

# Coronado Elementary

## School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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/fq/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

### Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
<b>District Name</b>	West Contra Costa Unified
<b>Phone Number</b>	(510) 231-1101
<b>Superintendent</b>	Matthew Duffy
<b>E-mail Address</b>	<a href="mailto:matthew.duffy@wccusd.net">matthew.duffy@wccusd.net</a>
<b>Web Site</b>	<a href="http://www.wccusd.net">www.wccusd.net</a>

School Contact Information (School Year 2018—19)	
<b>School Name</b>	Coronado Elementary
<b>Street</b>	2100 Maine Ave.
<b>City, State, Zip</b>	Richmond, Ca, 94804-2798
<b>Phone Number</b>	510-231-1419
<b>Principal</b>	Keilan Hunter
<b>E-mail Address</b>	<a href="mailto:khunter@wccusd.net">khunter@wccusd.net</a>
<b>County-District-School (CDS) Code</b>	07617966004667

*Last updated: 1/10/2019*

### School Description and Mission Statement (School Year 2018—19)

Coronado Elementary School believes that public education provides opportunities and experiences that are essential to the future and success of our community. We believe we must:

- Treat everyone with courtesy, dignity and respect;
- Provide a safe and nurturing environment;
- Develop lifelong learners and contributing members of society;
- Take responsibility for our behavior and performance;
- Provide equitable and essential communications and support; and
- Celebrate the diversity, uniqueness and contributions of all our community members.

At Coronado Elementary School, we are very proud of our academic accomplishments. We have received a California Title I Academic Achievement Award for the school year 2007-2008. We also received the designation of being a California Gold Ribbon school for our school wide implementation of the social emotional Toolbox program for the school year of 2015-2016. The past two years Coronado has had a school wide focus in expository writing where the students pull information from the text. The writing focus assisted us in seeing an improvement in our early testers on the SBAC. Another part of our school success is the fact that we have had monthly Parent Nights for more than ten years, where we provide information to our parents about their child's education and celebrate their child's success with Perfect Attendance, Good Citizenship, and Honor Roll Awards.

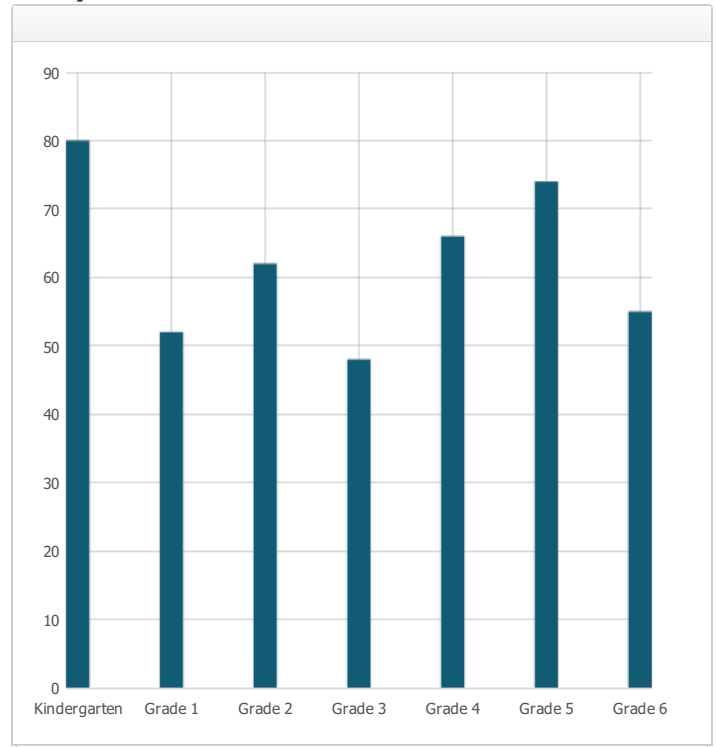
We currently have approximately 450 students in grades TK-6. We also currently have both a SPED preschool and a state preschool class. We are proud that our school is 95% students of color, with approximately 25% African American students, 70% English language learners and 5% white. This is the 6th year of our Transitional Kinder program, where younger students attend a full-day in preparation for success in kindergarten and/or first grade. We also have full-day kindergarten for 3 classes. In addition, we have an after-school program that serves 140 students. In addition to a strong academic school, Coronado is proud that we have a music program partnered with the Oakland Youth Chorus. Every child in our school receives music instruction once a week. The program teaches music appreciation, band, chorus, and the class is integrated with the content of classroom instruction. Our music teacher works closely with the classroom teachers. In addition, we believe that this program enhances our academic program and provides a creative outlet for our students. Our students also participate in a yearly performance with the San Francisco Opera and enjoy many musical performances throughout the year. We also have a Coronado Choir, taught by our music teacher, and we have Instrumental Music for students in grades 4th-6th.

