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Thomas P. Ryan Elementary School
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

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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)

School Contact Information	
School Name	Thomas P. Ryan Elementary School
Street	1241 McGinness Way
City, State, Zip	San Jose CA, 95127
Phone Number	(408) 928-8650
Principal	Raquel Katz
E-mail Address	raquel.katz@arusd.org
Web Site	http://www.arusd.org/Domain/925
CDS Code	43693696046320

District Contact Information	
District Name	Alum Rock Union Elementary School District
Phone Number	(408) 928-6800
Superintendent	Hilaria Bauer, Ph.D.
E-mail Address	hilaria.bauer@arusd.org
Web Site	www.arusd.org

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

Our vision is to create a TK-5 school that is highly regarded for its academic excellence. Ryan Elementary is committed to preparing students, academically and socially, for middle school and beyond though the implementation of Common Core, high-quality instruction, and integration of technology in every grade level.

Through a robust STEAM education at Ryan Elementary School our students will develop their 21st century skills in an innovative learning environment where they are driven by inquiry, the engineering design process and exploration. Teachers will engage, inspire, and empower a community of learners in critical thinking, collaborating, innovating and communicating in preparation for college and career readiness.

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

Grade Level	Number of Students
Kindergarten	77
Grade 1	48
Grade 2	64
Grade 3	82
Grade 4	69
Grade 5	78
Total Enrollment	418

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	0.2
Asian	8.1
Filipino	4.8
Hispanic or Latino	83
Native Hawaiian or Pacific Islander	1
White	0.7
Two or More Races	0.5
Socioeconomically Disadvantaged	87.8
English Learners	56.2
Students with Disabilities	9.6
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	21	22	19	496
Without Full Credential	0	0	2	43
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	1	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	91.3	8.7
All Schools in District	86.3	13.7
High-Poverty Schools in District	86.3	13.7
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: January 2016

The following are the most recent adoptions for Alum Rock Union Elementary School District:
- Benchmark Advance (ELA and ELD) 2016-Elementary/Engage NY 2016- Middle Schools
- EnVision Mathematics 2015-Elementary / CPM 2015- Middle Schools
- Scott Foresman Science 2006- Elementary/Glencoe Science 2006-Middle Schools
- Scott Foresman Social Studies 2007- Elementary /TCI Curriculum 2007- Middle School

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance (ELA and ELD) 2016-Elementary/Engage NY 2016- Middle Schools	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	EnVision Mathematics 2015-Elementary / CPM 2015-Middle Schools	Yes	0%
Science	Scott Foresman Science 2006- Elementary/Glencoe Science 2006-Middle Schools	Yes	0%
History-Social Science	Scott Foresman Social Studies 2007- Elementary /TCI Curriculum 2007- Middle School	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Although Ryan's main school campus was constructed in 1953, portable buildings have been added to accommodate the growing school population and diverse program needs. During the 2016 school year, local bonds were used to renovate existing facilities including our nurse's bathroom as well as two student bathrooms. New flooring was also placed in three of our classrooms.

The Alum Rock School District maintenance staff, in conjunction with day and night custodians, ensure the school buildings and grounds are safe, clean, and in good repair. Rigorous daily custodial schedules ensure that classrooms, lavatories, serving kitchens, eating areas, offices, and playgrounds are clean for both student and staff use. Regular oversight by district maintenance crews ensures that grass and landscaped areas are well maintained, and that the school's buildings, grounds and play areas are safe for use.

All of the classrooms have new technology including LCD projectors, Promethean Boards, new wiring, and installation to support the technology. All second through fifth grade classrooms now have Activotes, Active Expressions, or iPods that allow students to interact with the Promethean Boards and give the teachers immediate feedback on how the students are learning the content and standards.

A water filtration system was installed in our cafeteria. It is in use so the students can have access to clean, fresh water to go along with our increase in water and decrease in sugary drinks program.

