

# Moore Middle School

## School Accountability Report Card

### Reported Using Data from the 2013-14 School Year

### Published During 2014-15

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. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

## About This School

### Contact Information (Most Recent Year)

School Contact Information	
School Name	Moore Middle School
Street	1550 East Highland Avenue
City, State, Zip	Redlands, CA 92374
Phone Number	(909) 307-5440
Principal	Jamie Cortz
E-mail Address	jamie_cortz@redlands.k12.ca.us
Web Site	
CDS Code	36-67843-6061881

District Contact Information	
District Name	Redlands Unified School Unified
Phone Number	(909) 307-5400
Superintendent	Lori Rhodes
E-mail Address	lori_rhodes@redlands.k12.ca.us
Web Site	www.redlands.k12.ca.us

## School Description and Mission Statement (Most Recent Year)

### SCHOOL DESCRIPTION

Moore Middle School is located in the City of Redlands in Southern California and is one of four middle schools in the Redlands Unified School District. Moore opened in 1966 and consists of 16 buildings spread over 32 acres. Moore follows a traditional calendar with approximately 1,100 students (grades 6,7,8) in attendance from the communities of Redlands, Mentone, Angeles Oaks, and Forest Falls. The student body is made up of an ethnically-diverse population that celebrates varied cultural heritages and embraces the 21 home languages. Although the school is nestled in the hills of Redlands within an upper middle-class neighborhood, more than half of the student population (57%) lives in poverty (free lunch). One needs only to walk the halls of Moore Middle School, though, to feel the accepting, loving culture of the campus (one of the school's major strengths identified by students, staff, and parents through surveys). The hard working, dedicated staff recognizes the seriousness of educating young people to be life-long learners and competitive in a global economy. The staff (custodians, food service workers, secretaries, instructional assistants, teachers, etc.) sees itself as a team in partnership with parents and our local community to provide quality, standards-based instruction for all students within an educational environment where caring for kids is the first priority. All staff members recognize and model appropriate, dignity-building interactions with students keeping the students' academic and emotional development as a primary focus. The staff is dedicated to meeting the needs of all students by utilizing varied instructional strategies while providing extension activities, accommodations, modifications, and other interventions to address the varied needs of each child. Teachers are trained to provide differentiated and targeted instruction based on each child's needs and strongest learning modality. Data of various forms are analyzed to assist teachers to provide targeted instruction.

### MISSION STATEMENT

Moore's Mission Statement created with input by the entire staff is as follows: "Moore Middle School is dedicated to supporting the development of all students to become self-sufficient, life-long learners."

- MOORE MIDDLE SCHOOL BELIEF STATEMENTSAs an educational community, WE BELIEVE ALL CHILDREN CAN LEARN
- RESPECT FOR SELF AND OTHERS IS ESSENTIAL FOR LEARNING
- EDUCATION EMPOWERS EVERYONE
- THE COLLABORATION OF PARENTS, STUDENTS, AND TEACHERS IS ESSENTIAL FOR LEARNING
- ALL ADULTS ARE MODELS FOR STUDENTS
- LEARNING THRIVES IN A SAFE, CARING, ACADEMICALLY CHALLENGING ENVIRONMENT

### Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Grade 6	362
Grade 7	377
Grade 8	360
Total Enrollment	1,099

### Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	7.4
American Indian or Alaska Native	0.2
Asian	4.4
Filipino	0.8
Hispanic or Latino	45.7
Native Hawaiian or Pacific Islander	0.2
White	38.0
Two or More Races	3.1
Socioeconomically Disadvantaged	57.1
English Learners	6.6
Students with Disabilities	13.9

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

### Teacher Credentials

Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	42	45.6	48	48
Without Full Credential	1	1	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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 2013-14)**

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	97.70	2.30
<b>All Schools in District</b>	98.82	1.18
<b>High-Poverty Schools in District</b>	98.83	1.17
<b>Low-Poverty Schools in District</b>	98.75	1.25

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.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)**

**Year and month in which data were collected:** April 22, 2014

The California State Board of Education reviews grade level textbooks and adopts those that meet standards defined in the State Frameworks. Textbooks are selected in the Redlands Unified School District through a committee of teachers and administrators. They review the materials that have been approved for purchase. Teachers at each site have an opportunity to preview texts prior to selection. Textbooks are selected and purchased on a seven-year cycle, rotating by content area. Sufficient textbooks are available for all students regardless of English proficiency or disability.