In addition to our strong music program, we have a PlayWorks Program and Toolbox. The PlayWorks Coach maintains safety before school and during recesses, and teaches students to play safely with good citizenship and sportsmanship. He also teaches indoor and outdoor classroom game activities with the support of the classroom teacher. Another highlight of the PlayWorks Program is our Junior Coaches; students in upper grades who help monitor games during recess and coach students in how to play safely and cooperatively. To provide our students with tools/strategies for their socio-emotional well-being, the Toolbox program teaches students twelve tools (i.e., Breathing Tool, Patience Tool, Empathy Tool, etc.). Both Toolbox and PlayWorks support our school vision that we will develop students who are well-rounded and can achieve both academically and socially. We also participate in the Kennedy Family Sports League participating in various sports. Finally, we have several different programs that provide intervention and tutoring assistance to our students. Read-Aloud volunteers read to students in grades kinder through grade 2 twice a week, and are also mentors for the students. This program has been successful at Coronado for the past ten years. We have a variety of graduate tutors and volunteers who teach students one-on-one and in small groups, to reinforce what is taught in the classroom. Our Learning Center provides support to more than fifty students in small groups throughout the week, and provides instruction in both language arts and mathematics. Also, we have a highly successful After School Program which currently enrolls 200 students.

*Last updated: 1/11/2019*

**Student Enrollment by Grade Level (School Year 2017–18)**

Grade Level	Number of Students
Kindergarten	80
Grade 1	52
Grade 2	62
Grade 3	48
Grade 4	66
Grade 5	74
Grade 6	55
<b>Total Enrollment</b>	<b>437</b>



Last updated: 1/22/2019

**Student Enrollment by Student Group (School Year 2017–18)**

Student Group	Percent of Total Enrollment
Black or African American	25.6 %
American Indian or Alaska Native	%
Asian	2.7 %
Filipino	0.7 %
Hispanic or Latino	65.7 %
Native Hawaiian or Pacific Islander	1.6 %
White	2.7 %
Two or More Races	0.9 %
Other	0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	95.2 %
English Learners	52.9 %
Students with Disabilities	5.3 %
Foster Youth	%

