

**Adelante Dual Language Academy**  
**School Accountability Report Card**  
**Reported Using Data from the 2019-2020 School Year**  
**Published During 2020-2021**

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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).

#### **California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## About This School

### School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Adelante Dual Language Academy
Street	2999 Ridgemont Dr.
City, State, Zip	San Jose CA, 95127
Phone Number	(408) 928-1900
Principal	Maria D. Martinez
Email Address	maria.martinez@arUSD.org
Website	<a href="https://adelante.arUSD.org">https://adelante.arUSD.org</a>
County-District-School (CDS) Code	43-69369-0108167

### District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Alum Rock Union Elementary School District
Phone Number	(408) 928-6800
Superintendent	Hilaria Bauer, Ph.D.
Email Address	hilaria.bauer@arUSD.org
Website	www.arUSD.org

### School Description and Mission Statement (School Year 2020-2021)

Mission: Academy is a TK-8th grade school that provides an opportunity for all students to achieve high levels of bilingual proficiency and to develop multicultural competency through a rigorous English and Spanish dual language immersion instructional program. Our school philosophy is based on the belief that, "One who knows two languages can contribute in two worlds." Within this philosophical framework, Adelante values and respects both languages and all cultures equally, instills a sense of community service in students, develops future leaders, and involves parents as part of the school learning community.

Adelante is a public dual language elementary school of choice in the Alum Rock Union Elementary School District serving students from Transitional Kindergarten through the 8th grade. Each child and family is well known to the school community allowing for more individualized attention and a personalized knowledge of the strengths and interests of each child. Adelante graduates will achieve high levels of proficiency and academic success in Spanish and English.

In addition to our experienced and dedicated teaching staff, our parents play a key role in the education of our children by committing to 30 participation hours per school year. Together, all are responsible for the well-being and achievement of each student. Adelante's caring environment provides clear and positive expectations and comprehensive support to all.

Furthermore, parents are encouraged and welcomed to participate in a variety of leadership positions that strengthen the shared governance model at our school.

Together our staff, teachers and parents work as a school community to ensure a rewarding educational experience for every child.

Academy is a K-8 school that provides an opportunity for all students to achieve high levels of bilingual proficiency and to develop multicultural competency through a rigorous English and Spanish dual language immersion instruction program. Our school philosophy is based on the belief that, one who knows two languages can contribute in two worlds.” Within this philosophical framework, Adelante values and respects both languages and all cultures equally, instills a sense of community service in students, develops future leaders, and involves parents as part of the school learning community.

### Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	81
Grade 1	67
Grade 2	62
Grade 3	58
Grade 4	49
Grade 5	59
Grade 6	57
Grade 7	48
Grade 8	41
<b>Total Enrollment</b>	<b>522</b>

### Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.8
Asian	1
Filipino	0.4
Hispanic or Latino	94.8
White	1.9
Two or More Races	1.1
Socioeconomically Disadvantaged	58.8
English Learners	32
Students with Disabilities	6.1
Homeless	0.2

## 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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	23	24	24	431
Without Full Credential	7	3	3	35
Teaching Outside Subject Area of Competence (with full credential)	0	0		0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	1	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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: August 2020

The following are the most recent adoptions for Alum Rock Union Elementary School District:

- Benchmark Advance/Adelante (ELA and ELD) 2016-Elementary/McGraw Hill: Study Sync 2017- Middle Schools
- Pearson enVision Mathematics 2015-Elementary / CPM 2015- Middle Schools
- Learning A-Z: Science A-Z Online 2019 -Elementary/Accelerate Learning:STEMscopes 2019-Middle Schools
- Benchmark 2019- Elementary /TCI Curriculum 2018- Middle School

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance/Adelante (ELA and ELD) 2016-Elementary/McGraw Hill: Study Sync 2017- Middle Schools	Yes	0
Mathematics	Pearson: enVision Math 2015-Elementary / CPM 2015- Middle Schools	Yes	0
Science	Learning A-Z: Science A-Z online 2019-Elementary/Accelerate Learning:STEMscopes 2019-Middle School	Yes	0
History-Social Science	Benchmark 2019- Elementary /TCI Curriculum 2018- Middle School	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Foreign Language	Benchmark Adelante 2016 McGraw Hill Impacto 2018	Yes	0
Health	Family Life - Planned Parenthood	Yes	0

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

## School Facility Conditions and Planned Improvements

Alum Rock Union Elementary School 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.

