

Las Animas Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 <https://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

School Contact Information (School Year 2019-20)

| Entity | Contact Information |
|-----------------------------------|---|
| School Name | Las Animas Elementary School |
| Street | 6550 Cimino Street |
| City, State, Zip | Gilroy, CA 95020 |
| Phone Number | (669) 205-4500 |
| Principal | Silvia Reyes |
| Email Address | silvia.reyes@gilroyunified.org |
| Website | https://lasanimas.gilroyunified.org/ |
| County-District-School (CDS) Code | 43-69484-6047328 |

| Entity | Contact Information |
|----------------|---------------------------------|
| District Name | Gilroy Unified School District |
| Phone Number | (408) 847-2700 |
| Superintendent | Deborah Flores |
| Email Address | debbie.flores@gilroyunified.org |
| Website | www.gusd.k12.ca.us |

School Description and Mission Statement (School Year 2019-20)

Through community-minded collaboration, our purpose is to create a consistent, nurturing and safe environment where we teach, inspire and challenge each student in order to build 21st century academic, social and ethical skills.

Student Enrollment by Grade Level (School Year 2018-19)

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 119 |
| Grade 1 | 126 |
| Grade 2 | 129 |
| Grade 3 | 129 |
| Grade 4 | 117 |
| Grade 5 | 122 |
| Total Enrollment | 742 |

Student Enrollment by Group (School Year 2018-19)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 2.3 |
| American Indian or Alaska Native | 0.8 |
| Asian | 8.2 |
| Filipino | 5.3 |
| Hispanic or Latino | 60.6 |
| Native Hawaiian or Pacific Islander | 0.1 |
| White | 14.2 |
| Two or More Races | 3.1 |
| Socioeconomically Disadvantaged | 46 |
| English Learners | 34.1 |
| Students with Disabilities | 8.8 |
| Homeless | |

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 2017-18 | School 2018-19 | School 2019-20 | District 2019-20 |
|--|----------------|----------------|----------------|------------------|
| With Full Credential | 29 | 26 | 25 | 467 |
| Without Full Credential | 2 | 6 | 6 | 36 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2017-18 | 2018-19 | 2019-20 |
|--|---------|---------|---------|
| 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 2019-20)

Year and month in which data were collected: 10/4/2018

We choose our textbooks from lists that state education officials have already approved. For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers and educators consider our state's standards to be among the most rigorous and challenging in the nation. You can find the content standards for each subject at each grade level on the California Department of Education (CDE) website. Textbooks for kindergarten through eighth grade are selected from the California State Board of Education's list of approved adopted instructional materials. Instructional materials for students in grades 9-12 are locally approved. Teachers use additional instructional resources aligned with the Common Core State Standards and the state curriculum frameworks. Textbook selection involves a committee of teachers who engage in reviewing potential resources to determine alignment with the state-approved instructional framework for each content area. Resources that best meet alignment criteria are selected to be piloted in classrooms. Data is collected and evaluated, and the committee makes recommendations to the Board of Education for approval. The most recent public hearing to adopt a resolution on sufficiency of instructional materials was held on October 4, 2018.

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|-------------------------------|---|----------------------------|--|
| Reading/Language Arts | Benchmark Advanced/Benchmark 2017 Treasures, Macmillan/McGraw-Hill (English language development) 2009 Tesoros de lectura, Macmillan/McGraw-Hill (Las Animas Elementary School, Rod Kelley Elementary School Dual Immersion) 2009 | Yes | 0% |
| Mathematics | Go Math!, Harcourt 2016 | Yes | 0% |
| Science | California Science, Harcourt (K-5) 2007 | Yes | 0% |
| History-Social Science | Scott Foresman History-Social Science for California, Pearson/Scott Foresman (K-3) 2006 Reflections, Harcourt (4-5) 2006 | Yes | 0% |

School Facility Conditions and Planned Improvements (Most Recent Year)

Las Animas School was the oldest facility in our district. Las Animas' new facility was rebuilt and opened in August 2007. All of our staff and our two custodians beautifully maintain it. Our school features 35 classrooms, a multipurpose room, library, two computer labs and an athletic field. We have computers in each classroom and our library. We have a computer lab with 30 computers. In addition, we have a STEAM lab, "Kid's Studio," where we have 36 Chromebooks, iPads and is open for students to create, develop and get excited about science and engineering. Every student in grades 2-5 have one Chromebook. Kindergarten and first grade shares Chromebook carts. We have six iPads in every K-5 classroom, which we use to integrate curriculum and instruction, specifically to support our implementation of STEAM (science, technology, engineering, arts and mathematics). Our school has a wireless connection, making technology more accessible for student learning. Students visit the library to conduct research, study and check out books. Over the past year, we have updated the library collection with numerous new books and videotapes for student and teacher use. The Home and School Club supports the addition of many wonderful fiction and nonfiction books for students every year. Volunteer parents and community members maintain and run our library. They also have aligned our library books to Accelerated Reader. Accelerated Reader is a computer program that promotes reading and comprehension skills. Students choose books at their reading level and take a short comprehension quiz on the computer. The library gives them many choices to read by providing books from different genres. Each classroom is equipped with a multimedia cart, which includes a projector, an Interwrite Pad called a Mobi, a laptop, document cameras called ELMO, and individual Student Responders. This multimedia technology supports teachers in ensuring students master the grade-level standards and engages students in the curriculum, making learning fun. The Student Responders support teachers in assessing students on a daily basis, gives immediate feedback to students and helps teachers inform instruction to meet the needs of all the students. It also gives parents feedback using the reports to support student progress.