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>	Collections-Grade 6 Houghton Mifflin Harcourt (2014)  Collections-Grade 7 Houghton Mifflin Harcourt (2014)  Collections-Grade 8 Houghton Mifflin Harcourt (2014)	Yes	0%
<b>Mathematics</b>	Carnegie Learning Math Series: Volume 1 [Sixth] Carnegie Learning (2011)  Carnegie Learning Math Series: Volume 2 [Seventh] Carnegie Learning (2011)  Carnegie Learning Math Series: Volume 3 [Eighth] Carnegie Learning (2011)	Yes	0%
<b>Science</b>	Science: Focus on Earth Science McDougal Littell (2007)  Science: Focus on Life Science McDougal Littell (2007)  Science: Focus on Physical Science McDougal Littell (2007)	Yes	0%
<b>History-Social Science</b>	Ancient Civilizations McDougal Littell (2006)  Medieval and Early Modern Times McDougal Littell (2006)  Creating America: Beginnings through WWI McDougal Littell (2006)	Yes	0%

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Students and staff work hard to keep the campus clean and safe. The three night custodians do a remarkable job of cleaning 57 classrooms, the auditorium, kitchen, library, and offices daily. Our daytime Lead custodian maintains the grounds, sets up for special events, and keeps the campus litter-free. When almost 1,100 students have lunch, we depend heavily on their willingness to clean up after themselves. The District has adopted a disaster preparedness plan. The plan includes steps for ensuring student and staff safety during a disaster, such as an earthquake or fire. The plan has been adapted to Moore and we have regular fire and disaster drills to assure a quick and orderly evacuation in case of an emergency. The majority of the Moore campus has been modernized with new paint, carpet, and lighting. If present, graffiti is removed immediately by site or District staff. The school facilities are inspected monthly, and needed repairs are submitted to the District. Rooms and buildings are all adequately prepared to meet the needs of students. When maintenance and repairs are needed, the site custodians are notified and work or repair is made if possible. But, if not, District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority

**School Facility Good Repair Status (Most Recent Year)**

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: December 2014				
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]	[ ]	[ ]	Facility is inspected monthly.
<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 Rating (Most Recent Year)**

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

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
<b>Science (grades 5, 8, and 10)</b>	74	73	82	67	66	72	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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 Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	72
All Student at the School	82
Male	85
Female	79
Black or African American	87
American Indian or Alaska Native	
Asian	89
Filipino	
Hispanic or Latino	69
Native Hawaiian or Pacific Islander	
White	94
Two or More Races	
Socioeconomically Disadvantaged	68
English Learners	23
Students with Disabilities	93
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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 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	67	70	69	61	65	65	54	56	55
Mathematics	53	57	58	49	51	54	49	50	50
History-Social Science	56	70	75	55	57	59	48	49	49

Note: STAR Program was last administered in 2012-13. Percentages are not calculated 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.

### Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	8	8	8
Similar Schools	7	8	8

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

### 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	37	18	1
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	48	16	10
Native Hawaiian/Pacific Islander			
White	24	28	-12
Two or More Races			
Socioeconomically Disadvantaged	40	20	10
English Learners	54	19	-4
Students with Disabilities	95	10	32

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.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

### California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	12.6	29.6	43.6

Note: Percentages are not calculated 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.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

#### Opportunities for Parental Involvement (Most Recent Year)

Volunteering in the Classroom/On Campus, PTSA (Board positions or volunteering,) Pastry with the Principal (monthly morning meeting with the principal,) School Site Council (monthly,) English Language Acquisition Committee (monthly,) District English Language Acquisition Committee, Campus Review (monthly newsletter carried home by students,) Awards Assemblies (quarterly,) CJSF Induction Ceremonies (semesterly,) Music Awards Banquet and Concerts, Chaperone Dances, AERIES Parent Portal, Parent Surveys, Back to School Night, Open House, 6th Grade Student/Parent Orientation, Redlands Educational Partnership, Book Fair, Science Fair Parent Night, Teacher Web Sites, Moore's Web Site, Running Club, High School Parent Nights for Incoming 8th Graders, Teacher Appreciation Week, 8th Grade Awards Night, Marching Band Booster Club.

