

SCHOOL ACCOUNTABILITY REPORT CARD

A 2003-04 SCHOOL YEAR PROFILE OF

SUNSET LANE ELEMENTARY SCHOOL

Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site <http://www.cde.ca.gov/ta/ac/sa/definitions04.asp>. Most data presented in this report were collected from the 2003-04 school year or from the two preceding years (2001-02 and 2002-03). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2002-03.

School Information		District Information	
School Name	Sunset Lane Elementary	District Name	Fullerton School District
Principal	Kathleen "Kit" Dameron	Superintendent	Cameron M. McCune, Ed.D.
Street	2030 Sunset Ln.	Street	1401 West Valencia Drive
City, State, Zip	Fullerton, CA 92833-1852	City, State, Zip	Fullerton, CA 92833
Phone Number	714-447-7750	Phone Number	714-447-7400
Fax Number	714-447-7768	Fax Number	714-447-7414
Web Site	www.fsd.k12.ca.us/sunset	Web Site	www.fsd.k12.ca.us
E-mail Address	kit_dameron@fsd.k12.ca.us	E-mail Address	cameron_mccune@fsd.k12.ca.us
CDS Code	30-66506-6028161	SARC Contact	Judy Lieb, Ed.D.

School Description and Mission Statement

Sunset Lane Elementary School is located in the northeastern section of Fullerton, one of 19 school sites in the Fullerton School District.

It is the mission of Sunset Lane School, through a partnership with parents and community, to ensure every child masters their grade level standards-based curriculum in a nurturing and safe environment.

Opportunities for Parental Involvement

Sunset Lane School has many opportunities for parents to be actively involved in their child's school. We encourage parent participation in classrooms and the library media center, as well as volunteers in all school related activities. Please contact the school office for more information.

Demographic Information

Student Enrollment, by Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment	Grade Level	Enrollment
Kindergarten	90	Grade 4	139
Grade 1	98	Grade 5	137
Grade 2	107	Grade 6	146
Grade 3	118	Total Enrollment	835

Student Enrollment, by Ethnic Group

Data reported are the number and percent of students in each racial/ethnic category as reported by CBEDS.

Racial/Ethnic Category	Number of Students	Percent of Students	Racial/Ethnic Category	Number of Students	Percent of Students
African-American	17	2.0	Hispanic or Latino	76	9.1
American Indian or Alaska Native	3	0.4	Pacific Islander	3	0.4
Asian	492	58.9	White (Not Hispanic)	231	27.7
Filipino	9	1.1	Multiple or No Response	4	0.5

School Safety and Climate for Learning

School Safety Plan

A comprehensive school safety plan was developed and approved prior to March 1, 2000 in compliance with Education Code Sections 33126, 35256 and 32286 as well as applicable District policies and regulations. Each year the school's safety plan is reviewed, updated and discussed with staff. Annually, the school reports on the status of its safety plan including a description of the plan's key elements. The most recent safety plan was last updated and reviewed with the staff in the spring of 2004.

The key elements of the plan include:

- Providing a safe teaching and learning environment for all students and staff members.
- Ensuring that all students are safe and secure while at school and school sponsored activities, and are encouraged to use safe practices when traveling to and from school and/or school related activities.
- District programs and community resources are made available to students and parents.
- The school is a place where students, parents, staff and community members interact in an atmosphere of mutual respect, which enhances the environment for learning.

A copy of the plan is available at the school office and will provide a more detailed description of each element of the plan including specific actions, resources and timelines to be implemented by the school.

School Programs and Practices that Promote a Positive Learning Environment

School Programs and Practices that Promote a Positive Learning Environment

Sunset Lane has a variety of programs to ensure we are promoting a safe learning environment. Students are recognized for good behavior with Seahawk and Principal Awards, Terrific Tickets, and classroom re-enforcers. The school has implemented a school-wide discipline plan that clearly communicates expectations to students and parents. Students are involved in Conflict Managers, Student Council, and other classroom activities.

Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that result in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year. In unified school districts, a comparison between a particular type of school (elementary, middle, high) and the district average may be misleading. Schools have the option of comparing their data with the district-wide average for the same type of school.

