replaced/installed on 9/13 CR38 Light Lens Broken - Replaced 9/13 Boys RR, near Rm. 26 - Light lens broken, light tubes out - Replaced on 9/13 K2 - Need safety covers - Replaced 9/13
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	CR6 - Water fountain non-op - Replaced 9/13 CR12 - Drinking fountain non-op - Repaired on 1/10/14. Boys RR near Rm. 4 - Door knocked down and broken - Repaired 9/13 Girls RR near Rm. 4, Toilet needs to be secured, toilet seat loose - Repaired 9/13. Boys RR near Rm. 12 - Both sink faucets non-op - Replaced on 1/9/14. Girls RR near Rm. 12 - Toilet seats loose - Repaired 10/13. Boys RR by Rm. 26 and by Rm. 15 - Toilet seats loose - Repaired 10/13 Girls RR by Rm. 26 and by Rm. 15 - Faucet non-op - Repaired RR26 on 10/13 - RR15 on 9/13. K2- Toilet seat loose - Repaired 9/13.
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	Library - Excessive paper on walls - Removed 9/13.

School Facility Good Repair Status (School Year 2013-14)
Year and month in which data were collected: August 28, 2013

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Structural: Structural Damage, Roofs	[]	[X]	[]	CR18 Gutters need cleaning - Replaced 9/13 CR22-23, 36 - Library - Skirt missing on ramps - Repaired on 1/10/14. CR10, 26,27,28,29,31,33, 35,37,38 - Ceiling tiles stained - Inspected and replaced 9/13 Multi - Small hole in floor tile - Repairing/replacing - June 2014.
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	28	28	27	212
Without Full Credential	1	0	0	0
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	1	0	0
Total Teacher Misassignments	1	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/.

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	98.3	1.7
High-Poverty Schools in District	98.3	1.7
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	0	0
Counselor (Social/Behavioral or Career Development)	0.6	---
Library Media Teacher (Librarian)	0.125	---
Library Media Services Staff (Paraprofessional)	0.69	---
Psychologist	0.5	---
Social Worker	0	---
Nurse	0.125	---
Speech/Language/Hearing Specialist	1.25	---
Resource Specialist	0.4	---
Other	0	---

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: October 9, 2013

Every student has a textbook that is in good condition and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	2009 - Houghton Mifflin Reading California Medallion Edition for grades K-6 in English. ELD is Pearson Language Central for grades K-6 in English and ELA Intervention is Sopris West Language! Fourth Edition for Grades 4-6 in English. A textbook inventory was conducted in May 2013. All students are provided a textbook or instructional material as determined by the verification of classroom instructional material inventory surveys. All textbooks are state-adopted and standards-based.	Yes	0%
Mathematics	2009 - Houghton Mifflin California Math Edition for grades K-6 in English. Houghton Mifflin Technology, Destination Math for intervention for grades 4-6 in English. A textbook inventory was conducted in May 2013. All students are provided a textbook or instructional material as determined by the verification of classroom instructional material inventory surveys. All textbooks are state-adopted and standards-based.	Yes	0%
Science	2008 - Scott Foresman California Science Edition for grades K-5 in English. In 6th grade they have Pearson Scott Foresman: Focus on Earth Science California Edition in English. A textbook inventory was conducted in May 2013. All students are provided a textbook or instructional material as determined by the verification of classroom instructional material inventory surveys. All textbooks are state-adopted and standards-based.	Yes	0%
History-Social Science	2006 - McMillian/McGraw-Hill California Vistas for grades K-5 in English. 6th grade is McDougal Littell World History: Ancient Civilizations in English. A textbook inventory was conducted in May 2013. All students are provided a textbook or instructional material as determined by the verification of classroom instructional material inventory surveys. All textbooks are state-adopted and standards-based.	Yes	0%
Foreign Language	NA		NA
Health	NA		NA

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	\$8,650	\$3,872	\$4,777	\$73,637
District	---	---	\$4,150	\$60,272
Percent Difference: School Site and District	---	---	15%	22%
State	---	---	N/A	\$63,166
Percent Difference: School Site and State	---	---	N/A	9%

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.

The following types of services are provided to San Vicente students from categorical funding:

Special Education

Speech and language services are offered on site. A Resource teacher is on site full time to work with students who are on an IEP for learning disabilities. San Vicente offers a preschool and intermediate special day class (SDC) for those students that are identified and qualify for those services.

Title I

Funds are used to purchase supplemental materials and to pay staff to work additional hours with students who are low-performing in reading, language, or math as measured by district selected assessments.

Migrant Education

Migrant students in need of additional services are served by Migrant Program services.

Economic Impact Aid

These funds are used to purchase supplemental materials and provide assistance for our low-performing English learners.

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,047	\$38,578
Mid-Range Teacher Salary	\$60,366	\$59,799
Highest Teacher Salary	\$88,134	\$78,044
Average Principal Salary (Elementary)	\$91,008	\$95,442
Average Principal Salary (Middle)	\$99,965	\$98,080
Average Principal Salary (High)	\$101,579	\$106,787
Superintendent Salary	\$130,000	\$150,595
Percent of Budget for Teacher Salaries	38.1%	37.1%
Percent of Budget for Administrative Salaries	4.8%	5.9%

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.)?

School staff members are provided with a variety of professional development opportunities. Their training needs are aligned with the School Improvement Plan and the district's mission, goals and objectives. Early release Thursdays provided time for staff development and teacher collaboration. Mentor teachers provide assistance and training for new and tenured staff members, individually and in group sessions.