## A. Conditions of Learning

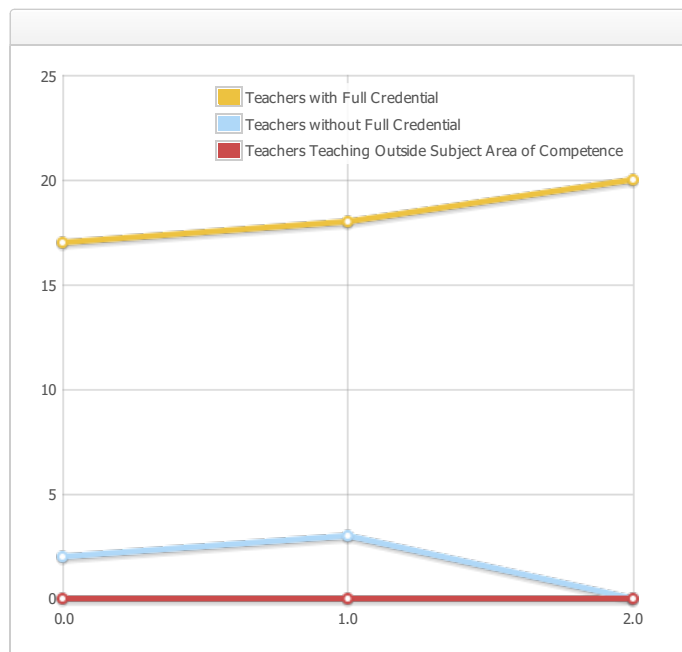
### State Priority: Basic

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

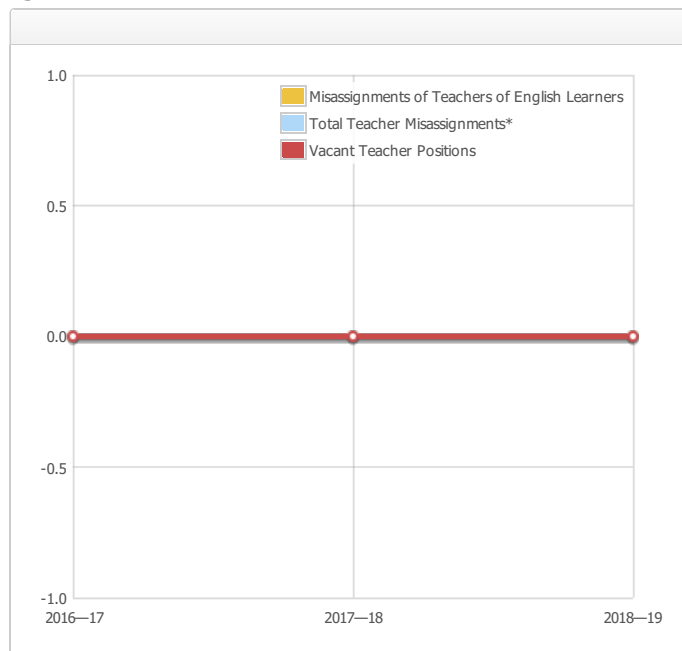
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	17	18	20	1211
Without Full Credential	2	3	0	140
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	10



Last updated: 1/18/2019

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
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.

Last updated: 1/18/2019

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)**

Year and month in which the data were collected: October 2018

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	McGraw Hill Treasures, Tesoros and Triumphs, c2010 *materials from current CDE list under review	Yes	0.0 %
Mathematics	McGraw Hill My Math, grades TK-5, c2013 - adopted 2016 Houghton Mifflin Harcourt Big Ideas Math, grade 6, c2015 - adopted 2017	Yes	0.0 %
Science	Scott Foresman Science, c2008 *materials from current CDE list to be reviewed in 2019-20	Yes	0.0 %
History-Social Science	McGraw Hill California Vistas, c2007 *materials from current CDE list to be reviewed in 2019-20	Yes	0.0 %
Foreign Language	N/A		0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/21/2019

## School Facility Conditions and Planned Improvements

WCCUSD takes great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the school uses the Facility Inspection Tool (FIT) developed by the State of California OPSC. Maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The school personnel also works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

*Last updated: 1/15/2019*

## School Facility Good Repair Status

Year and month of the most recent FIT report: January 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	Gas systems and pipes appear safe, functional, and free of leaks. Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed. Sewer line stoppage is not evident.
<b>Interior:</b> Interior Surfaces	Fair	Interior surfaces appear to be clean, safe, and functional. The following actions were taken/planned:  -Repair the wall paneling at the bulletin board in the 2nd floor hall by room A204.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. Pest or vermin infestation are not evident.
<b>Electrical:</b> Electrical	Good	There is no evidence that any portion of the school has a power failure. Electrical systems, components, and equipment appear to be working properly. Lighting appears to be adequate and working properly, including exterior lights.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Poor	Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (EC Section 35292.5). Drinking fountains appear to be accessible and functioning as intended. The following actions were taken/planned:  -Adjust the pressure at the drinking fountain on the first floor hall by the elevator.  -Replace the valve cover above the urinal boys RR by C106
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	The fire equipment and emergency systems appear to be functioning properly. There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff.
<b>Structural:</b> Structural Damage, Roofs	Good	There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. Roof systems appear to be functioning properly.
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Poor	The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. Conditions that pose a safety and/or security risk are not evident. The following actions were taken/planned:  -A door holder or bumper is needed on the double exterior doors at the front office hallway going to the playground.  -The door at the entrance to the administration hall A130 is rubbing at the top.  -The door of the boys restroom in the hall to the cafeteria is rubbing at the floor.  -The door of the girls restroom by C106 is rubbing at the top.  -Check the cement where the pole was knocked over.