The building in which Adelante resides was built in 1966. School facilities are being renovated according to the Field Act requirements of the State Building Code with a focus on earthquake safety. In the event that asbestos and lead containing building materials are found, they are removed according to Environmental Protection Agency (EPA), State, and Local requirements. Deferred maintenance funds have been used to properly maintain and renovate district buildings. Needed repairs and maintenance projects are completed in a timely manner.

Whenever possible, school facilities are upgraded 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 and Grounds 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 and grounds crews ensure that grass and landscaped areas are well maintained, and that the school's buildings, grounds and play areas are safe for use.

## School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report:** November 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Good	
<b>Interior: Interior Surfaces</b>	Good	Rm:Music Room-Water stain on ceiling tile. Rm:Office-Ceiling tile is loose. Rm:31-Carpet has wrinkles. Rm:P4-Carpet is torn.
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Electrical: Electrical</b>	Good	Rm:C2-Light fixtures need covers. Rm:C1-Light fixtures need covers. Rm:Custodian room-Outlet needs cover. Rm:P7-Outlet needs cover. Rm:Library-Light fixture needs cover.
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	Good	
<b>Safety: Fire Safety, Hazardous Materials</b>	Good	
<b>Structural: Structural Damage, Roofs</b>	Good	
<b>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</b>	Good	
<b>Overall Rating</b>	Good	

## 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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	43	N/A	40	N/A	50	N/A
<b>Mathematics (grades 3-8 and 11)</b>	46	N/A	33	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Science for All Students Grades Five, Eight, and High School Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	28	N/A	23	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### 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 2019-2020)

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.



## 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 2020-2021)

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To ensure that all students have the positive relationships and support necessary to be successful in school, the Adelante staff 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, Adelante also provides parents with strategies and techniques to assist their children with learning activities at home through our family literacy nights. Finally, to ensure that parents receive the health, social, and other support services that are necessary to live healthy lives and promote student achievement, Adelante provides parents with the skills and resources to access community and support services.

Adelante has a community liaison that supports a strong parent component at our school.

Parents are committed to providing 30 hours of participation time to Adelante Dual Language Academy every year. We have developed a unique program for parent participation using the talents of our parents to lead this effort. Parent coordinators work in conjunction with teachers to provide a variety of participation opportunities for parents. For more information regarding our Parent Involvement program, please contact Kimberley Rocha at (408) 928-1900.

The following is a list of parent involvement activities:

- Governance opportunities (School Site Council, Parent Teacher Association, Parent Coordinators, Room parents and Committee chairs)
- Kindergarten orientation
- Back-to-School orientation BBQ
- Monthly principal coffees
- Leemos Juntos (Reading Together)
- Monthly School Site Council meetings
- Parent Teacher Association (PTA)
- Reading Under the Stars
- Spelling bee
- Beautification days
- Fun Friday incentive day
- Classroom tutors
- Sports coaches

Field Trip Support

Safety Committee

- Helping in a variety of clerical opportunities

## 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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	1.7	2.4	3.8	2.2	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.02393617		2.5
Expulsions	0		0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

### School Safety Plan (School Year 2020-2021)

Adelante Dual Language Immersion Academy has a very detailed, comprehensive 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 safety plan is developed by the Adelante Safety Committee before it is presented to the Alum Rock Union Elementary School District Board of Trustees for approval on an annual basis. The plan was last approved in February 2019. 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.

