

Walnut Grove Intermediate School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 2018-19)

School Contact Information	
School Name	Walnut Grove Intermediate School
Street	614 East Vine Avenue
City, State, Zip	West Covina, CA 91790
Phone Number	(626) 919-7018
Principal	Rich Nambu
E-mail Address	rnambu@wvusd.org
Web Site	http://wgis.wvusd.org/
CDS Code	19-65094-0116566

District Contact Information	
District Name	West Covina Unified School District
Phone Number	(626) 939-4600
Superintendent	Charles Hinman, Ed.D.
E-mail Address	chinman@wcusd.org
Web Site	http://www.wcusd.org/

School Description and Mission Statement (School Year 2018-19)

Walnut Grove is a Gold Ribbon School that values students academic achievement as well as social and emotional development. We are nestled in the San Gabriel Valley in a beautiful brick building with grass and plants surrounding the school that has created an inviting learning atmosphere for the students and anyone who visits our campus. Our school is at the top of the district in almost every academic category. We have had the highest increases in state test scores, the highest grades, the highest increases in reading Lexile scores, the highest attendance, and the lowest discipline in the district. Our students increased their ELA CAASPP Proficiency scores by an impressive 14% over the last two years, and even more impressive our students increased their reading Lexile Scores by an average of three years of growth, 175-195 points of growth, in a single year! This is phenomenal growth, and our students have had similar growth for the last five years! Our students had an average grade of over 80% in School Loop all year, so all our students in our school averaged a B in all their classes. we had over 97% attendance last year and have over 98% attendance this year which is the again the top of all schools in West Covina. Both our discipline and suspensions rates have decreased more than any other school in the district, and we have put together a pyramid of academic and behavioral interventions that have been very successful in supporting our at-risk students. We are committed to providing the highest quality education for each and every student on our campus. We offer a six-period day, which provides each student with a period of English Language Arts and math, along with social studies, science, PE, and an elective. We are proud to offer classes such as Band, Art, Technology, Leadership, Drama, and Yearbook, as our electives. We are focusing our students on deep reading, writing and discussing. We have had amazing results using the program Achieve 3000 which enables students to read and write on the computer. We are a small school, around 400 students, which provides us the opportunity to get to know the needs and stories of the children. This year we identified two school-wide goals, which are to 1) prepare students for the Common Core Standards - to have students work on deep reading, writing and discussing, and 2) to successfully implement a positive behavior support program, CHAMPS/Capturing Kids Hearts. Walnut Grove is a school that is committed to lifelong learning to become better at the craft of teaching and the craft of supporting adolescents to become successful, productive adults.

Our mission statement is:

Walnut Grove Intermediate School empowers students to lead successful lives by providing opportunities to develop academic, social and emotional maturity.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 7	215
Grade 8	185
Total Enrollment	400

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	2.0
American Indian or Alaska Native	0.3
Asian	11.5
Filipino	4.0
Hispanic or Latino	77.5
Native Hawaiian or Pacific Islander	0.0
White	4.8
Socioeconomically Disadvantaged	78.3
English Learners	6.0
Students with Disabilities	14.3
Foster Youth	1.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	19	19	20	424
Without Full Credential	1	0	1	11
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: September 2018

Each of our students have access to a state adopted textbook. The students are checked out a book in the beginning of the year that they keep at home, and there are also class sets of the their textbooks in their rooms. All our students have access to a deep reading and writing program, Achieve 3000, which helps support students prepare for the common core standards and CAASPP Assessment by reading and writing about informational texts on a computer. Our English Learners, especially beginners have access to Rosetta Stone to help them learn English better. Our special education students receive support through core curriculum and RTI through corrective reading which helps students to become better readers.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Glencoe, Literature: California Treasures (2010) <ul style="list-style-type: none"> • Not selected from the 2015 list of standards-based materials adopted by the State Board of Education. • New materials from the list have not been evaluated and piloted. • Instructional staff adapts materials in alignment with 2010 standards and framework. 	No	0%
Mathematics	McGraw-Hill, California Math (2015) CPM Educational Programs, Core Connections (2015)	Yes	0%
Science	Prentice Hall, Focus on Science (2008)	Yes	0%
History-Social Science	Glencoe, Discovering our Past (2007) <ul style="list-style-type: none"> • Not selected from the 2017 list of standards-based materials adopted by the State Board of Education. • New materials from the list have not been evaluated and piloted. • Instructional staff adapts materials in alignment with 2016 standards and framework. 	No	0%
Science Laboratory Equipment (grades 9-12)	We have every 7th grader dissect a frog during a learning activity we call Frogapalooza.		