## Overall Facility Rate

Year and month of the most recent FIT report: January 2018

Overall Rating	Fair
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*Last updated: 1/28/2019*

## 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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	18.0%	8.0%	35.0%	36.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	11.0%	7.0%	25.0%	24.0%	37.0%	38.0%

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.

*Last updated: 1/22/2019*

## CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	247	219	88.66%	8.29%
Male	120	105	87.50%	9.62%
Female	127	114	89.76%	7.08%
Black or African American	64	59	92.19%	12.07%
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	160	140	87.50%	5.76%
Native Hawaiian or Pacific Islander	--	--	--	
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	235	210	89.36%	8.17%
English Learners	155	138	89.03%	5.11%
Students with Disabilities	19	18	94.74%	11.11%
Students Receiving Migrant Education Services				
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.

Last updated: 1/22/2019



## CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	247	227	91.90%	6.61%
Male	120	109	90.83%	8.26%
Female	127	118	92.91%	5.08%
Black or African American	64	59	92.19%	5.08%
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	160	148	92.50%	7.43%
Native Hawaiian or Pacific Islander	--	--	--	
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	235	218	92.77%	6.42%
English Learners	155	146	94.19%	5.48%
Students with Disabilities	19	19	100.00%	
Students Receiving Migrant Education Services				
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.

Last updated: 1/22/2019

# 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 area of physical education

## California Physical Fitness Test Results (School Year 2017—18)

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	33.3%	16.0%	1.3%

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.

*Last updated: 1/22/2019*

## 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 2018—19)

#### PARENT INVOLVEMENT PROGRAMS

- The required committees (SSC/ELAC) sponsor training for the parents and community.
- The Guidelines for Coronado Cougar Behavior outlines Coronado's student expectations.
- SCHOOL SITE COUNCIL: Coronado has a School Site Council composed of five parents or community members, the principal, three classroom teachers, and one other staff member (Education Code Section 52852).

#### AAPAC/AASAT African American Parent Advisory Council

- MONTHLY PARENT MEETINGS: For the past 20 years, Coronado has had monthly Parent Nights, where students with Perfect Attendance, Honor Roll, and Citizenship Awards are celebrated. In addition, parents receive valuable information about Back-to-School Night, Open House, Report Cards, Common Core Standards and our rigorous Academic Expectations, Literacy training, and Using Toolbox at home. All Parent Nights are conducted in both English and Spanish.
- MONTHLY CALENDAR in English and in Spanish which goes home to parents to keep parents informed of Coronado's activities with a Calendar of Events.
- STRONG AFTER-SCHOOL PROGRAM with a tutoring by classroom teachers, and programs to build self-esteem such as Sports Leagues with other elementary schools.
- TRANSLATION IN ENGLISH/SPANISH is provided for all families regarding all school activities, forms, announcements, meetings, etc.
- PARENT VOLUNTEERS are encouraged and appreciated. Since the availability of more free fingerprinting from the district, our pool of Volunteers has greatly increased. If interested, please contact the office and/or the classroom teacher.
- SCHOOL-COMMUNITY OUTREACH WORKER who works to improve parent engagement for our school. In addition, she coordinates all parent involvement activities at Coronado.
- FULL-SERVICE COMMUNITY HEALTH CENTER will open in 2016. We are the first Community Health Center at an elementary school. Our community services will include: Dental; Medical; Counseling; and Vision. The Health Center has a full-time Coordinator.
- PARENT CLUB that meets monthly.
- MEET AND GREET MEETINGS WITH THE PRINCIPAL occurs quarterly.
- NUTRITION WORKSHOP FOR PARENTS.
- PARENT UNIVERSITY
- MONTHLY LITERACY WORKSHOPS for parents in grades TK-2 (however, other parents may attend).
- MONTHLY PARENT WORKSHOPS ON LITERACY (with childcare) for parents of children in TK-Grade 3.
- INFORMATION ABOUT COMMUNITY RESOURCES, including medical, therapy, and legal support for families.

