

# Las Palmas Elementary School

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

#### Published During 2016-17

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). 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 and 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/>.
- 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/guardians and community members should contact the school principal or the district office.

#### **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 and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., 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.

## **About This School**

#### **Contact Information (School Year 2016-17)**

<b>School Contact Information</b>	
<b>School Name</b>	Las Palmas Elementary School
<b>Street</b>	624 West Las Palmas Ave
<b>City, State, Zip</b>	Patterson, CA 95363- 2697
<b>Phone Number</b>	(209) 892-4730
<b>Principal</b>	Mrs. Sandra Villasenor
<b>E-mail Address</b>	<a href="mailto:svillasenor@patterson.k12.ca.us">svillasenor@patterson.k12.ca.us</a>
<b>Web Site</b>	<a href="http://laspalmas.patterson.k12.ca.us">laspalmas.patterson.k12.ca.us</a>
<b>CDS Code</b>	50712176052948

<b>District Contact Information</b>	
<b>District Name</b>	Patterson Joint Unified School District
<b>Phone Number</b>	(209) 895-7700
<b>Superintendent</b>	Philip M. Alfano, Ed.D.
<b>E-mail Address</b>	palfano@patterson.k12.ca.us
<b>Web Site</b>	www.patterson.k12.ca.us

### School Description and Mission Statement (School Year 2016-17)

At Las Palmas we focus on the implementation of the Common Core Standards to ensure that our students are college and career ready. We are providing intervention in Reading and Math in order to support our students that our having difficulty in their learning. Teachers are being provided staff development and collaboration time to learn about the standards and to develop quality lessons. We became a "No Excuses" University Recognized school as of February, 2013! The No Excuses philosophy is a set of expectations we have implemented to ensure that all our students have the opportunity to attend college after high school, if they so choose. High expectations and strong support for student learning shape the culture that defines the character of Las Palmas Elementary, where student success is the only option. Our students and staff believe every student will learn, whatever it takes. Las Palmas School is proud to share its accomplishments in our School Accountability Report Card (SARC).

Our Major Achievements include:

We have various opportunities for parent participation in school-wide events, such as "Donuts and Coffee with the Principal," Open House, Back-to- School Night, Parent surveys and Parent Nights.

We promote Good Character and have Positive Behavior Supports for students

We have student leadership, such as student council (where students hold various offices and work with a teacher to work on numerous student projects). We also have our Solutions Team, which looks at solving problems such as bullying and helps with conflict resolution. We have implemented a Buddy Bench system to help students having difficulty at school.

School Vision: Ensure excellence in education and cultivate healthy, contributing citizens!

School Mission: The Las Palmas Community believes that we have a collective responsibility to develop and maintain a positive, safe and unlimited learning environment.

"The children we teach are limited only when we choose to limit ourselves."

- Debbie Miller

School Goal:

That each child experience academic success and progress by meeting their greatest potential. Whether that means they learn to read, move up one proficiency level, or maintain their advanced status, each child will learn and move forward.

School Commitment:

At Las Palmas we are committed to helping each student recognize their greatness so they can achieve their full potential. This means each child without excuse will experience academic success. We are committed to searching tirelessly for the spark that will ignite in each child a love for learning so that they will come to view themselves as scholars, people who are destined for higher education.

### Student Enrollment by Grade Level (School Year 2015-16)

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	94
<b>Grade 1</b>	81
<b>Grade 2</b>	100
<b>Grade 3</b>	97
<b>Grade 4</b>	103
<b>Grade 5</b>	93
<b>Total Enrollment</b>	568

### Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	2.1
American Indian or Alaska Native	0.2
Asian	1.1
Filipino	0.9
Hispanic or Latino	76.9
Native Hawaiian or Pacific Islander	0.2
White	15.5
Two or More Races	3.2
Socioeconomically Disadvantaged	84.7
English Learners	46.7
Students with Disabilities	15.3
Foster Youth	0.2

## 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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	22	23	25	246
Without Full Credential	0	1	.5	19
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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 2015-16)