School Facility Conditions and Planned Improvements (Most Recent Year)

Walnut Grove is a school with beautiful and well-crafted facilities. The school buildings are mostly made of bricks and are surrounded by trees, plants, and grass that are immaculately kept up by one of the best custodial staffs in the area. The restrooms are kept clean and attractive. They are checked many times during the day by staff members to ensure that students feel safe and comfortable. The classrooms are filled with state of the art furniture and equipment. Desks are trapezoidal shaped in order to provide the most flexibility in room configurations, encouraging group and collaborative work. Every class on campus has either an LCD projector or a Smart TV to offer students learning through 21st-century technology, and most classrooms have a document camera to show student work along with other teacher resources. In order to give access to all students to the technology required for the Common Core standards, we have a 1-1 chrome book program that enables every student at walnut gRove to have their own Chromebook to use at school and bring home. We continue to add technology to our campus so that students will have access to the technology on a daily basis. Walnut Grove is a small campus that can be walked from one side to the other in a few minutes, yet has an abundance of fields and facilities for sports, clubs, and activities.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- 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 (Most Recent Year) Year and month of the most recent FIT report: November 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: November 2018	
Overall Rating	Exemplary

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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 Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	54.0	53.0	52.0	53.0	48.0	50.0
Mathematics (grades 3-8 and 11)	32.0	31.0	38.0	38.0	37.0	38.0

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.

Note: ELA and 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	398	392	98.49	53.32
Male	194	192	98.97	51.04
Female	204	200	98.04	55.50
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	48	48	100.00	77.08
Filipino	16	16	100.00	75.00
Hispanic or Latino	304	300	98.68	49.00
White	20	18	90.00	55.56
Socioeconomically Disadvantaged	328	323	98.48	53.25
English Learners	81	80	98.77	37.50
Students with Disabilities	66	66	100.00	12.12
Foster Youth	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	398	394	98.99	31.3
Male	194	192	98.97	30.21
Female	204	202	99.02	32.34
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	48	48	100	70.83
Filipino	16	16	100	43.75
Hispanic or Latino	304	302	99.34	24.58
White	20	18	90	33.33
Socioeconomically Disadvantaged	328	325	99.09	29.01
English Learners	81	80	98.77	22.5
Students with Disabilities	66	66	100	3.03
Foster Youth	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	24.0	27.4	30.8

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 State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2018-19)

Parent and Community involvement are an integral part of Walnut Grove and its success as one of the top school in West Covina. Opportunities for parent involvement are offered throughout the year. Our School Site Council, which includes staff, parent, and student members, make recommendations that help shape how school funds are utilized and what we focus on. We encourage parent involvement by joining the PTSA and by attending SSC, ELAC, and GATE committee meetings. We work hand in hand with our supportive PTSA to meet the needs of our school. The PTSA is active in supporting our students' academic achievement. The PTSA works closely with staff to ensure activities such as Open House, Parent Conferences, and Back to School Night work effectively to make connections between teachers and parents. Parents are given an integral role in sponsoring student activities such as student registration, parent meetings, school spirit, after school dances, and promotion activities. Our PTSA meetings are the first Monday of the month. Our special education parent liaison is Ms. Judkins, and our DELAC representative is Mrs. Lee.