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: January 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	(1) Room A: Four Ceiling Tiles missing; (2) Room 1: Four Ceiling Tiles to be replace; (3) Library: Couple of ceiling tiles have water stain, crack and holes; (4) Mailroom: Ceiling tile has water stain; (5) Room 5: One Ceiling tile missing; (6) Room 10: One ceiling tile missing; (7) Room 11: Two ceiling tiles missing; (8) Room 13: Three cabinets missing; (9) One ceiling tile missing; (10) Room 20: Ceiling tiles has water stain; (11) Room K-3: Floor tile chipped; (12) Main Office: Ceiling tiles have water stain
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: January 2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Electrical: Electrical			X	(1) Cafeteria: 3 ballasts need to be replace; (2) Cafeteria: 5 lights fixture need cover; (3) Storage: Missing two light cover: (4) Boiler room: Missing two light cover; (5) Room 1: Two light fixtures need ballast to be replace; (6) Room 2: Four ballasts need to be replace: (7) Room 4: Light fixture-Ballast need to be replace; (8) Staff 10: Light fixture-ballast need to be replace; (9) Library: 4 light need ballast to be replace; (10) Mail room: one light missing cover; (11) Room 5: 1 ballast need to be replace; (12) Room 8: Light fixture ballast need a ballast; (13) Room 16: Three light bulbs out; (14) Room 17: 2 ballasts need to be replace; (15) Room 11: 1 ballast need to be replace; (16) Room 13: 1 ballast need to be replace: (17) Room 14: 2 ballast need to be replace; (18) Boys RR: 1 light need a new ballast; (19) Room 21: 4 light bulbs out; (20) Room 20: 4 light bulbs out; (21) Room K-2: 1 ballast out
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		
Safety: Fire Safety, Hazardous Materials			X	(1) Cafeteria/Custodial closet: Microwave inside the closet (2) Boiler Room: Fire extinguisher Missing.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: January 2017				
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	31	32	34	39	44	48
Mathematics	20	19	25	30	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	79	78	98.7	17.9
	4	74	71	96.0	31.0
	5	80	80	100.0	47.5
Male	3	46	45	97.8	15.6
	4	38	36	94.7	25.0
	5	42	42	100.0	33.3
Female	3	33	33	100.0	21.2
	4	36	35	97.2	37.1
	5	38	38	100.0	63.2
Black or African American	4	--	--	--	--
American Indian or Alaska Native	5	--	--	--	--
Asian	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Hispanic or Latino	3	64	64	100.0	14.1
	4	62	60	96.8	26.7
	5	70	70	100.0	40.0
Native Hawaiian or Pacific Islander	3	--	--	--	--
	4	--	--	--	--
White	3	--	--	--	--
Two or More Races	4	--	--	--	--
Socioeconomically Disadvantaged	3	70	70	100.0	15.7
	4	65	63	96.9	28.6
	5	68	68	100.0	42.6
English Learners	3	45	45	100.0	11.1
	4	37	34	91.9	8.8
	5	37	37	100.0	21.6
Students with Disabilities	3	16	16	100.0	
	4	--	--	--	--
	5	15	15	100.0	6.7
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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	79	79	100.0	21.5
	4	74	74	100.0	16.2
	5	80	80	100.0	18.8
Male	3	46	46	100.0	15.2
	4	38	38	100.0	13.2
	5	42	42	100.0	14.3
Female	3	33	33	100.0	30.3

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	36	36	100.0	19.4
	5	38	38	100.0	23.7
Black or African American	4	--	--	--	--
American Indian or Alaska Native	5	--	--	--	--
Asian	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	3	64	64	100.0	17.2
	4	62	62	100.0	14.5
	5	70	70	100.0	12.9
Native Hawaiian or Pacific Islander	3	--	--	--	--
	4	--	--	--	--
White	3	--	--	--	--
Two or More Races	4	--	--	--	--
Socioeconomically Disadvantaged	3	70	70	100.0	20.0
	4	65	65	100.0	12.3
	5	68	68	100.0	14.7
English Learners	3	45	45	100.0	20.0
	4	37	37	100.0	2.7
	5	37	37	100.0	2.7
Students with Disabilities	3	16	16	100.0	
	4	--	--	--	--
	5	15	15	100.0	6.7
Foster Youth	3	--	--	--	--
	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)	52	28	49	52	47	49	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	80	80	100.0	48.8
Male	42	42	100.0	40.5
Female	38	38	100.0	57.9
Hispanic or Latino	70	70	100.0	42.9
Socioeconomically Disadvantaged	68	68	100.0	44.1
English Learners	37	37	100.0	18.9
Students with Disabilities	15	15	100.0	26.7

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	14.5	17.1	23.7

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)

Staff and students actively participate with parents and the community through school parent volunteers, parent workshops, academic nights for parents, School Site Council, fundraising, and through our partnerships with Think Together, Kidango, and City Year. Parents and the community are continually kept informed through the school newsletter, school website, Sangha phone app, community flyers, and parent notices from teachers and administration.

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	0.5	1.6	0.6	2.3	3.2	3.1	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Ryan School has a very detailed, comprehensive school safety plan that outlines protocols, systems, and procedures in the event of any/all emergencies. The plan also contains the yearly safety goals as determined by the students, staff, and parents. The plan is discussed with the School Site Council in November of each school year. The plan was last updated during the 2016/2017 school year. The safety plan and drill procedures are reviewed during the year with all staff. Safety alerts are shared with all staff as needed throughout the school year. In addition, all required drills are calendared and completed, and the results are shared with the staff.