Contact Information for Parental Involvement: Staff Community Engagement Office - 510-307-4526

# State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

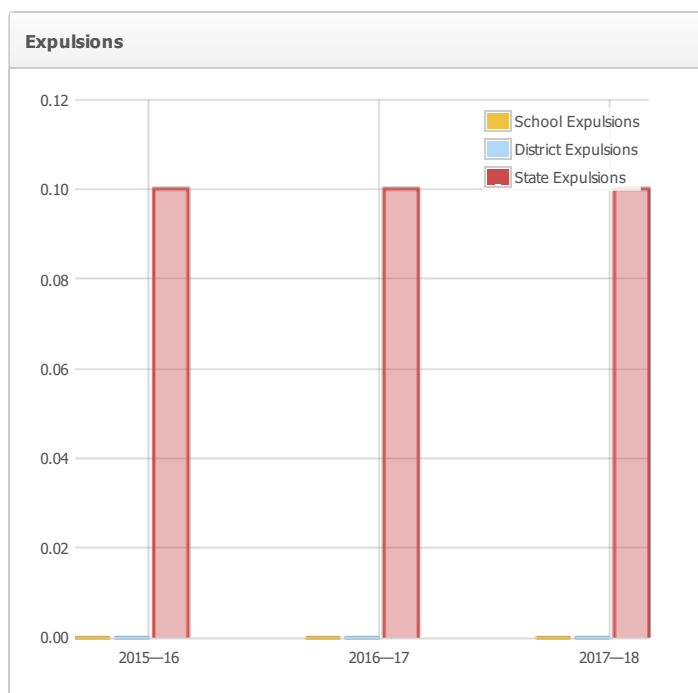
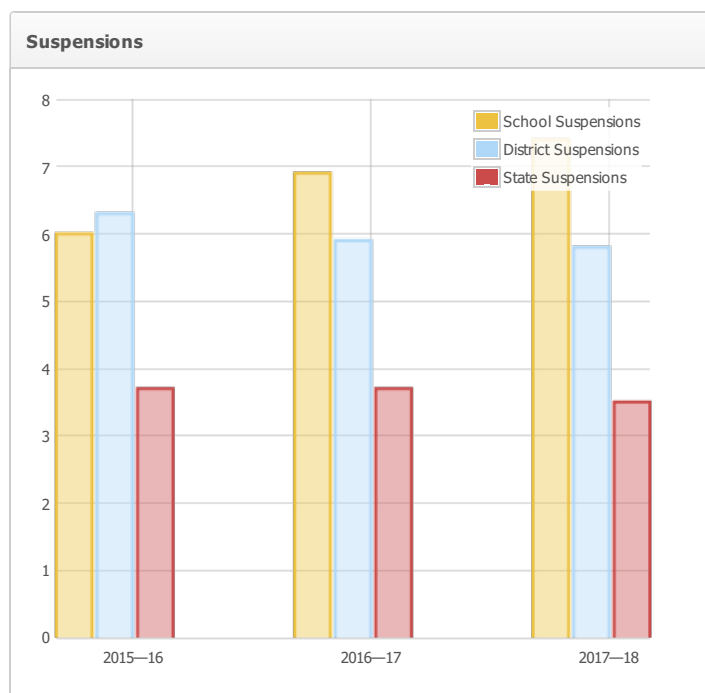
# State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	6.0%	6.9%	7.4%	6.3%	5.9%	5.8%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/22/2019

## School Safety Plan (School Year 2018—19)

Last revised: Sept. 30, 2018 by Safety & Emergency Preparedness Department staff and site administration.