We continue to grow every year by providing more opportunities for parent involvement, service, and communication. Our Back to School Night and Open House are great opportunities for parents to get to know our school and their students' teachers, as well as get to know what their students will be learning over the year. In October we always have Parent Conferences which provides parents with opportunities to individually talk with their teachers about the progress their student is making in class. This year we have added a monthly Hawk Recognition Assembly in which parents can meet with the principal and then also be present to see their student be recognized. We provide the program School Loop, which provides parents and students with a daily email showing their progress in their classes. The program can be used to see how students are doing in their tests and quizzes, and even which assignments are missing. It has been a great success and has helped parents keep track of their students progress on a regular basis. Students are provided with an agenda at the beginning of the year in which our students keep their daily homework assignments for parents to see at night. We also have a school website at www.wcusd.org/walnutgrove, where school and district news is provided as well as a calendar of school events. Each staff member can be contacted by e-mail from the website. We provide a weekly message to parents about important information and upcoming events. Our school is open from 7:30- 4:00 every day and we welcome visitors. We can also be contacted at 626-919-7018 if a parent or family is unable to visit in person. Our parents and students have access to our School Loop program which gives them access to seeing their student's up to date grades through our School Loop program. These innovations along with the traditional newsletters, parent meetings, and flyers have kept Walnut Grove parents updated and in the know. We know that by working together we can make a difference.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	8.5	2.4	0.7	2.2	1.7	1.3	3.7	3.7	3.5
Expulsions	0.5	0.3	0.0	0.1	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

School safety is a top priority at Walnut Grove. In order for students to learn, they need to feel safe and secure. To provide this safe learning environment the whole staff works together to be proactive in classroom management. We have worked to implement a positive behavior support program in order to support student success both academically and behaviorally. This is the third year of our implementation. We have decreased our suspension rate, as well as decreasing overall discipline by 50% in the first year and continue to sustain that lower rate. We have used CHAMPS and Capturing Kids Hearts training to support classroom expectations and school, wide expectations, and have begun to put together a pyramid of interventions to support students who need it. Teachers and staff supervise students before and after school and at recess and lunch. There is a full-time security person who is constantly supervising the campus and in and out of classrooms in order to ensure that all students are safe and learning as much as they can. All visitors to our campus are required to check in with the Main Office, and to wear a school ID badge in order to come onto campus. If students need support in dealing with conflicts or issues our counseling, administrative, and security staff all work proactively to help students grow in maturity to make good decisions. We also provide on-site counseling through the district's mental health program and make referrals for students who are in need of additional support. Our custodial staff inspects our campus daily to make sure the physical plant of the school is not only in good working order, but provides an environment that is conducive to learning. Our School Safety Plan is reviewed annually and modifications are made throughout the year based on informal and formal feedback from emergency drills and inspections. The Safety Plan includes: assessment of students and current infractions, strategies and programs to promote school safety, assessment of the physical plant and emergency supplies, training of staff, and coordination of emergency drills and procedures. We hold monthly emergency drills, such as disaster- earthquake, fire, and intruder-on campus, to train staff and students in preparation of any of these situations. The School Safety Plan was reviewed by staff on August 16, 2018, and has been reviewed and approved by the School Site Council on October 28, 2018. Walnut Grove just went through a comprehensive JPA Audit this winter and has been shown to be a safe and secure school. Please come and visit our school either in person or on our website to see not only our impressive physical plant but our exemplary classroom teaching, and high level of student learning!

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16			2016-17			2017-18					
	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	22.0	8	6	3	25.0	5	7	4	26.0	4	10	3
Mathematics	1.0	1							25.0	5	10	1
Science	25.0	3	10	1	30.0		9	3	31.0	1	6	6
Social Science	24.0	7	6	2	28.0	3	6	4	29.0	3	7	4

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 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	400
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.6	N/A
Social Worker	0	N/A
Nurse	.25	N/A
Speech/Language/Hearing Specialist	.5	N/A
Resource Specialist (non-teaching)	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$8,656	\$906	\$7,750	\$74,776
District	N/A	N/A	\$6,464	\$78,647
Percent Difference: School Site and District	N/A	N/A	18.1	-5.0
State	N/A	N/A	\$7,125	\$76,522
Percent Difference: School Site and State	N/A	N/A	8.4	-2.3

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

In addition to the regular K-12 classroom instruction, programs and services are provided to help students through the GATE and EL Program, as well as our Y-ASES Program, math tutoring, and Saturday Academy. GATE, the Gifted and Talented Education, is a program in which are provided supplemental services in order to meet their academic needs. This year as well as everyday classroom differentiation, GATE students have been provided an opportunity to participate in our districts yearly GATE project which this year is an opportunity to learn and research about a real world problem/issue and present what they learned through the project to a panel of district and community experts.

