

Clyde Arbuckle 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)

School Contact Information	
School Name	Clyde Arbuckle Elementary School
Street	1970 Cinderella Lane
City, State, Zip	San Jose CA, 95116
Phone Number	(408) 928-7100
Principal	Olga F. Martinez
E-mail Address	olga.martinez@arusd.org
Web Site	http://www.arusd.org/Domain/42
CDS Code	43-69369-6046130

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)

Clyde Arbuckle Elementary School is a Transitional Kinder through 5th grade elementary school in the Alum Rock School District. We are a Professional Learning Community consisting of caring educators, highly qualified staff and dedicated volunteers leaders. We have City Year a national non-profit organization. City Year corp members work with students during the school day to improve their reading and math skills. They run an after school program that focuses on academics, enrichment, and positive social choices. Our teachers plan their lessons using a collaborative process called "Results Oriented Cycle of Inquiry" where teachers look at individual student progress and then plan specific actions to address student needs. We serve approximately 399 students with all of them receiving universal free lunch. We have two transitional kindergartens, four kindergarten classes, four first grade classes, two second grade classes, a first and second grade combination class, two third grade classes, one fourth grade class, one fourth and fifth grade combination class, and one fifth grade class. Arbuckle has a first grade autistic class, a second grade autistic class and a third grade autistic class. Our student demographics are ninety percent Hispanic/Latino, 7% Asian, 2% Filipino, and 1% African American.

Mission Statement

The Clyde Arbuckle Elementary/Adelante II Dual Language Academy school community will create a safe, positive and successful learning environment to instill in students the desire for knowledge and to develop productive citizens.

Vision Statement

Clyde Arbuckle Elementary/Adelante II Dual Language Academy is a creative, supportive and safe climate in which all members of our community enjoy their time at school. Arbuckle encourages a strong home/school partnership and exemplary education for our students. We motivate all students to be collaborative, confident and responsible as they prepare for college and careers.

Core Values

- We believe in every child's capacity to learn.
- We believe in educating students for global citizenship.
- We believe that quality teaching is the greatest predictor of student success.
- We believe in purposeful collaboration focused on learning.
- We believe that the diversity of our students, staff, and community strengthens and enriches our educational community.

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

Grade Level	Number of Students
Kindergarten	54
Grade 1	66
Grade 2	50
Grade 3	65
Grade 4	55
Grade 5	38
Total Enrollment	328

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0
Asian	9.5
Filipino	2.7
Hispanic or Latino	85.7
Native Hawaiian or Pacific Islander	0.6
White	0.6
Two or More Races	0.3
Socioeconomically Disadvantaged	94.8
English Learners	73.2
Students with Disabilities	16.8
Foster Youth	0

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	18	19	13	496
Without Full Credential	1	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	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	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%
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)

The district makes every effort to ensure all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office and at the district office.

School facilities are upgraded whenever possible to support and maintain a safe, clean and secure campus. Sufficient classroom, office, library, playground, staff space, and restroom facilities are allocated to support stakeholders' needs and the instructional program. 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. There is an ongoing and strenuous reinforcement of bathroom etiquette. Bathrooms are checked after each recess and after school. There are at least two Beautification Days each year. Parents, teachers and sponsors come to the school on a Saturday and plant flowers, clean windows, pick weeds, paint, and clean up surrounding streets.