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.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: August 2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Reach Program, 2002, SRA - adopted 2008 Open Court Reading, 2002, SRA -adopted 1998	No	0%
Mathematics	Eureka Math, 2016, Great Minds - adopted 2016, Number Worlds, 2008, SRA - adopted 2008	Yes	0%
Science	Science California K-5, 2007, Houghton Mifflin - adopted 2007	Yes	0%
History-Social Science	History-Social Science for California K-5, 2006, Scott Foresman - adopted 2006	Yes	0%

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

Las Palmas school is over 50 years old. Our school includes 35 classrooms, 8 of which are portables. Together, they accommodate approximately 600 students. Las Palmas provides a safe, clean environment for learning. The staff continually keeps the grounds clean and well maintained. During the 2012-13 and 2013-14 school years, there was a large renovation that took place at Las Palmas. The office was entirely remodeled and enclosed so the campus could be a closed campus, making safety one of our top priorities. Old portables were removed and six new classrooms were put in their place. Old portables were updated with new wiring and carpet where needed. Our infrastructure for technology has been improved in an effort to meet the needs of the online testing and the future of one to one devices for students. There have been improvement in student bathrooms and outdoor drainage which had been a safety concern for some time. The entire school was painted and new gutters were installed to help during the rainy season. In the Las Palmas cafeteria, there was a complete kitchen remodel that is up to code and functioning. The parking lot in front of the school was also moved to the side of the school making for a safer area in front of the school for everyone. The physical quality of our school buildings influences learning and teaching. All students and faculty need a reasonable amount of classroom and open space. All our portable classrooms have ramps to make entrances accessible to all students including those with handicapped conditions. Also, we have a wheelchair elevator for the stage in the cafeteria. We strive to maintain and improve the facilities and land we've been given by the public.

District Maintenance and Repairs: District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner.

Deferred Maintenance Projects: We continue to work on the infrastructure of the school for technology upgrades and there are a few areas of uneven pavement that need to be addressed from a safety perspective.

Modernization Projects: During the 2013-14 school year, local bond funds, Measure V, and state matching funds will be used in these prioritized projects: Install fire alarm and electrical upgrades school-wide.

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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 9/12/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer				Upper Girls' Restroom: #3 Sewer--1st toilet vacuum breaker is leaking; Repaired 10/7/16, #4 Interior Surfaces--1 light cover is missing; Repaired 10/7/16
<b>Interior:</b> Interior Surfaces	X			Upper Girls' Restroom: #3 Sewer--1st toilet vacuum breaker is leaking; Repaired 10/7/16, #4 Interior Surfaces--1 light cover is missing; Repaired 10/7/16
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation				
<b>Electrical:</b> Electrical				
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains		X		CR#C Kinder: #8 Restroom--Excessive urine odor; Custodian cleaned 9/23/16, Exhaust fan is not functioning; Repaired 9/23/16 Upper Boys' Restroom: #8 Restroom--Excessive urine odor; Custodian cleaned 10/13/16, Exhaust fan is not functioning; Repaired 10/25/16, #9 Fountain near Boys' Restroom is excessively dirty with algae and rust build-up; Cleaned by 10/25/16
<b>Safety:</b> Fire Safety, Hazardous Materials				CR#10: #10 Fire Safety--Excess of 20 percent of paper products are on the walls; Paper removed by custodian 9/30/16
<b>Structural:</b> Structural Damage, Roofs				West side of building near room 11: #12 Structural Damage--Areas of stucco are breaking; Repaired 10/3/16, Paint peel is also evident; Repaired 10/3/16
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences				

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: 9/12/2016				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students 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

#### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	29	40	34	39	44	48
Mathematics	21	30	20	21	34	36

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.