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

Year and month of the most recent FIT report: 11/20/2019

| System Inspected | Rating | 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 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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 49 | 65 | 49 | 50 | 50 | 50 |
| Mathematics (grades 3-8 and 11) | 50 | 64 | 42 | 43 | 38 | 39 |

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 2018-19)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 351 | 346 | 98.58 | 1.42 | 64.74 |
| Male | 175 | 173 | 98.86 | 1.14 | 63.01 |
| Female | 176 | 173 | 98.30 | 1.70 | 66.47 |
| Black or African American | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 26 | 26 | 100.00 | 0.00 | 80.77 |
| Filipino | 17 | 17 | 100.00 | 0.00 | 58.82 |
| Hispanic or Latino | 215 | 213 | 99.07 | 0.93 | 56.34 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| White | 51 | 50 | 98.04 | 1.96 | 84.00 |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| Two or More Races | 12 | 12 | 100.00 | 0.00 | 75.00 |
| Socioeconomically Disadvantaged | 175 | 173 | 98.86 | 1.14 | 55.49 |
| English Learners | 147 | 146 | 99.32 | 0.68 | 54.11 |
| Students with Disabilities | 18 | 15 | 83.33 | 16.67 | 40.00 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |

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 2018-19)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 351 | 347 | 98.86 | 1.14 | 63.69 |
| Male | 175 | 174 | 99.43 | 0.57 | 68.39 |
| Female | 176 | 173 | 98.30 | 1.70 | 58.96 |
| Black or African American | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 26 | 26 | 100.00 | 0.00 | 84.62 |
| Filipino | 17 | 17 | 100.00 | 0.00 | 76.47 |
| Hispanic or Latino | 215 | 213 | 99.07 | 0.93 | 54.46 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| White | 51 | 50 | 98.04 | 1.96 | 78.00 |
| Two or More Races | 12 | 12 | 100.00 | 0.00 | 91.67 |
| Socioeconomically Disadvantaged | 175 | 174 | 99.43 | 0.57 | 52.30 |
| English Learners | 147 | 147 | 100.00 | 0.00 | 50.34 |
| Students with Disabilities | 18 | 15 | 83.33 | 16.67 | 40.00 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---------------|------------------|---------------|----------------|--------------------|-------------------------|
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |

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

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|---------------------------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | N/A | N/A | N/A | N/A | N/A | N/A |

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 2018-19)

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| 5 | 27.7 | 27.7 | 20.5 |

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2019-20)

Parent involvement is very strong at Las Animas Elementary School. We are fortunate to have strong parent support in every aspect of our school. Our School Site Council consists of school staff and parents. The council oversees the School Site Plan and a significant part of the school budget. We also have an English Learner Advisory Committee (ELAC), where Spanish-speaking parents are invited to take an active role and be informed about what is happening in the school. Participation in our Home and School Club is an important way that parents support the school and make an impact in our school culture and student learning. Parents also work directly with our teachers; assist Arts Alive and Science Alive; read books in our Project Cornerstone and Los Dichos program; help with the library and fundraisers; and provide classroom teacher and student support. We offer family events like Harvest Fest, movie nights, family science nights, the school auction, field trips and school plays. Parents take an active role in all the events and meetings at our school. For more information on how to become involved at the school, contact Home and School Club president Kim DeWitt at (669) 205-4500.