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: December 2016				
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	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X		
Electrical: Electrical			X	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials		X		
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: December 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	22	19	34	39	44	48
Mathematics	16	13	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	64	64	100.0	15.9
	4	57	56	98.3	14.3
	5	37	37	100.0	29.7
Male	3	37	37	100.0	13.9
	4	28	27	96.4	3.7
	5	21	21	100.0	28.6
Female	3	27	27	100.0	18.5
	4	29	29	100.0	24.1
	5	16	16	100.0	31.3
Black or African American	3	--	--	--	--
	4	--	--	--	--
Asian	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Filipino	3	--	--	--	--
	4	--	--	--	--
Hispanic or Latino	3	50	50	100.0	14.3
	4	49	48	98.0	10.4
	5	35	35	100.0	28.6
Native Hawaiian or Pacific Islander	3	--	--	--	--
White	3	--	--	--	--
Socioeconomically Disadvantaged	3	60	60	100.0	13.6
	4	56	55	98.2	12.7
	5	35	35	100.0	25.7
English Learners	3	49	49	100.0	6.3
	4	38	37	97.4	5.4
	5	18	18	100.0	5.6
Students with Disabilities	3	19	19	100.0	11.1
	4	--	--	--	--
	5	--	--	--	--
Students Receiving Migrant Education Services	3	--	--	--	--
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	64	64	100.0	18.8
	4	57	57	100.0	7.1
	5	37	37	100.0	13.5
Male	3	37	37	100.0	16.2
	4	28	28	100.0	7.4
	5	21	21	100.0	9.5
Female	3	27	27	100.0	22.2
	4	29	29	100.0	6.9
	5	16	16	100.0	18.8
Black or African American	3	--	--	--	--
	4	--	--	--	--
Asian	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Filipino	3	--	--	--	--
	4	--	--	--	--
Hispanic or Latino	3	50	50	100.0	20.0
	4	49	49	100.0	2.1
	5	35	35	100.0	11.4
Native Hawaiian or Pacific Islander	3	--	--	--	--
White	3	--	--	--	--
Socioeconomically Disadvantaged	3	60	60	100.0	16.7
	4	56	56	100.0	5.5
	5	35	35	100.0	11.4
English Learners	3	49	49	100.0	10.2
	4	38	38	100.0	2.7
	5	18	18	100.0	
Students with Disabilities	3	19	19	100.0	5.3

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	--	--	--	--
	5	--	--	--	--
Students Receiving Migrant Education Services	3	--	--	--	--
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)	50	54	38	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	37	37	100.0	37.8
Male	21	21	100.0	47.6
Female	16	16	100.0	25.0
Hispanic or Latino	35	35	100.0	37.1
Socioeconomically Disadvantaged	35	35	100.0	34.3
English Learners	18	18	100.0	16.7

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	22.2	25	19.4

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)

Parent involvement is essential to effective schooling. Arbuckle Elementary/Adelante II Dual Language actively promotes a strong, comprehensive parent involvement policy. Not only does Arbuckle Elementary/Adelante II promote two-way communication about school programs and student progress, but it also involves parents in instructional and support roles at the school. In addition to preparing parents to actively participate in school decision-making and developing their leadership skills in governance and advocacy, Arbuckle Elementary/Adelante II also provides parents with strategies and techniques to assist their children with learning activities at home. Additionally, to ensure parents receive the health and social services that are necessary to live healthy lives and to promote student achievement, Arbuckle Elementary/Adelante II provides parents with the skills and resources to access community support services. Parent training is provided by Arbuckle Elementary/Adelante II teachers and administrator on topics which address academic achievement and accountability.

Parents of targeted students are provided workshops to help them support student learning in the home. Community agencies provide counseling and family support to students and parents.

Parents are invited to volunteer in classrooms and different school activities throughout the year. Their service hours are recorded and parents are recognized at a ceremony at the end of the year.

For additional information, please contact the school principal, Olga Martinez, community liaison, Chhaya Toun, or our PTO president Juanita Torres, at 408-928-7100.

