

Fairview 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	Fairview Elementary School
Street	1308 Fairview St.
City, State, Zip	Orland, CA 95963
Phone Number	(530) 865-1235
Principal	Tracy Sailsbery
E-mail Address	tsailsbery@orlandusd.net
CDS Code	11754816007470

District Contact Information	
District Name	Orland Unified School District
Phone Number	(530) 865-1200
Web Site	http://www.orlandusd.net
Superintendent	Jeff Scheele
E-mail Address	jscheele@orlandusd.net

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

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

Fairview Elementary School houses all of the third through fifth grade students in the Orland Unified School District. We serve a diverse population of students and families. Fairview is a school of approximately 490 students on a modified traditional school calendar with multiple breaks throughout the school year to help rejuvenate and refocus students and teachers. Our school is composed of 15.5 general education classrooms, 2.5 special education classrooms, several rotational intervention classrooms, one library, a mobile computer lab in addition to student machines in each classroom, one music room, a class set of mobile NEO computers, and one cafeteria/multi-purpose room. Due to our high population of Spanish speaking families, we have on staff a dedicated bilingual services aide to assist with written and verbal translation. All of the staff at Fairview Elementary School are highly qualified and have a diverse range of training and experience to work with our student population. We strive to create an educational environment that is both safe and stimulating while reaching to help our students achieve personal and academic success. We are working to improve our communication and collaboration with our families to create a well-rounded academic program and partnership between family and home.

Our mission is to provide engaging and interesting learning activities and programs that will ensure each student meets or exceeds California grade level academic standards. Within an environment that embraces collegiality and collaboration using the PLC model, the staff uses current research based and proven instructional strategies to deliver a standards-based curriculum which recognizes the cultural diversity of our student population. Our staff keeps a keen eye on assessments, data and using this data to inform instruction. Parents and community members are encouraged to be our partners in the education of our students.

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.

Parent Involvement

Our School Site Plan and all categorical budget approvals are made by our SSC, which always includes parent members. In addition, we have an English Language Advisory Committee to help parents of students learning English feel welcome at our school and keep them informed of vital information of our school direction and activities. The ELAC meets four times a year. Our Parent Club has helped us to raise funds for student activities by coordinating Western Night, Spring Fiesta, book fairs, picture days, staff appreciation events, in-class support, and school assemblies. Fairview will hold an annual Title 1 meeting at the beginning of the school year to inform parents of services provided to children participating in the Title 1 programs, which include reading, language, and math intervention groups. Parents will also be kept up to date of events and activities, and encouraged to participate, through our newsletter, marquee, website and an auto-dialer. Please contact the school office at (530) 865-1235 if you are interested in becoming involved at our school.

Homework

Teachers at our site include homework as a part of the learning process. We ask that all parents read information from teachers about individual classroom homework policies and expectations and then work with the classroom teacher to ensure that this important part of the process has help both from school and from home. Our fall open house is an important time for parents to find out about their child's classroom and how they can best support the educational process. In addition, most of our teachers require students to read for at least 20 to 30 minutes each evening. We also ask parents to read with or to their child and to sign a reading log and return it weekly.

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	39	44	42	38	42	38	54	56	55
Mathematics	58	54	54	37	37	37	49	50	50
Science	27	32	36	41	45	41	57	60	59
History-Social Science	N/A	N/A	N/A	35	35	31	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	38	37	42	N/A
All Student at the School	42	54	36	N/A
Male	36	53	41	N/A
Female	49	56	31	N/A
Black or African American				N/A
American Indian or Alaska Native				N/A
Asian	25	25		N/A
Filipino				N/A
Hispanic or Latino	34	49	26	N/A
Native Hawaiian/Pacific Islander				N/A
White	59	66	57	N/A
Two or More Races				N/A
Socioeconomically Disadvantaged	39	51	31	N/A
English Learners	9	28		N/A
Students with Disabilities	33	44		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	16.2	26.0	21.4

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	5	1	2

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	-23	7	6
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-24	3	3
Native Hawaiian/Pacific Islander			
White	-22	21	3
Two or More Races			
Socioeconomically Disadvantaged	-31	8	15
English Learners	-40	8	9
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	425	755	1,532	729	4,655,989	790
Black or African American	2		4		296,463	708
American Indian or Alaska Native	3		17	778	30,394	743
Asian	18	691	46	724	406,527	906
Filipino	3		5		121,054	867
Hispanic or Latino	261	722	942	702	2,438,951	744
Native Hawaiian/Pacific Islander	0		2		25,351	774
White	136	821	507	776	1,200,127	853
Two or More Races	2		9		125,025	824
Socioeconomically Disadvantaged	332	737	1,074	712	2,774,640	743
English Learners	189	669	594	635	1,482,316	721
Students with Disabilities	53	640	179	584	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	Yes	No
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	2006-2007	2009-2010
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
Grade 3	133
Grade 4	166
Grade 5	157
Total Enrollment	456

Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.4	White	33.1
American Indian or Alaska Native	0.7	Two or More Races	0.4
Asian	3.9	Socioeconomically Disadvantaged	78.9
Filipino	0.7	English Learners	44.7
Hispanic or Latino	60.7	Students with Disabilities	12.5
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	27.2	0	6	0	24.9	1	6	0	16	5	3	1
4	30.4	0	5	0	29.8	0	5	0	24	1	6	
5	25.8	1	5	0	29.8	0	5	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.

The school safety plan has been reviewed on an ongoing basis and finalized by the School Site Council. Elements of this plan has been an agenda item of discussion in almost all staff meetings, including distributing a finalized copy to each staff member. Our site has a monthly fire drill, with an earthquake and intruder drill twice a year. The plan will be communicated to parents through the student handbook and an annual school survey will be done looking for potential hazards. We currently have a plan in place for fire, earthquake, intruder, bomb threat, chemical/toxic spill and a post-death intervention plan. All plans, including an evacuation plan, will be distributed and displayed in all classrooms in a highly visible area.

Suspensions and Expulsions

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	5.48	22.1	5.04	10.5	12.4	12.7
Expulsions	0	0	0	0.09	0.18	0.18

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

District maintenance staff keeps the grounds and facilities in excellent condition. Site custodians clean both classrooms and bathrooms daily. Using modernization funds, Fairview Elementary will soon build a security fence on the east front of the campus, increase parking along South Street, and additional school/classroom renovations. Within the last couple of years, our cafeteria received all new tables and benches, replacing the building originals, a new play structure and a school marquee to communicate important dates and events.

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: 12/22/2013-12/23/2013				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[X]	[]	Cafeteria: 1) Both hallway restrooms need to be upgraded to be ADA compliant. 2) HVAC ducting needs to be upgraded to better distribute heating & cooling. Main Office/ Teachers Lounge : 1) Both restrooms need to be upgraded to be ADA compliant. 2) HVAC ducting needs to be upgraded to better distribute heating & cooling. Main Office/ Teachers Lounge: 1) Both restrooms need to be upgraded to be ADA compliant. 2) HVAC ducting needs to be upgraded to better distribute heating & cooling. Rooms 13-20: Windows are inefficient, they are old single pane windows. Need to be replaced with new framing and thermo-pane windows Rooms 7-12: Windows are inefficient, they are old single pane windows. Need to be replaced with new framing and thermo-pane windows
Interior: Interior Surfaces	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	Cafeteria: 1) Both hallway restrooms need to be upgraded to be ADA compliant. 2) HVAC ducting needs to be upgraded to better distribute heating & cooling. Main Office/ Teachers Lounge : 1) Both restrooms need to be upgraded to be ADA compliant. 2) HVAC ducting needs to be upgraded to better distribute heating & cooling. Main Office/ Teachers Lounge: 1) Both restrooms need to be upgraded to be ADA compliant. 2) HVAC ducting needs to be upgraded to better distribute heating & cooling. Rooms 23-25: Restrooms need to be upgraded to be ADA compliant.

School Facility Good Repair Status (School Year 2013-14)
 Year and month in which data were collected: 12/22/2013-12/23/2013

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
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
	[]	FALSE	[]	[]

VII. Teachers

Teacher Credentials

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	21	19	18	97
Without Full Credential	0	0		
Teaching Outside Subject Area of Competence (with full credential)	0	0		---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0		
Total Teacher Misassignments	0		
Vacant Teacher Positions	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	100.0	0.0
High-Poverty Schools in District	100.0	0.0
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)		---
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: January 2012

Panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation. You can find the content standards for each subject at each grade level on the web site of the California Department of Education (CDE).

Reading and Writing

By third grade, we expect our students to be able to read and write. By fourth grade, we're teaching students to read full-length books and to use a dictionary and encyclopedia when they write. By fifth grade, students should be able to write poems, plays, true-life adventures, and personal journals. You can read the California standards for English/language arts for first grade, second grade, third grade, fourth grade, and fifth grade on the CDE's Web site.