#### CAASPP Test Results in ELA by Student Group

##### Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	104	103	99.0	28.2
	4	106	104	98.1	39.4
	5	99	97	98.0	53.6
Male	3	62	62	100.0	27.4
	4	63	61	96.8	36.1
	5	48	48	100.0	50.0
Female	3	42	41	97.6	29.3
	4	43	43	100.0	44.2
	5	51	49	96.1	57.1
Hispanic or Latino	3	81	81	100.0	23.5
	4	88	88	100.0	36.4
	5	70	69	98.6	44.9
White	3	19	18	94.7	44.4
	4	11	9	81.8	66.7
	5	19	18	94.7	72.2
Socioeconomically Disadvantaged	3	92	91	98.9	24.2
	4	90	88	97.8	38.6
	5	79	77	97.5	45.5

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
English Learners	3	45	45	100.0	4.4
	4	47	47	100.0	23.4
	5	22	21	95.5	14.3
Students with Disabilities	3	21	21	100.0	14.3
	4	28	27	96.4	3.7
	5	22	22	100.0	13.6

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	104	103	99.0	33.0
	4	106	104	98.1	20.2
	5	99	97	98.0	36.1
Male	3	62	62	100.0	30.6
	4	63	61	96.8	19.7
	5	48	48	100.0	37.5
Female	3	42	41	97.6	36.6
	4	43	43	100.0	20.9
	5	51	49	96.1	34.7
Hispanic or Latino	3	81	81	100.0	29.6
	4	88	88	100.0	17.1
	5	70	69	98.6	24.6
White	3	19	18	94.7	44.4
	4	11	9	81.8	55.6
	5	19	18	94.7	61.1
Socioeconomically Disadvantaged	3	92	91	98.9	30.8
	4	90	88	97.8	17.1
	5	79	77	97.5	27.3
English Learners	3	45	45	100.0	13.3
	4	47	47	100.0	10.6
	5	22	21	95.5	4.8

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Students with Disabilities	3	21	21	100.0	14.3
	4	28	27	96.4	3.7
	5	22	22	100.0	4.5

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	47	31	33	45	44	41	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

### CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	99	97	98.0	33.0
Male	48	48	100.0	41.7
Female	51	49	96.1	24.5
Hispanic or Latino	70	69	98.6	24.6
White	19	18	94.7	55.6
Socioeconomically Disadvantaged	79	77	97.5	24.7
English Learners	22	21	95.5	9.5
Students with Disabilities	22	22	100.0	13.6

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.



## 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 physical education.

### California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20	17.9	28.4

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 (School Year 2016-17)

We continue to focus on increasing parent involvement. Our staff welcomes parents and family members to volunteer in our classrooms and for field trips. We also encourage parents to participate in other activities, such as Open House, Back-to-School Night, and various Parent Nights. Parents are elected bi-annually by their peers to serve on the School Site Council (SSC). Council members join in the review or revision of the school's annual plan and some budget approvals. Parent involvement is encouraged with the implementation of "Donuts and Coffee with the Principal" held every other month. At these meetings, the principal discusses happenings at the school and shares new information or initiatives with parents. As part of the English Learner Advisory Committee (ELAC), parents participate in giving feedback of programs for students not yet proficient in English. Parents of English Learners can also participate in their children's education through the Parenting Partners Program. Through the Parenting Partners Program, parents take classes for 8 weeks to help them with various aspects of parenting and school. After the classes are complete, the goal is for some of those parents to teach the next session of 8 classes to a set of new parents, therefore building capacity at the school site among the parents. We offer a Parenting Partners Workshop two times a year, once in the fall and once in the spring. Parents can also enroll in English-as-Second-Language classes through the district. We welcome parent volunteers, especially for assisting with field trips, special projects, and in the library. Please call Jas Sahota, Secretary, at (209) 892-7457 or email at jsahota@patterson.k12.ca.us for details on volunteering your time.