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 2016-17 | School 2017-18 | School 2018-19 | District 2016-17 | District 2017-18 | District 2018-19 | State 2016-17 | State 2017-18 | State 2018-19 |
|-------------|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|------------------|------------------|------------------|
| Suspensions | 0.0 | 0.1 | 0.4 | 3.9 | 5.4 | 5.1 | 3.6 | 3.5 | 3.5 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.1 | 0.2 | 0.1 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2019-20)

Our school and grounds are very safe. We have a gated school that is closed during the instructional day. Parents and visitors must come in through the front office and sign in before going into the classrooms. We routinely go over playground safety rules with students. We have six schoolwide rules, which are the same as the classroom teacher rules, ensuring student understanding and compliance. These rules utilize Whole Brain Teaching strategies that are implemented schoolwide by all staff. One of the six is a no-bullying rule. We follow our district policy on suspensions and expulsions and abide by our district ratio of student-to-yard-duty supervisors for student safety. We have monthly fire drills and earthquake drills to ensure students and staff know what to do in case of an emergency. We also participate in The Great California ShakeOut that helps prepare the staff for a big disaster. Staff members monitor our playground and campus before school, after school and during recess. We implement the Olweus Bullying Prevention Program at Las Animas. The Olweus Bullying Prevention Program, or OBPP for short, is the most researched and best-known bullying prevention program available today. Students also build their character through the Character Counts! pillars: respect, responsibility, caring, fairness, trustworthiness and citizenship. It is a great way for students to build skills that will help them interact positively with other people around them. Since implementation of the Olweus program in conjunction with our Character Counts! expectations, our suspensions have significantly decreased. Our students are safe and feel safe. The school safety plan was last reviewed, updated and discussed with the school faculty January 2019.

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.

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2016-17 | 2016-17 | 2016-17 | 2016-17 | 2017-18 | 2017-18 | 2017-18 | 2017-18 | 2018-19 | 2018-19 | 2018-19 | 2018-19 |
|-------------|--------------------|----------------------------|-----------------------------|---------------------------|--------------------|----------------------------|-----------------------------|---------------------------|--------------------|----------------------------|-----------------------------|---------------------------|
| | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ |
| K | 23 | 2 | 3 | | 22 | 1 | 5 | | 23 | | 5 | |
| 1 | 25 | | 5 | | 26 | | 5 | | 25 | | 5 | |
| 2 | 25 | | 4 | | 27 | | 5 | | 25 | | 5 | |
| 3 | 31 | | 3 | 1 | 25 | | 4 | | 25 | 1 | 4 | |
| 4 | 33 | | 2 | 2 | 32 | | 2 | 2 | 28 | | 4 | |
| 5 | 34 | | 2 | 2 | 28 | 1 | 2 | 2 | 30 | | 2 | 2 |
| Other** | 10 | 2 | | | | | | | 9 | 2 | | |

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

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

| Title | Ratio |
|----------------------|-------|
| Academic Counselors* | .0 |

*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.

Student Support Services Staff (School Year 2018-19)

| Title | Number of FTE* Assigned to School |
|---|--------------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | 1.5 |

*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 2017-18)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$5,729 | \$1,151 | \$4,578 | \$80,959 |
| District | N/A | N/A | \$7,833 | \$86,053 |
| Percent Difference - School Site and District | N/A | N/A | | |
| State | N/A | N/A | \$7,125 | \$79,665 |
| Percent Difference - School Site and State | N/A | N/A | | |

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 2018-19)

The Las Animas Home and School Club contributes to the school in many different areas. It provides funding for field trips, classroom materials, technology, classroom libraries, fifth-grade promotion activities and any other needs that support our school goals in our Single School Plan for Student Achievement. The Home and School Club supports our school vision and conducts many fundraisers and donation drives to be successful in implementing our vision and school goals. Home and School Club also supports all of our instructional efforts and organizes fun parent meetings and evening functions.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$50,743 | \$51,374 |
| Mid-Range Teacher Salary | \$74,751 | \$80,151 |
| Highest Teacher Salary | \$94,963 | \$100,143 |
| Average Principal Salary (Elementary) | \$132,658 | \$126,896 |
| Average Principal Salary (Middle) | \$142,317 | \$133,668 |
| Average Principal Salary (High) | \$150,900 | \$143,746 |
| Superintendent Salary | \$221,519 | \$245,810 |
| Percent of Budget for Teacher Salaries | 33% | 35% |
| Percent of Budget for Administrative Salaries | 5% | 5% |

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

Professional Development (Most Recent Three Years)

| Measure | 2017-18 | 2018-19 | 2019-20 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 3 | 3 | 3 |

Our teachers have had extensive training in Whole Brain Teaching and Common Core State Standards best practices. They participate in peer coaching and watch model lessons to see how to apply best practices in the classroom. They also attend other conferences to learn more about delivering effective instruction. We have a literacy facilitator on-site who models lessons integrating technology. Our literacy facilitator also provides the school training to support teachers in implementation of best practices and use of technology to engage students. We also use some of our after-school staff meetings to provide additional staff development. We follow our district calendar and district elementary goals in providing staff development for our teachers. Throughout the school year, we had teacher release days to support our staff in the implementation and training on Common Core, the Whole Brain Teaching program, integration of technology and pacing. We continued to teach with the California standards expectations. We are in our third year of implementation of our state adopted math curriculum, Go Math. We are in our second year of implementation of our state adopted language arts curriculum, Benchmark Advance.