All visitors are required to check-in at the school office. Fire drills and disaster procedures are specifically outlined and regularly updated and practiced. Safety programs include drug awareness, personal safety, and personal growth. To ensure a safe environment, the district provides yard duty supervisors, and all yard duty supervisors and school staff maintain a welcoming but controlled campus environment. The school grounds and playground are safe because they well-supervised by staff before, during, and after school.

The Adelante Safety Plan has a comprehensive, enforceable, and continuous behavior policy, rules and regulations, dress code policy, 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, intervention and referral system policy, and visitor procedures.

## 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	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	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	20	2	2		21	1	3		20	1	3	
1	21		3		22		3		22		3	
2	18	3			20	2	1		21	2	1	
3	20	2	1		18	3			19	3		
4	33			2	30		2		25		2	
5	24		2		32		2		30		2	
6	22	1	12		25	1	12		29		13	

\*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 Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	1044

\*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 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

\*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$15,473.06	\$3,806.67	\$11,666.39	\$86,127.45
District	N/A	N/A	\$1,148.34	\$88,855
Percent Difference - School Site and District	N/A	N/A	164.2	-3.1
State	N/A	N/A	\$7,750	\$84,183
Percent Difference - School Site and State	N/A	N/A	40.3	2.3

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

## Types of Services Funded (Fiscal Year 2019-2020)

The following activities are provided for staff and students using State and Federal funding to support underperforming students to meet grade level State standards :

- Ongoing staff development is provided in differentiated instructional practices in reading language arts and math.
- Ongoing staff development is provided in the area of English language acquisition
- Ongoing staff development is provided to integrate technology into the curriculum as a tool to enhance teaching and learning.
- Staff receives professional development in the dual immersion model of instruction to ensure that students are prepared to meet California state standards in two languages.
- Teachers analyze data to identify at-risk or low-performing students and provide in-class interventions.
- Teachers are provided collaboration time to analyze formative data as a reference for student progress, after school intervention programs provide additional instruction to students falling below benchmark in the areas of reading, writing and math.
- SBAC Academy is provided for targeted students as a strategic attempt at providing students with an extra boost in preparation for SBAC testing.
- Teachers and principal meet to analyze and assess student data to determine if English learners are meeting standards.
- Ongoing staff development is provided to improve instruction in language arts, writing math and ELD.
- An after school-tutoring center provides support for at-risk, migrant, and English learners.

## Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$57,473	\$51,004
Mid-Range Teacher Salary	\$89,476	\$82,919
Highest Teacher Salary	\$106,470	\$104,604
Average Principal Salary (Elementary)	\$119,374	\$131,277
Average Principal Salary (Middle)	\$131,610	\$136,163
Average Principal Salary (High)		\$128,660
Superintendent Salary	\$212,178	\$230,860
Percent of Budget for Teacher Salaries	35.0	35.0
Percent of Budget for Administrative Salaries	6.0	5.0

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	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

The primary areas of focus for staff development are in the areas of small group instruction and in best practices for Dual Language Instruction. The focus for staff development was decided by school wide data which indicates that students need small group instruction to address reading deficiencies as indicated by the state test. Best practices for Dual Language instruction go hand-in-hand with developing bilingual and biliterate students to help them earn the Pathway to the Seal of Biliteracy.

Professional development is delivered in a variety of formats. Mostly, it is done during staff meeting time. However, there are district wide PD days and conferences that teachers can attend. Teachers are supported during implementation through coaching cycles, data analytics and teacher-principal evaluation cycles.

Teachers have received the following professional development opportunities:

- o Workshops through the annual Dual Language Conference/CABE
- o Extended duty pay for staff articulation and standards mapping.
- o Teacher release days that focus on student progress in areas of Language Arts and Math
- o School visitations
- o Coaching and new small school support
- 0 Dual Language program development workshops through an experienced researcher/staff developer
- 0 Small Group Instruction
- 0 Constructing Meaning training to support language development (5th-8th grade)
- 0 Project-based Learning
- 0 Guiding Principles of Dual Language Instruction
- 0. Dual Language Teaching Academy Training through CABE