

Pachappa Elementary

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 2017-18)

School Contact Information	
School Name	Pachappa Elementary
Street	6200 Riverside Avenue
City, State, Zip	Riverside, CA 92506-2147
Phone Number	(951) 788-7355
Principal	Erica Square
E-mail Address	esquare@rusd.k12.ca.us
Web Site	http://rusdlink.org/Domain/32
CDS Code	33-67215-6032742

District Contact Information	
District Name	Riverside Unified
Phone Number	(951) 788-7135
Superintendent	David C. Hansen, Ed.D.
E-mail Address	dchansen@rusd.k12.ca.us
Web Site	www.rusd.k12.ca.us

School Description and Mission Statement (School Year 2017-18)

The mission of the Pachappa Educational Community is to ensure proficiency of all students on the Common Core State Standards as measured by district assessments and classroom performance while fostering an enriching, safe environment of mutual respect where all members are valued.

Pachappa Elementary is located in Riverside, California. The academic environment at Pachappa supports rigorous instruction for TK-6 general education classes, 2 mild-moderate Special Day Classes and 2 moderate-severe Special Day Classes. The Pachappa support staff includes 34 certificated teachers, including two special day class teachers, a full-time Resource Specialist, a full-time Language and Speech Pathologist, a part-time School Psychologist, and two intervention teachers. Pachappa serves approximately 700 students. Teachers and staff strive to provide a rigorous, safe environment that meets the academic needs of every student every day. Pachappa is an AVID elementary school, providing students the skills and tools needed to be college and career ready upon graduation. Together the team of educators and parents work collaboratively to give students a positive learning experience. Teachers recognize the necessity of professional growth, thereby modeling the value of becoming life-long learners, and there is a cohesive school community where all students recognize the ownership in their school and their learning. Programs at Pachappa include a After-School Intervention Program, Accelerated Reader, band, and implementation of multi-sensory strategies for learning early literacy skills in kindergarten through second grade.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	146
Grade 1	88
Grade 2	106
Grade 3	105
Grade 4	109
Grade 5	107
Grade 6	100
Total Enrollment	761

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	5.1
American Indian or Alaska Native	0.3
Asian	0.5
Filipino	0.4
Hispanic or Latino	70.4
Native Hawaiian or Pacific Islander	0.1
White	18.5
Two or More Races	3.2
Socioeconomically Disadvantaged	72.5
English Learners	19.7
Students with Disabilities	8.8
Foster Youth	0.1

A. Conditions of Learning**State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	38	36	37	1909
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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 2017-18)

Year and month in which data were collected: 10/16/2017

The table displays information collected in 10/16/17 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

It was determined that each RUSD school had sufficient and good quality textbooks, instructional materials, or science lab equipment, where appropriate, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a 6-year cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption

Riverside Unified School District adopts instructional materials on a regular schedule based on State adoptions. All students receive appropriate, up-to-date instructional materials for use in the classroom and at home. All materials currently in use have been selected by the staff with parent input, and approved by the Board of Education according to state adoption requirements. Teachers are provided training in the use of new materials.

Comprehensive curriculum (ELA, Math, Science, History-Social Science) Pearson: Opening the World of Learning (OWL) adopted in 2015.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Macmillan McGraw-Hill: California Treasures, K-2 (adopted in 2013) Macmillan McGraw-Hill: Wonders, 3-6 (adopted in 2016) Houghton Mifflin Harcourt: Read 180/System 44 (adopted in 2010)/Next Generation System 44 (Amended in 2017)	Yes	0%
Mathematics	Pearson Education: enVision Math California Common core 2015, K-6 (adopted in 2014)	Yes	0%
Science	McGraw Hill: California Science, K-6 (Adopted in 2007)	Yes	0%
History-Social Science	Harcourt: Reflections, K-6 (Adopted in 2006)	Yes	0%
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	Offer standards-based visual art and instrumental music classes. Offer supporting programs in theater, dance, and vocal music after school.	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A		N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

Lot Size: 6.5 Acres
Year Constructed: 1953
Last modernized: 2011
29 Permanent Classrooms
8 Relocatable Classrooms
Library/Multi-Purpose Room
Indoor Cafeteria
Completely Air Conditioned

Riverside Unified School District maintains both 5 and 15 year major maintenance plans for all schools. These plans are located at the District's Maintenance and Operations Office and are available for review.

Riverside Unified School District has instituted a formal school facility inspection system based on State of California School Facility Condition Criteria. The State criteria consist of 13 building components typically found in school facilities.

Riverside Unified School District has allocated funds for the sole purpose of school maintenance pursuant to Education Code sections 17002(d), 17014, 17032.5, 17070.75(a), and 17089(b). The information below displays the number of individual maintenance work orders completed in the last 12 months and the assessed value of the work completed.