WCCUSD'S Safety & Emergency Preparedness' mission is to develop school safety plans and a district-wide disaster preparedness plan focusing on mitigation, preparedness, response and recovery to minimize loss of life and property, which will be achieved through planning, training, exercising and establishing an emergency information system.

The District provides all staff with the basic training for emergency preparedness and safety for school campuses in collaboration with Contra Costa Community Awareness Emergency Response (CAER), Red Cross Bay Area, Ready.gov, and Contra Costa County Community Warning System Alerts.

Last updated: 1/24/2019

## 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) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	20.0	2	2	
1	25.0		2	
2	19.0	3		
3	25.0		3	
4	32.0		2	
5	34.0			1
6	34.0			2
Other**				

\* 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.

### Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	21.0	2	2	
1	20.0	2	1	
2	24.0		2	
3	20.0	1	2	
4	33.0		1	1
5	33.0			2
6	31.0		2	
Other**				

\* 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.

### Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	20.0	2	2	
1	22.0	1	1	
2	24.0		3	
3	24.0		2	
4	33.0			2
5	32.0		2	
6	33.0		1	1
Other**				

\* 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.

Last updated: 1/22/2019

**Academic Counselors and Other Support Staff (School Year 2017—18)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.2	N/A
Psychologist	0.1	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.4	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	0.0	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.

*Last updated: 1/18/2019*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$7349.5	\$1298.4	\$6052.1	\$71814.8
District	N/A	N/A	\$7722.4	\$67686.4
Percent Difference – School Site and District	N/A	N/A	-24.3%	5.9%
State	N/A	N/A	\$6574.0	\$80764.0
Percent Difference – School Site and State	N/A	N/A	-8.3%	-11.7%

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

*Last updated: 1/25/2019*

## Types of Services Funded (Fiscal Year 2017—18)

The following are programs/services available at the school that support and assist students:

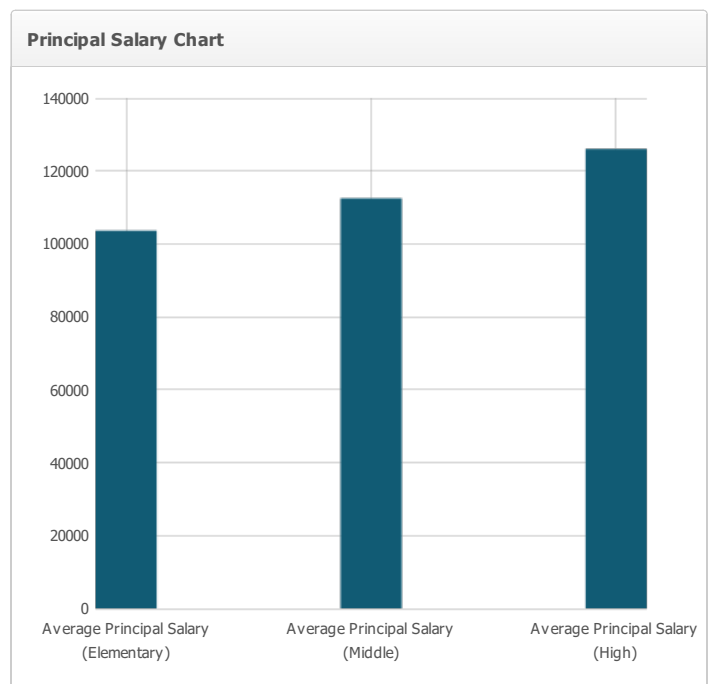
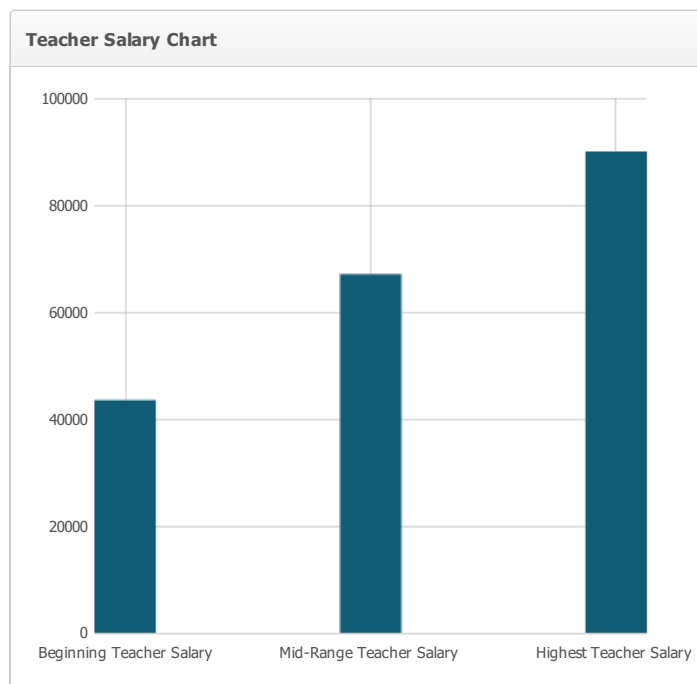
- WILDCARE
- YMCA OF THE EAST BAY
- OAKLAND YOUTH CHORUS
- STUDY TRIPS
- THE MINDFUL PROJECT
- YMCA OF THE EAST BAY
- STUDENT INCENTIVES
- PARENT INSTITUTE
- READ ALOUD