### State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

#### Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
<b>Suspensions</b>	10.4	11.1	9.0	6.6	5.2	4.8	5.7	5.1	4.4
<b>Expulsions</b>	0.5	0.2	0.5	0.4	0.4	0.2	0.1	0.1	0.1

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



## School Safety Plan (Most Recent Year)

Moore Middle School utilizes data from its California Safe School Assessment and suspension/expulsion reports to evaluate the current status of school crime. A Safe School Plan is adopted in March of each school year and is reflective of the school's safety needs. The key components of Moore's Safe School Plan include a description of school discipline policies and procedures, dress code guidelines, suspension and expulsion policies, sexual harassment policies, child abuse reporting procedures, dangerous pupil notification, and disaster response procedures. Moore also works closely with Redlands Police Department who are available to assist in student safety when needed. A positive learning environment is critical to the success of Moore students. As such, strong classroom management and the development of responsible student behavior is a focus. Students are assigned to teams with each team implementing a specific discipline program consistent throughout the classrooms on the team. Expectations are clearly communicated, and consistently enforced. Among the variety of behavioral interventions utilized to achieve maximum student cooperation and sustained continuous learning, parents are encouraged to take an active role in the process and parent contact is consistently implemented. A variety of student incentives are also utilized to encourage student achievement and appropriate student behavior. Moore Middle School provides the foundation for effective smaller learning communities through an interdisciplinary teaming structure. Interdisciplinary teachers comprise a team (English, Math, Science, Social Studies) who share the same set of students. These teachers have a common conference period and meet minimally once a week to develop various strategies to further support student learning. The purpose of teaming is to create consistency and develop systems for student accountability and support as well as teacher accountability and support. Specifically, teaming provides the structure to support a comprehensive discipline and incentive program in order to connect students to the school academically and socially, allow for rapport/relationship building between teachers and students, easily identify at-risk students allowing for earlier intervention strategies, and provides greater flexibility for teacher planning and implementation of programs. Teaming supports students behaviorally as it supports consistency with team policies on general classroom expectations, consequences, incentives, tardies, trancies, and lack of materials. Each team creates a team-wide intervention plan that includes counseling, warning, team/student conference, detention, time-out (Behavior Sheet), parent contact, IST, etc. All team members are expected to follow the established steps and the administrative/counseling team works closely with teams to support this discipline plan. Teaming also helps to create a positive school culture through a comprehensive incentive program designed to increase student and staff morale, connect students to Moore, increase attendance, and rewards and reinforces positive behavior. Finally, teaming also allows for collaborative instructional planning, connecting concepts across content areas (interdisciplinary lessons), increases opportunities for student interventions and differentiation, promotes the use of common and consistent instructional strategies team-wide and increases accountability for standards-based instruction, thus supporting student academic success as well as addressing the social and emotional development of our adolescent learners.

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		

**Federal Intervention Program (School Year 2014-15)**

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	---	9
Percent of Schools Currently in Program Improvement	---	56.3

Note: Cells with "----" do not require data.

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2011-12				2012-13				2013-14			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	27.4	6	13	11	29	5	8	15	29	7	4	16
Mathematics	27.6	7	13	10	28	7	8	14	27	7	10	10
Science	29	4	10	13	27	8	9	12	29	4	6	15
Social Science	28.7	4	13	10	29	5	5	17	28	7	5	14

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

**Academic Counselors and Other Support Staff (School Year 2013-14)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3	388
Counselor (Social/Behavioral or Career Development)	2	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	1	---
Psychologist	0	---
Social Worker	0	---
Nurse	0	---
Speech/Language/Hearing Specialist	0	---
Resource Specialist	4	---
Other	0	---

Note: Cells with "----" do not require data. 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.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$5,317.01	\$961.98	\$4,355.04	\$69,902.08
District	---	---	\$4,355.04	\$69,902.08
Percent Difference: School Site and District	---	---	0.0	0.0
State	---	---	\$4,690	\$70,720
Percent Difference: School Site and State	---	---	-7.1	-1.2

Note: Cells with "----" do not require data.

## Types of Services Funded (Fiscal Year 2013-14)

Moore Middle School receives a total of \$289,698 in special funds for supplementary educational programs. The following are special funding resources available to the school: Limited English Proficient \$29,291 Title III-Instructional Support \$6,318 State School Improvement Program \$140,046 ELAP \$7,907 Total \$203,636 Moore's general fund, which provides supplies, equipment, curriculum support, etc., is \$25,939.