Pachappa has a full time custodial staff who along with other district personnel maintain the grounds and facilities.

of Work Orders = 301

Labor Hours = 1130.65

Assessed Value of Work = \$56,670.36

School Facility Good Repair Status (Most Recent Year)

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

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 12/13/2017				
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	2: Stained ceiling tiles, 1 broken, 1 loose 6: 1 fixture out 17-281597, stained ceiling tiles 7: Severely bowed, stained ceiling tile, some broken 8: Door will not self latch or prop open, significant crack in plaster - door jam to ceiling G105: Door will not self latch, chipped paint, broken ceiling tile Kindergarten A: Facia & drip edge bad, peeling/chipped paint, loose stretched carpet, rinkles are trip hazards 16-251787 Kindergarten B: Facia & drip edge bad, sink/fountain low water pressure, stained ceiling tiles Main Office: Paint in back, peeling/chipped MPR: Missing stair tile on stage steps, door (left side will not latch (quad side), main entry side solid pane broken (right) Outside Restroom Admin: Mirror missing from bracket 17-272255 Portable 38: Stained ceiling tiles (many), rippled carpet Portable 39: Stained ceiling tiles, windows missing screens Portable 40: Stained ceiling tiles

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 12/13/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			13: Ants have been addressed- better, but some remain 5: Carpet ripped 17-278378, water hammer w/little water, door will not self latch
Electrical: Electrical		X		12: 1 fixture out 17-281600 14: 2 fixtures out 17-281596 6: 1 fixture out 17-281597, stained ceiling tiles G118: 1 bank of fixture out Library: Lobby has 3 lights out of 4 fixtures don't work.(won't light) Portable 31: 2 fixtures out 17-281602 Staff Lounge: Faucet on kitchen sink, leaking, missing electrical cover plate
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			15: Front door will not self latch, faucet has clogged airator 5: Carpet ripped 17-278378, water hammer w/little water, door will not self latch Boys Restroom G Wing: Right hand sink, 1 of 2 will not work Boys Restroom: Missing signage on door & wall G104: No water at faucet, when off water drips G203: Paper towel dispenser broke Kindergarten B: Facia & drip edge bad, sink/fountain low water pressure, stained ceiling tiles Staff Lounge: Faucet on kitchen sink, leaking, missing electrical cover plate
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Kindergarten A: Facia & drip edge bad, peeling/chipped paint, loose stretched carpet, rinkles are trip hazards 16-251787 Kindergarten B: Facia & drip edge bad, sink/fountain low water pressure, stained ceiling tiles Portable 41: Ramp skirting falling off 17-278376

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 12/13/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			15: Front door will not self latch, faucet has clogged airator 16: Rear door will not self latch, front door stop loose 8: Door will not self latch or prop open, significant crack in plaster - door jam to ceiling G105: Door will not self latch, chipped paint, broken ceiling tile Outside Restroom Admin: Mirror missing from bracket 17-272255

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 12/13/2017				
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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	61	58	48	47	48	48
Mathematics (grades 3-8 and 11)	42	40	35	34	36	37

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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	418	410	98.09	57.56
Male	205	201	98.05	55.22
Female	213	209	98.12	59.81
Black or African American	15	15	100	40
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	310	305	98.39	52.79
Native Hawaiian or Pacific Islander	--	--	--	--
White	74	72	97.3	80.56
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	311	303	97.43	50.5
English Learners	128	123	96.09	39.84
Students with Disabilities	28	27	96.43	14.81
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	418	415	99.28	39.52
Male	205	203	99.02	44.83
Female	213	212	99.53	34.43
Black or African American	15	15	100	20
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	310	309	99.68	34.63
Native Hawaiian or Pacific Islander	--	--	--	--
White	74	72	97.3	63.89
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	311	308	99.04	31.82
English Learners	128	128	100	28.91
Students with Disabilities	28	27	96.43	7.41
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	50	56	58	54	60	56

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20.8	17.9	23.6

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2017-18)

The parental involvement contact at this school is Erica Square, Principal, and Juan Borja-Duarte, Assistant Principal. Both can be contacted at 951-788-7355.

There are a number of ways parents can be involved at Pachappa Elementary. We have three parent groups that parents can select to be involved with, School Site Council, English Language Advisory Committee and the Parent Teacher Association. The School Site Council consists of parents and staff who work together to plan and evaluate Pachappa programs that receive special funding. Members on the council and committee are elected. However, the meetings are open and all parents are encouraged to attend and participate. The second type of parent group is the English Language Advisory Committee. The English Learner Advisory Committee is an advisory group consisting of parents and staff members who meet to discuss the planning and implementation of the programs for English Language Learners. The committee advises the principal and staff on community concerns and learns about instructional programs and school procedures. The third group is the Parent Teacher Association. The PTA is a service organization that provides hundreds of hours of volunteer work and support of curriculum to Pachappa on an annual basis.