	School			District		
	2002	2003	2004	2002	2003	2004
Number of Suspensions	19	3	4	1,102	833	983
Rate of Suspensions	2.3%	.3%	.5%	8.3%	6%	7.1%
Number of Expulsions	0	0	0	10	9	7
Rate of Expulsions	0	0	0	.08%	.06%	.05%

School Facilities

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument. The results of this survey are available at the school office and at the District Office. Listed below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Sunset Lane Elementary School has 18 classrooms, a library media center, and a multi-purpose room. The main campus was built in 1965. Additions were constructed in 1966 and 1972. Fifteen portable classrooms were added between 1967 and 2001. Two portable classrooms were removed in 2002.

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.

The District has established cleaning standards for all schools in the district. A summary of these standards is available at the district maintenance office. The Maintenance and Operations staff works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior and exterior painting, and floor systems. For the 2003-04 school year the district budgeted \$482,000 for the deferred maintenance program.

Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2-11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. The NRT tests reading, language, and mathematics in grades 2-11, spelling in grades 2-8, and science in grades 9-11.

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST - All Students

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
English-Language Arts	58	65	67	38	41	42	32	35	36
Mathematics	62	74	73	38	43	42	31	35	34
Science			46			29	30	27	25
History-Social Science					36	36	28	28	29

CST - Racial/Ethnic Groups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English-Language Arts			71		62		62
Mathematics			83		51		58
Science			43				53
History-Social Science							

CST – Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	Male	Female	English Learners	Economically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
English-Language Arts	61	73	53	52	68	50	68	
Mathematics	72	74	72	50	74	58	74	
Science	43	49	27		45		48	
History-Social Science								

Norm Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT-6), the current NRT adopted by the State Board of Education, are reported for each grade level as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. The CAT-6 was adopted in 2003; therefore, no data are reported for 2002. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT- All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Reading	---	68	65	---	47	46	---	43	43
Mathematics	---	82	83	---	57	57	---	50	51

NRT- Racial/Ethnic Groups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading			67		64		62
Mathematics			90		73		74

NRT- Subgroups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	Male	Female	English Learners	Economically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
Reading	59	71	48	57	66	50	66	
Mathematics	82	85	84	63	85	66	84	

Local Assessment

Data reported are the percent of students meeting or exceeding the district standard.

Grade Level	Reading			Writing			Mathematics		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
K	55	88	90	44	70	70	96	90	97
1	86	77	75	79	96	88	94	93	94
2	82	79	87	95	95	93	88	93	86
3	80	81	70	80	76	82	80	92	93
4	80	80	77	69	57	88	74	76	86
5	80	79	79	87	84	79	75	76	73
6	76	84	75	87	84	84	76	84	76

California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5	28.1	38.0	17.2	31.2	34.1	28.6	24.8	26.7	22.9
7				36.5	39.4	33.7	29.1	31.3	27.0

Academic Performance Index (API)

The Academic Performance Index (API) is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its Base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement. There was no money allocated to the II/USP Program in 2002 or 2003.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2-8 and high schools must test at least 90 percent of their students in grades 9-11 on STAR.

Statewide Rank: Schools receiving a Base API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

Schoolwide API

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
Percent Tested	100	100	100	Percent Tested	100	100	100
API Base Score	835	838	878	API Growth Score	857	870	876
Growth Target	A	A	A	Actual Growth	22	32	-2
Statewide Rank	9	9	10				
Similar Schools Rank	2	1	1				

API Subgroups – Racial/Ethnic Groups

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
African-American				African-American			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
American Indian or Alaska Native				American Indian or Alaska Native			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Asian				Asian			
API Base Score	876	856	897	API Growth Score	879	888	903
Growth Target	A	A	A	Actual Growth	3	32	6
Filipino				Filipino			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Hispanic or Latino				Hispanic or Latino			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Pacific Islander				Pacific Islander			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
White (not Hispanic)				White (not Hispanic)			
API Base Score	798	823	855	API Growth Score	835	846	845
Growth Target	1	A	A	Actual Growth	37	23	-10

API Subgroups – Socioeconomically Disadvantaged

API Base Data			API Growth Data				
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
API Base Score				API Growth Score			
Growth Target				Actual Growth			