### 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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	3.8	2.4	2.2	6.8	8.2	5.4	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.6	0.4	0.1	0.1	0.1	0.1

## School Safety Plan (School Year 2016-17)

Our playground supervisors begin at 7:15 A.M. each morning. We monitor the grounds during each recess period as well as immediately after school. We have two crossing guards in the morning and afternoon. The School Safety Committee inspects the site and makes recommendations for changes in safety policies, procedures and goals. Evacuation drills take place each month. In addition, we have implemented a School-wide Positive Behavior Program, which implements the three tier system to reach all students. We also implemented a Solutions Team, which monitors bullying on the campus and a buddy bench intervention at recess. The School Safety Plan was last reviewed, updated, and discussed with the school faculty on October 18, 2016. The School Safety Plan addresses emergency responses to fires, earthquakes, lock down drills and policies for student behavior and safety. It also includes yearly goals to improve safety at the site based on observations by the safety team; teacher, parent and student feedback. Detailed information on the School Safety Plan can be found at the District Office.

Vision: To support the vision, mission and core values of the Patterson Joint Unified School District, we strive for a safe, respectful and nurturing learning environment where students are empowered to achieve through strong connectedness to their school and community.

Goal: All students will be educated in a learning environment that is safe, drug free, and conducive to learning.

## 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.

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2008-2009
Year in Program Improvement*	Year 4	Year 3
Number of Schools Currently in Program Improvement	N/A	7
Percent of Schools Currently in Program Improvement	N/A	87.5

Note: Cells with N/A values do not require data.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	26		3		25		4		25		4	
1	33			3	24		4		24		4	
2	32		2	1	23		4		23		4	
3	28		3		27	1	3		27	1	3	
4	29		3		28		3		29		3	
5	28	1	2	1	25	1	3		28	0	3	
Other	11	1										

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

**Academic Counselors and Other Support Staff (School Year 2015-16)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.5	N/A
Psychologist	.5	N/A
Social Worker	0	N/A
Nurse	1.2	N/A
Speech/Language/Hearing Specialist	1.8	N/A
Resource Specialist	0	N/A
Other	0	N/A

Note: Cells with N/A values 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 2014-15)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$6,143	\$624	\$5,518	\$63,304
District	N/A	N/A	\$5,894	\$62,386
Percent Difference: School Site and District	N/A	N/A		
State	N/A	N/A	\$5,677	\$71,517
Percent Difference: School Site and State	N/A	N/A		

Note: Cells with N/A values do not require data.

**Types of Services Funded (Fiscal Year 2015-16)**

These programs and supplemental services are provided at the school either through categorical funds or other sources that support and assist students:

- Gifted and Talented Education (GATE) program, grades 3-5
- English Learner programs, including English Language Development (ELD)
- Ten percent of Title I funds are spent on supplemental services. These are given to students who qualify at Program Improvement schools. Services are provided in the home to those parents who agree and have generally included the offerings of tutoring and/or computer assisted instruction.

**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,156	\$43,821
Mid-Range Teacher Salary	\$66,185	\$69,131
Highest Teacher Salary	\$86,819	\$89,259
Average Principal Salary (Elementary)	\$106,677	\$108,566
Average Principal Salary (Middle)	\$109,683	\$115,375
Average Principal Salary (High)	\$116,210	\$125,650
Superintendent Salary	\$165,639	\$198,772
Percent of Budget for Teacher Salaries	32%	37%
Percent of Budget for Administrative Salaries	6%	6%

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

### **Professional Development (Most Recent Three Years)**

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Professional development activities are delivered through after school workshops, professional development days, early release days, conference attendance, and individual mentoring. In addition, demonstration lessons and peer observations are held throughout the year. A districtwide professional development day was held on February 29, 2016.

The focus of professional development activities is determined by reviewing student academic progress, district initiatives and site needs. Major focus areas in 2015-16 included mathematics, science and technology. Other focus areas include writing, technology, data analysis, and AVID strategies.

To assist all staff members with implementing new skills, 6 teachers on special assignment are identified in the areas of elementary education, secondary education, technology, English language development, and new teacher support. District lead teachers (8 at the elementary level and 12 at the secondary level) provide assistance across the district in specific grade levels and in the content areas of science, English, math, history, electives, and special education. Site administrators also provide staff development through classroom walks, targeted site-specific topics, and assistance for individual teachers.

In addition, staff members also attend off-site professional growth activities to strengthen their skills in the content areas through county, regional and Statewide training.