Math

Because the math standards have become more rigorous, our goal now is to prepare our elementary school graduates to start middle school ready to master algebra in the eighth grade. Our newly adopted math program, Everyday Mathematics, is highly research based and has been proven effective in teaching children math when traditional programs have failed. It's a whole new way of teaching and learning that helps students to find their personal strengths in math and then using those strengths to their greatest advantage. You can read the math standards for first grade, second grade, third grade, fourth grade, and fifth grade on the CDE's Web site.

Science

Students learn the science standards starting in first grade. The curriculum covers physical, earth, and life sciences. The scientific method of experimentation and investigation is woven through all of our science courses. Read more about the science standards for first grade, second grade, third grade, fourth grade, and fifth grade on the CDE's Web site.

Social Science

Students learn about citizenship starting in first grade. In second grade, we explore the lives of people who affect our students' everyday lives and learn about extraordinary people from history. The theme in third grade is continuity and change. California is the subject of our studies in fourth grade, and American history is our focus in fifth grade. Our students also learn about geography. They learn to research topics on their own, develop their own point of view, and interpret history. To read more about the social studies standards for first grade, second grade, third grade, fourth grade, and fifth grade, see the CDE's Web site.

Textbooks

We choose our textbooks from the most recent list of standards-based materials adopted by the SBE. Teams of teacher and administrators meet to research and recommend the best choice for our community of learners. Our local school board makes the final textbook decisions based on input from teachers, administrators, and community members.

In addition, for our SBE-adopted Intervention Programs, we currently use Sopris West, Language! Focus on English Learning, 4th Edition for our 4th and 5th grade ELA interventions.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Glencoe/McGraw-Hill California Treasures, © 2010	Yes	0
Mathematics	Everyday Math	Yes	0
Science	3rd Grade - Delta Education 4th & 5th Grade - McMillian/McGraw-Hill	Yes	0
History-Social Science	Scott Foresman	Yes	0
Visual and Performing Arts	Music - McGraw-Hill	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	
School Site	4177	394	3783	61200
District	---	---	\$5,519	\$58,033
Percent Difference: School Site and District	---	---	-31.5	5.5
State	---	---	\$5,537	\$63,166
Percent Difference: School Site and State	---	---	-31.7	-3.1

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.

We use Title I and other state and federal funds to provide staffing, purchase supplemental textbooks, instructional materials, and supplies. All categorical spending is detailed in our Single School Plan for Student Achievement and approved by our Site Council and our Board of Education. In addition, we receive lottery funds to fund site needs and classroom budgets. Each grade also holds fund-raisers to pay for class trips, special projects or programs.

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	\$54,381	\$59,799
Highest Teacher Salary	\$74,079	\$78,044
Average Principal Salary (Elementary)	\$79,907	\$95,442
Average Principal Salary (Middle)	\$83,624	\$98,080
Average Principal Salary (High)	\$93,727	\$106,787
Superintendent Salary	\$131,000	\$150,595
Percent of Budget for Teacher Salaries	36.5%	37.1%
Percent of Budget for Administrative Salaries	7.0%	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.)?

Our primary focus of professional development will be our newly adopted English Language Arts curriculum, California Treasures, published by McGraw-Hill. During the 2012-2013, our teachers will receive training on the curriculum, training on the technological resources available to them, and given release time to develop their program. The professional development was provided by a curriculum specialist from the Tehama County Office of Education.

Another focus of professional development for our staff has been the Common Core Standards, to replace our current content standards in 2014. As we prepare for a new ELA and Math curriculum aligned with the Common Core Standards, our staff need to understand the changes that are being made and how to align the current content standards with the CCSS. Several of our teachers have attended an all day workshop to learn of these changes. Our teachers will be provided 3 afternoon trainings on CCSS and how it relates to our Everyday Math Curriculum. Teachers will continue to develop their knowledge and timelines of the CCSS and will be supported with training, release time and work in Professional Learning Communities.

Professional Learning Communities and Explicit Direct Instruction continue to be a focus of professional development. Our teachers meet once a week to discuss curriculum, assessments, data, and program. Our PLC facilitators have half-day meetings, every 2-3 months, to discuss status, share successes, and troubleshoot issues. These meetings are shared with the PLC facilitators from Mill Street, so there is a vertical articulation model in place. Teachers also are utilizing effective instructional strategies in the classroom. Instructional strategies are discussed in staff and grade level meetings.