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. A "Yes" in the following table displaying Overall AYP Status indicates that AYP was met for all students and all subgroups, or that exception criteria were met, or that an appeal of the school or district's AYP status was approved. Additional data by subgroup show whether all groups of students in the school and district made the annual measurable objectives for the percent proficient or above and the participation rate required under AYP. Detailed information about AYP can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

Overall	School			District		
	2002	2003	2004	2002	2003	2004
All Students	---	Yes	Yes	---	No	Yes

Subgroups	School			District		
	2002	2003	2004	2002	2003	2004
All Students	---	Yes	Yes	---	Yes	Yes
African American	---	n/a	n/a	---	Yes	Yes
American Indian or Alaska Native	---	n/a	n/a	---	n/a	n/a
Asian	---	Yes	Yes	---	Yes	Yes
Filipino	---	n/a	n/a	---	n/a	Yes
Hispanic or Latino	---	n/a	n/a	---	Yes	Yes
Pacific Islander	---	n/a	n/a	---	n/a	n/a
White (not Hispanic)	---	Yes	Yes	---	Yes	Yes
Socioeconomically Disadvantaged	---	n/a	n/a	---	Yes	Yes
English Learners	---	Yes	Yes	---	Yes	Yes
Students with Disabilities	---	n/a	n/a	---	No	Yes

Federal Intervention Program

Schools receiving Title I funding enter the federal Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools, can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

	School	District
Year Identified for Program Improvement		---
Year in Program Improvement		---
Year Exited Program Improvement		---
Number of Schools Currently in Program Improvement	---	3
Percent of Schools Identified for Program Improvement	---	15.8

State Award and Intervention Programs

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.

Class Size

Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by grade level, as reported by CBEDS.

Grade Level	2002			2003			2004					
	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	26.7		3		28.3		3		30.0		3	
1	17.3	6			19.2	5			19.6	5		
2	18.0	7			18.5	6			17.8	6		
3	28.0		4		29.8		4		29.5		4	
4	29.5		4		30.3		4		34.8			4
5	31.0		4		33.8			4	34.3			4
6	28.6		5		31.2		5		29.2		5	
K-3												
3-4												
4-8	28.0		1									
Other												

Class Size Reduction

California's K-3 Class Size Reduction Program began in 1996 for children in kindergarten and grades one through three. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher. Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom.

Grade Level	Percent of Students Participating		
	2002	2003	2004
K	50	50	50
1	100	100	100
2	100	100	100
3	0	0	0

Teacher and Staff Information

Core Academic Courses Not Taught by NCLB Compliant Teachers

The No Child Left Behind Act (NCLB) requires that **all** teachers teaching in core academic subjects are to be "highly qualified" not later than the end of the 2005-06 school year. In general, NCLB requires that each teacher must have: (1) a bachelor's degree, (2) a state credential or an Intern Certificate/Credential for no more than three years, and (3) demonstrated subject matter competence for each core subject to be taught by the teacher. More information on teacher qualifications required under NCLB can be found at the California Department of Education's Web site at

<http://www.cde.ca.gov/nclb/sr/tq/>.

For a school, the data reported are the percent of a school's classes in core content areas not taught by NCLB compliant teachers. For a district, the data reported are the percent of all classes in core content areas not taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district.

	School	District
This School	0.0	---
All Schools in District	---	4.6
High-Poverty Schools in District	---	0.0
Low-Poverty Schools in District	---	3.7

Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1". If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	2002	2003	2004
Total Teachers	36	33	32
Teachers with Full Credential	32	31	31
Teachers Teaching Outside Subject Area (full credential but teaching outside subject area)			
Teachers in Alternative Routes to Certification (district and university internship)	1	2	2
Pre-Internship	0	0	0
Teachers with Emergency Permits (not qualified for a credential/internship but meeting minimum requirements)	4	1	0
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	0	0	0

District Teacher Misassignments

Data reported are the number of district placements of certified employees in a teaching or services position for which the employee does not hold a legally recognized certificate or credential, or in the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. Misassignments of teachers of English learners hold a teaching credential, but lack the EL authorization. Teachers with emergency permits, on waivers or teaching outside their subject area are considered misassigned.

	2002	2003	2004
Misassignments of Teachers of English Learners	---	---	265
Total Teacher Misassignments	---	---	10

Teacher Education Level

Data reported are the percent of teachers by education level.