In addition to the above groups, Pachappa holds events throughout the school year to involve parents in the building a positive school climate. The last Monday of every month we host Lunch on the Lawn. This is an opportunity for parents to come and eat lunch with their children. PTA also sponsors numerous parent events such as Book Fair, Coffee with the Principal, and Association Meetings. PTA also works with various foundations to provide other parental training. Each year the school hosts a minimum of two AVID information events. The AVID events give the school an opportunity to share the strategies the students are learning with their parents. Parents are also encouraged to volunteer in the child's classroom.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	2.1	0.5	1.5	4.4	4.0	3.6	3.8	3.7	3.6
Expulsions	0.1	0.0	0.0	0.2	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

The School Site Council or its delegate is responsible for the development and updating of the school's Comprehensive Safety Plan. A Site Comprehensive Safety Plan Checklist is provided by the Assistant Superintendent of Operations to give guidance on what should be included in the School's Safety Plan. The Safety Plan is discussed with staff, evaluated, amended/reviewed/updated by March 1 of each year. The school's safety committee makes monthly safety inspections. A school Disaster Preparedness Plan that deals with a wide variety of emergency situations is incorporated into the School Safety Plan. Earthquakes, fire, and lockdown drills are conducted as required. The key elements of the Comprehensive School Safety Plan include an assessment of current status of school crime; provisions of any schoolwide dress code including the definition of "gang related apparel"; safe movement of pupils, parents and school employees to and from school; strategies in maintaining a safe and orderly school environment; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspensions, expulsion or mandatory expulsion and other school designated serious acts which would lead to suspension or expulsion, notification to teachers, anti-bullying policy and school discipline rules and procedures pursuant to EC 35291 and EC 35291.5. The school also has an assigned School Resource Officer (SRO).

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 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2006-2007	2007-2008
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	22
Percent of Schools Currently in Program Improvement	N/A	68.8

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	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	19	3	4		23	1	4		17	4	5	
1	25		4		25		4		26		3	
2	23	1	4		21	1	4		22	1	4	
3	30		4		26		4		30		3	
4	27		3		29		4		32		2	1
5	31		3	1	32		2	1	32		3	1
6	33		2	1	34			3	27	1	1	2
Other	7	1			6	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 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.8	N/A
Psychologist	0.4	N/A
Social Worker	0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	1	N/A
Other	0	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	7710	1940	5770	87254
District	N/A	N/A	\$5,857	\$87,199
Percent Difference: School Site and District	N/A	N/A	-1.5	0.1
State	N/A	N/A	\$6,574	\$79,228
Percent Difference: School Site and State	N/A	N/A	-12.2	10.1

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

Types of Services Funded (Fiscal Year 2016-17)

Pachappa Elementary School received the following Categorical Program/Supplemental funds which can be used to provide the following services:

\$70,737 Local Control Funding Formula (LCFF): for increased or improved services for Low Income Students, English Learners, or Foster Youth for site goals in alignment with the RUSD Local Control Accountability Plan

\$159,310 Title I: supplemental services and materials to assist students at risk of not meeting state academic standards

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$56,035	\$47,808
Mid-Range Teacher Salary	\$82,647	\$73,555
Highest Teacher Salary	\$100,547	\$95,850
Average Principal Salary (Elementary)	\$125,192	\$120,448
Average Principal Salary (Middle)	\$132,039	\$125,592
Average Principal Salary (High)	\$144,725	\$138,175
Superintendent Salary	\$282,285	\$264,457
Percent of Budget for Teacher Salaries	40%	35%
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 development needs are determined by analyzing annual standards assessments for areas of strength and weakness by grade and teacher in the areas of language arts, mathematics, English language development and science. Monthly staff meetings include staff development training in identified areas of need. In addition, the staff attends a variety of staff development trainings and other activities sponsored by the school, district, or through Special Projects that are appropriate for their individual needs. The Principal regularly monitors teaching and learning to ensure that teachers are implementing what they have learned during their training through the use of classroom visits, in-class coaching and achievement conferences. Teachers in grades K-3 meet the principal and an early literacy consultant to review data and plan strategic intervention for students reading below grade level expectations. Ongoing support is provided at the site by administration and district staff developers. Specific trainings during the 2015-2016, 2016-2017, and 2017-18 school years included the following:

- Standards Based Planning and MTSS
- Beginning Teacher Support and Assessment
- Special Education (SDC Language Arts, Project Read, and Math)

- Systematic English Language Development and Strategies for English Learners in the content areas
- Gifted and Talented Education Academy
- AVID Elementary Summer Institute
- Early Literacy using Orton Gillingham Multi Sensory Instruction, Advanced Phonics for students in grades 3-6
- District Training on Common Core Standards

Depending on the grade level, subject or school focus, teachers participated in 3 – 10 days of professional development.