The Ryan School Safety Plan has a comprehensive, enforceable, and continuous behavior policy, set of rules and regulations, dress code policy, set of protocols for safety/emergency drills, tardy policy, attendance policy, referral policy, non-discriminatory policy on student rights and responsibilities, campus security policy, harassment policy, Internet safety policy, and an intervention policy.

The grounds are monitored by the principal, teachers, custodians, and parents, and the office staff has radios to communicate in case of any emergency. The back gates are locked during the day to keep the campus closed. All visitors must enter the office and receive a pass if they are to remain on campus and check out when they leave.

All staff has been trained in Lockdown and Shelter in Place procedures. The school participates in monthly fire drills and quarterly earthquake drills.

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	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	8
Percent of Schools Currently in Program Improvement	N/A	38.1

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	18	5			20	1	2		22	1	2	
1	21	3	1		21		3		22		3	
2	16	3	1		20	2	2		20	2		
3	18	1	4		20	2	1		22	1	2	
4	33			2	17	1	1		29		2	
5	32		2	1	31	1	2	1	27		3	
Other	6	1			7	2						

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		
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	.5	N/A
Psychologist	1	N/A
Social Worker		N/A
Nurse	.5	N/A
Speech/Language/Hearing Specialist	.5	N/A
Resource Specialist	.5	N/A
Other	.5	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	$9,286	$2,398	$6,888	$75,706
District	N/A	N/A	$6,466	$70,088
Percent Difference: School Site and District	N/A	N/A	6.5	8.0
State	N/A	N/A	$5,348	$72,993
Percent Difference: School Site and State	N/A	N/A	28.8	3.7

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

Types of Services Funded (Fiscal Year 2015-16)

The Ryan staff receives training in writer's workshop by attending trainings and purchasing materials to support classroom instruction and professional growth.

After-school state testing prep classes were offered to at-risk students scoring below proficiency levels in reading language arts. We were able to hold two sessions for 6 weeks.

The principal, resource teacher, special education teachers and classroom teachers meet to analyze and assess student data to determine if English learners are meeting their annual yearly progress goals (based on length of time in the district's language program) during staff and/or grade level meetings. Teachers are provided with grade level release days as well as full- day planning release days and are provided with a substitute. Substitutes are also provided to release teachers to plan STEAM units in 4th and 5th grade classrooms. STEAM materials are purchased from the Engineering is Elementary curriculum and teachers are also able to attend professional development at the Tech Museum.

In grades 2nd through 5th, students are grouped according to level as measured by assessments including, but not limited to, the SBAC, iReady, and the California English Language Development Test (CELDT). This is part of the Response to Intervention Model (RTI) used at Ryan. Students change levels during the year as they are closely monitored for continuous improvement.

A full time resource teacher assists in the full implementation of the current curriculum and in differentiated instruction using modeled lessons to ensure all teachers are teaching the program with fidelity. The resource teacher also releases teachers using substitutes so they can visit other classrooms or schools to improve their practice.

All second through fifth grade classrooms are using a program titled "100 Book Challenge" which provides students with leveled books so all children have an opportunity to read at their individual levels. They also use the strategies from the regular curriculum, but at a level a text that they can process.

Funds are also used to provide materials and compensation for community outreach. It is our number one goal to share the wonderful things we are doing and have in store for Ryan with our community. In fact, our school is transitioning to a STEAM which is critical to explain and share with our community.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$48,684	$44,573
Mid-Range Teacher Salary	$75,792	$72,868
Highest Teacher Salary	$88,464	$92,972
Average Principal Salary (Elementary)	$106,896	$116,229
Average Principal Salary (Middle)	$112,241	$119,596
Average Principal Salary (High)		$121,883
Superintendent Salary	$185,000	$201,784
Percent of Budget for Teacher Salaries	41%	39%
Percent of Budget for Administrative Salaries	6%	5%

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

Professional Development (Most Recent Three Years)

Staff has been trained in common core through on-site, district, and county professional development. Our focus this year was training staff on the use of iReady, small group instruction using iReady data, as well as writing from sources. During staff meetings and grade level collaborations, our staff utilizes data to drive instruction. Optional workshops are also offered to teachers to support the needs of our English Language learners, and are facilitated by the resource teacher. The staff engages in peer coaching professional development as well as district instructional team professional learning communities. Ongoing training is also provided to the staff in the area of technology which is provided by our technology liaison. Our resource teacher also works with individual teachers and grade levels to support professional growth by providing walkthroughs, peer coaching, and planning support.