Our English Learner (EL) Program is designed to help English Language Learners learn the standards-based content that every student is offered. They are tested yearly with the ELPAC test and schools are provided with information in order to help students advance out of the EL program. Walnut Grove offers EL students with top-level teaching and provides EL aides in as many classes as possible. The students are monitored to follow their progress, and adjustments are made to meet their learning needs. Our beginners and early intermediates are placed in an EL support class to better support their learning.

Our Special Education students are in the core program and are provided a variety of supports, from co-teaching, which is a core class with an additional special education teacher providing support, or Aide Support, which is a core class with an additional instructional aide providing support, or a pull out class for ELA or math. These supports allow the students to be in the least restricted environment with their peers along with a resource teacher or aide. The SRA program is offered to special education students who need more support in reading. There is a directed study class for students who need additional support. Special education tutoring is available to students after school also.

We identified students reading and writing as an area of need and have used the program Achieve 3000 to great success in helping students become better readers and writers. Students have averaged a three to four-grade level increase in their reading Lexile scores yearly using the program.

We have identified math as an area of need of interventions, and are using the program ST Math as a schoolwide intervention. Two of our math teachers provide after school tutoring. We also have peer tutors from our school and the high school that come and tutor students.

We offer twenty-five minutes of school intervention for all students four times a week through an extended second period in which students have extra time to finish all their work. We have found that there is a high correlation between students doing their work/studying and getting high grades in school.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,682	\$47,547
Mid-Range Teacher Salary	\$78,802	\$74,775
Highest Teacher Salary	\$97,502	\$93,651
Average Principal Salary (Elementary)	\$123,918	\$116,377
Average Principal Salary (Middle)	\$127,896	\$122,978
Average Principal Salary (High)	\$149,527	\$135,565
Superintendent Salary	\$252,299	\$222,853
Percent of Budget for Teacher Salaries	33.0	35.0
Percent of Budget for Administrative Salaries	6.0	6.0

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)

Professional development for staff is an integral part of our school, as shown by the dramatic increases in our CAASPP scores, grades, attendance, and reading Lexile Levels. Using student achievement data as well as teacher and district collaboration we have decided to work on two professional development goals. The first is to support students in deep thinking, reading, writing and discussing as stated in the new Common Core Standards. The second is to support positive behavior in school through the program Capturing Kids Hearts and CHAMPS. These goals have been interwoven into the fabric of the school for the last five years. Our departments are all emphasizing more writing across the curriculum to prepare students for college and career success. This professional development coincides with the adoption of the Common Core standards which will require students to write and work more collaboratively. We use a reading and writing computer program called Achieve 3000 to support students for the CAASPP Assessment. This year we have added an emphasis on CER, Claims Evidence Reasoning as a focus of school-wide writing to prepare students for College and Career Readiness. We also continue to use Thinking Maps regularly which has been a school-wide practice for over ten years. Our staff prides itself about the quantity and quality of collaboration. Our teachers meet together both formally and informally on a regular basis. We have 10 monthly staff meetings and 10 department meetings. We have added weekly early release meetings to analyze our benchmark and school data. We have worked with students in every class on being engaged and behaving appropriately. We as a school have made commitments into how we will help students to become successful, lifelong learners. We have also emphasized technology so that students will be prepared for the state CAASPP Assessments, interim assessments, and classroom exams.

During the 2016-17 school year, the total number of days for professional development was 3 full days and 70 after school meetings. In the 2017-18 school year, the total number of days for professional development was 3 full days and 70 after school meetings on our early release days. For our current school year 2018-19, the total number of days estimated for professional development is 3 full days and 71 after school meetings.