	School	District
Doctorate	0.0	0.3
Master's Degree plus 30 or more semester hours	28.1	19.9
Master's Degree	21.9	24.1
Bachelor's Degree plus 30 or more semester hours	40.6	43.2
Bachelor's Degree	9.4	12.5
Less than Bachelor's Degree	0.0	0.0

Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

	2002	2003	2004
Vacant Teacher Positions	---	---	0

Teacher Evaluations

Administrators evaluate teachers based on State Education Code requirements, provisions of the certificated contract agreement, and district policy. This year district and site level curriculum work focused on Standards/Assessment/Accountability via the School Plan, continuing implementation of standards-based science curricula and materials, collection of multiple student assessment data by class/grade, and continuing the implementation of the California Reading Initiative (Teacher Training Component) for teachers new to Fullerton School District.

Substitute Teachers

The school district maintains a list of qualified substitute teachers. Three hundred fifty substitutes were on the 2003-04 district substitute list. During the 2003-04 school year Sunset Lane was able to obtain substitute teachers on all days needed.

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE.

Title	FTE
Counselor	
Librarian	
Psychologist	.33
Social Worker	
Nurse	.20
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	

Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
0	0

Curriculum and Instruction

School Instruction and Leadership

The Sunset Lane Leadership Team is composed of nine members, one representative from each grade level, a representative from Special Education, and a representative from our English Language Learners program. The Leadership Team has responsibility for making most school site decisions. It usually meets every Friday.

Professional Development

The State Department of Education requires all teachers to have a completed Bachelors degree plus 20 additional units of credit to be certificated to teach in California public schools. Teaching assignments are prepared by the school principal. All of Sunset Lane Elementary School's teachers are appropriately credentialed.

Teachers at Sunset Lane Elementary School attended workshops and trainings in:

- Technology
- Language Arts implementation
- Differentiated Instruction
- School safety and disaster preparedness
- Student achievement data analysis
- Professional Learning Communities

Quality and Currency of Textbooks and Other Instructional Materials

Sunset Lane Elementary School and the Fullerton School District set a high priority upon ensuring that there are sufficient textbooks and materials to support each school's standards-based instructional program. Teachers, parents, and administrators are involved in textbook adoptions. Subject area textbook adoptions occur on a seven-year cycle determined by the California Department of Education.

Availability of Sufficient Standards-Aligned Textbooks and Other Instructional Materials

Sufficient state-adopted and standards-aligned textbooks and other instructional materials are available for each pupil, including English learners. These are consistent with content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, and health as appropriate.

Core Curriculum Areas	Textbooks/Materials Per Student
Reading/Language Arts	1
Mathematics	1
Science	1
History/Social Science	1
Foreign Language	1
Health	1

Instructional Minutes

The California *Education Code* establishes a required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	38,880	36,000
1	51,130	50,400
2	51,130	50,400
3	54,705	50,400
4	54,705	54,000
5	54,705	54,000
6	54,705	54,000

Degree to Which Students Are Prepared to Enter Workforce

Sunset Lane's goals include ensuring students are successful in all areas of the curriculum. Students are prepared for entering the workforce by meeting grade level academic standards, attending school regularly, being on time, and showing responsibility. They are supported in their efforts to work with others in the academic, athletic, and social endeavors.

Fiscal and Expenditure Data

Average Salaries (Fiscal Year 2002-2003)

Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. Detailed information regarding salaries may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0203.asp>.

	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37,902	\$37,951
Mid-Range Teacher Salary	\$64,478	\$61,262
Highest Teacher Salary	\$81,621	\$74,414
Average Principal Salary (Elementary)	\$100,078	\$93,342
Average Principal Salary (Middle)	\$102,485	\$95,946
Superintendent Salary	\$140,000	\$140,715
Percent of Budget for Teacher Salaries	43.6	44.6
Percent of Budget for Administrative Salaries	6.0	5.5

Expenditures (Fiscal Year 2002-2003)

Data reported are total dollars expended in the district and the dollars expended per student at the district compared to the state average. Detailed information regarding expenditures may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/fd/ec/>.

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars Per Student (ADA)	Dollars Per Student (ADA)
\$83,760,904	\$6,210	\$6,542	\$6,822

Types of Services Funded

Programs	Number of Pupils	Funds
School-Based Coordinated Program	835	\$102,458