*Last updated: 1/9/2019*

## Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,519	\$47,903
Mid-Range Teacher Salary	\$67,069	\$74,481
Highest Teacher Salary	\$90,000	\$98,269
Average Principal Salary (Elementary)	\$103,642	\$123,495
Average Principal Salary (Middle)	\$112,513	\$129,482
Average Principal Salary (High)	\$126,076	\$142,414
Superintendent Salary	\$260,000	\$271,429
Percent of Budget for Teacher Salaries	30.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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



*Last updated: 1/22/2019*

## Professional Development

Every Wednesday, staff is trained on a variety of issues. Teachers meet with their grade level colleagues to share successful teaching strategies, review student



data, plan instruction, and plan intervention. We also have Monthly Staff Meetings where teachers and other staff receive important training and staff development. In addition, we have a strong, collaborative Instructional Leadership Team that facilitates instructional leadership, plans staff development for teachers, and brainstorms solutions to issues at school (i.e., ways for teachers to better collaborate, train staff by having veteran teachers provide workshops, find smoother processes for recess and lunchroom supervision, etc.) All staff members are encouraged to attend as many district training and workshops as is possible, and we have most of our teachers attending workshops during the summer to prepare for the upcoming school year. Our two areas of focus for this year are: 1) Language Arts: Increasing student discourse/collaborative conversations, and increasing vocabulary; and 2) Multiple Methods for Math. We have several teachers who are informally and formally mentoring our new teaching staff.

Quality instruction and instructional leadership are at the heart of the district's achievement efforts. To ensure this, the Academic Support Division engages teachers, administrators and other personnel in ongoing professional development focused on improving teaching and learning. Training is provided to principals and other administrators to improve their ability to provide strong instructional leadership and guide teaching and learning at school sites. The principal, in turn, provides support to teachers through staff conferences, opportunities for collaborative study and planning, and individual coaching based on ongoing classroom observations. Teachers and other staff are provided with both on and off-site professional development in all standards based curriculum content areas. Beyond the content areas, professional development is provided in English Language Development, Gifted and Talented Education (GATE), differentiated instruction, educational technology, the incorporation of music into the core content areas, and Toolbox/Mindful Life training. In addition, training is made available in classroom management and the effective use of assessment data and teacher data teams in meeting the needs of all students. A primary goal of the professional development program is ensuring that all students are served by skilled, highly qualified teachers and that teachers are supported by strong, knowledgeable instructional leaders.

*Last updated: 1/11/2019*