**Summary of Strengths** The identified strengths of Moore Middle School include student achievement as measured by quarter academic recognition, and awards in individual and group competition, parent participation, staff dedication and increased student CST scores. **Student Achievement** - Students from Moore consistently win top awards in art shows, literary competitions, science fairs, MATHCOUNTS, Destination Imagination and the Science Olympiad. Moore's instrumental music program has repeatedly earned recognition throughout southern California, with an emphasis of a quality marching band program which is rare among middle schools. Quarterly Awards celebrations recognize hundreds of students for their commitment to academic success. The results on the California Standards proficiency tests also testify to the high degree of student achievement. **Parent Participation** - The PTSA Board meets monthly to organize support activities for staff and students and numerous parents assist in student activities and dances. Parent Education courses are provided quarterly covering topics such as, "Helping Your Child Transition into Middle School," "40 Developmental Assets: What Are They and How Can They Be Built at School and at Home?" "Bullying: How We Can Support Our Children," "How to Support Your Child's Academic Development." Parents meet monthly with the Principal at Pastry with the Principal (this group has averaged 30 parents each month). All teachers communicate every week regarding children's academic and behavioral performance through newsletters, web-based grading system, web sites, and more. An automated phoning system is used to contact all homes with school activities approximately every two weeks. Most importantly, in daily contacts, parents are supportive of school and teacher goals. Moore has a very active Band Boosters program as well. The many major accomplishments of the Moore Marching Band come as a result of the incredible support from the active parents in this booster club. **Staff Dedication** - Both certificated and classified staff members take pride in the fact that they make a conscientious effort to work together in the best interests of students. Limited resources do not limit the willingness of staff to spend the time necessary to improve our delivery system and the services provided to students. Together Everyone Achieves More is a theme which expresses the staff's goal of working together to provide a school environment which reinforces behavioral, social, and academic expectations.

- **Critical Needs** Three Year Student Objectives: Incorporating the California State Standards into the middle school curriculum (Scope and Sequence). Making technology an integral teaching tool. Fully developed and implemented Professional Learning Community. Correlating school curriculum to standardized testing materials that will prepare students for testing and create optimum results. Maintaining and enhancing the AVID and GATE/Honors programs for Advanced Learners. Implementing a comprehensive school safety plan. Developing and implementing an academic program that will result in student growth toward the state's API/AYP for Moore Middle School.
- **School-Wide Goals and Strategies for 2009-2010** PROFESSIONAL LEARNING COMMUNITIESThe comprehensive development and implementation of Professional Learning Communities school wide. Focus on Learning Provide teachers with training specifically related to Professional Learning Communities
- Develop comprehensive understanding of standards-based instruction and assessment
- Continuous presentation and/or sharing of research-based effective strategies focused on differentiation
- Staff development and collaborative dialogue focused on increased rigor and student engagement
- Focus on Collaborative Culture Full implementation of teaming w/common conference period for teams
- Department collaboration to fully develop instructional units and common assessments
- School wide focus on implementation of effective instructional strategies focused on differentiation
- Provide professional readings and structure of professional dialogue
- Celebration and recognition of staff successes
- Focus on Results Use of data provided by CST's, Data Director and common assessments to drive instructional practices
- Use of regular progress monitoring to identify strengths and weaknesses and mentor students using the data provided
- Regular departmental data and student work analysis
- School wide focus on assessment for learning, developing beyond assessment of learning results

**Teacher and Administrative Salaries (Fiscal Year 2012-13)**

<b>Category</b>	<b>District Amount</b>	<b>State Average for Districts In Same Category</b>
<b>Beginning Teacher Salary</b>	\$40,591	\$41,761
<b>Mid-Range Teacher Salary</b>	\$71,776	\$66,895
<b>Highest Teacher Salary</b>	\$87,852	\$86,565
<b>Average Principal Salary (Elementary)</b>	\$110,413	\$108,011
<b>Average Principal Salary (Middle)</b>	\$121,239	\$113,058
<b>Average Principal Salary (High)</b>	\$134,148	\$123,217
<b>Superintendent Salary</b>	\$172,656	\$227,183
<b>Percent of Budget for Teacher Salaries</b>	42	38
<b>Percent of Budget for Administrative Salaries</b>	5	5

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

**Professional Development**

Staff development is supported through the School Improvement Program. These funds allow teachers to attend conferences and also provide funds for consultants to train staff on site. The staff will also utilize staff meetings, team meetings, department meetings, and grade level content area Data Analysis meetings to address curricular and organizational needs. Finally, English and Math teachers have participated in professional development at the district level with the new Common Core and Textbook adoption.