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	4.0	2.5	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)

At Arbuckle Elementary/Adelante II, a school of academic excellence, we strive to find and use the best practices, strategies and approaches to bring about optimal learning opportunities within a safe and caring school environment. We take student safety seriously. Training is provided in health and safety and emergency procedures, Lock down, shelter in place, first aid and communication. We have monthly fire drills two mock earthquake drills yearly where teachers are aware of their responsibilities. Lock down and Shelter in place drills take place once a year. A school-wide behavior system is in place with positive rewards. The Positive Behavior Intervention and Supports (PBIS) curriculum supports and reinforces positive behavior and violence reduction. It teaches students to praise each other, to give up "put downs", to seek wise people to notice and speak up about hurts, to right wrongs and to build peace at home, at school and in their community. We also state a bullying oath daily and do not tolerate bullying. In addition, the school's focus on scholarly conduct helps students behave in a positive and consistent manner. PBIS posters are reviewed daily and posted in classrooms, cafeteria, bathrooms and corridors.

Arbuckle Elementary/Adelante II has a very detailed, comprehensive school safety plan that outlines protocols, systems, and procedures in the event of any and all emergencies. The plan also contains the yearly safety goals as determined by the students, staff, and parents. The school safety plan is developed and reviewed on a yearly basis by the Arbuckle Elementary/Adelante II Safety Committee before it is presented to the Alum Rock Union Elementary School District Board of Trustees for annual approval. The plan was last updated and approved in February 2016. Safety alerts are shared with all staff as needed throughout the school year.

The Arbuckle Elementary/Adelante II Safety Plan contains 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, nondiscriminatory policy on student rights and responsibilities, campus security policy, harassment policy, conflict management policy, Internet safety policy, and intervention and referral system policy.

School visitors need to report to the office to sign in. Parents are fingerprinted and TB tested if they volunteer more than seven hours a week. They are given a visitor's badge to wear so they can be easily identified by students and staff. Gates are all locked as soon as school starts and only the main gate is unlocked at the end of the day. We have yearly inspections by the fire department to make sure we are at code.

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	2010-2011	2004-2005
Year in Program Improvement*	Year 3	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	21	1	3		15	4			19	3		
1	18	2	2		20	2	1		20	2.5		
2	17	1	2		18	1	2		23		2	
3	17	2	2		18	3	1		22		2	
4	34			1	27		1		31		1.5	
5	34			2	28		2		31		1.5	

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)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	.5	N/A
Psychologist	.6	N/A
Social Worker		N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	1	N/A
Other		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	\$8,868	\$2,419	\$6,448	\$75,195
District	N/A	N/A	\$6,466	\$74,018
Percent Difference: School Site and District	N/A	N/A	-0.3	1.6
State	N/A	N/A	\$5,677	\$75,137
Percent Difference: School Site and State	N/A	N/A	13.6	0.1

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

Types of Services Funded (Fiscal Year 2015-16)

Arbuckle Elementary/Adelante II provides the following categorically funded services to ensure under-performing students meet standards:

Title I funds provide a Home Community Liaison position to support attendance and communication by phone or home visits. ST Math is an extra support in every classroom which provides students the opportunity to work on critical thinking skills on the computer.

Character Traits of the Month Award Assemblies give our exceptional students recognition, photo opportunity and rewards are provided to recognize student achievement, effort, and positive attitude.

Accelerated Reader and STAR is used to assess reading and vocabulary to promote reading fluency. Awards are provided three times a year to motivate and reward students meeting their goals. We also purchase new books to support the classroom libraries.

Teachers identify at-risk or low-performing students and provide in-class and/or after school intervention.

Pull out tutoring, and after school intervention programs across the grade levels provide tutoring, academic support, and recreational enrichment activities are provided through the City Year program. We provide extra tutoring from Sylvan for grades 3-5 and Tutor Works for grades 1-2 to improve student strategies and student scores for testing.

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)

Continuous professional development is a common practice for all Arbuckle Elementary/Adelante II staff. Teachers receive extensive training in the Benchmark Advance Language Arts Program. Teachers also receive training in Step-Up-To-Writing, ELD instruction and enVision Math training. As a school we are continuously seeking professional development that will better help us meet the needs of our students. Teachers are receiving training in GLAD strategies. All teachers are engaged in in-house staff collaboration and training to develop their skills in all curricular areas.