E. M. Downer Elementary School
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access
Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	E. M. Downer Elementary School
Street	1231 - 18th Street
City, State, Zip	San Pablo, CA 94806-4731
Phone Number	(510) 231-1435
Principal	Marco Gonzales
E-mail Address	mgonzales@wccusd.net
Web Site	www.wccusd.net/Page/857
CDS Code	07-61796-6057210

District Contact Information	
District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Matthew Duffy
E-mail Address	matthew.duffy@wccusd.net
Web Site	www.wccusd.net

School Description and Mission Statement (School Year 2016-17)

SCHOOL DESCRIPTION:

E. M. Downer Elementary is a preschool through 6th grade school with Transitional Bilingual Education and Special Education programs. We occupy a beautiful campus that was completed in February of 2008. The school has two main buildings. One building houses the classrooms, library and computer lab. The second building houses the administration office, cafeteria and gym. The student population is 87% Latino, 6% African American, 2% white, 3% Southeast Asian and 2% other. The staff is composed of experienced teachers, many of whom have worked at the school for many years. E. M. Downer staff provides a rigorous Common Core State Standards curriculum and a positive school climate. Our school goals are to provide a well-resourced and rigorous instructional program that addresses the full range of student needs and results in all students being prepared for success in life. E. M. Downer students develop literacy skills to allow them to be strategic readers, effective writers, competent problem solvers and confident learners.

An intervention program based on the Response to Intervention (RTI) model is in place. Under this program, students receive intervention in small groups from different staff members depending on the student needs. Student progress is monitored every six weeks to determine success or the need for modified instruction. There is a large after-school program that serves over 120 students daily. The staff has a strong belief in the transformative power of the arts. There are two after school music programs in place. One of the programs is called Sound Minds which was launched in 2011 with the generous support of the California Symphony. Students receive violin and cello instruction, chorus, music theory and academic support three days a week. Over 90 2nd through 5th grade students are in this program. An addition 40 students are learning guitar, drums, keyboard and chorus through the Little Kids Rock Program. Additionally, classes paid for through site based funds, are offered by the Richmond Art Center, the East Bay Center for the Performing Arts and Los Cenzontles Mexican Music and Art Center.

Developing and maintaining partnerships with community based organizations and governmental agencies are a priority for the staff. Partnerships are in place with the City of San Pablo, the Contra Costa County Dental Health Program, the Food Bank of the East Bay, the Read Aloud Volunteer Program, the Faith Network of Alameda County, The East Bay Center for the Performing Arts, Richmond Art Center, the California Symphony West Contra Costa Unified District Adult Education Program, Jr. Achievement and the YCMA Counseling Program.

MISSION STATEMENT:

The mission of the staff of E. M. Downer Elementary School is to ensure all students reach grade level proficiency or above in all academic areas. To do so, we are committed to:
- Providing a rigorous, standards-based academic program
- Working in partnership with parents and the community
- Maintaining high expectations in a positive, nurturing environment
- Guiding the social and emotional development of students
- Encouraging our students to be lifelong learners
- Helping students become valued members of our community

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

Grade Level	Number of Students
Kindergarten	109
Grade 1	69
Grade 2	83
Grade 3	91
Grade 4	84
Grade 5	89
Grade 6	82
Total Enrollment	607

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	6.8
American Indian or Alaska Native	0.2
Asian	3.1
Filipino	0.3
Hispanic or Latino	86
Native Hawaiian or Pacific Islander	0.2
White	3.3
Two or More Races	0.2
Socioeconomically Disadvantaged	96.5
English Learners	69.7
Students with Disabilities	7.6
Foster Youth	0.3

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	28	30	24	24
Without Full Credential	0	2	5	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	93.7	6.3
High-Poverty Schools in District	93.5	6.5
Low-Poverty Schools in District	97.2	2.8

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: November 2016

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 (TK-6) / 2012 Macmillan/McGraw-Hill, Tesoros de lectura (K-3) / 2012	Yes	0%
Mathematics	McGraw-Hill, My Math (TK-5) / 2016 Macmillan-McGraw Hill, Everyday Math (gr 6) / 2008 or McGraw Hill, Math Course 1 (gr 6) / 2016	Yes	0%
Science	Scott Foresman, Science (K-6) / 2008 Scott Foresman, Ciencias / 2008 – TBE (K-2)	Yes	0%
History-Social Science	Macmillan/McGraw Hill, California Vistas (gr K-6) / 2007 Macmillan/McGraw Hill, California Vistas Spanish editions / 2007 – TBE (K-2)	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

In February of 2008 the construction of the new E. M. Downer Elementary School campus was completed. The new campus has a main building which houses all of the classrooms, the library, and computer lab. E. M. Downer School is the only elementary school with a gymnasium. The campus also has a separate building for the administration and staff who provide special education and student support services. School facilities are cleaned daily.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) **Year and month of the most recent FIT report: July 2016**				
System Inspected	**Repair Status**			**Repair Needed and** **Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Re-screw ceiling sheetrock and patch and paint ceiling sheetrock in hall by cafeteria Repair floor tiles in room 200
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Remove toilet paper from ceiling in boys and girls restrooms
Electrical: Electrical		X		Replace plug plate in room 124 Broken floor plate in gym
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Sink button missing in girls cafeteria restroom Remove toilet paper from ceiling in boys and girls restrooms
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Exterior doors dragging in teachers lounge Shades needed in cafeteria Repair blinds in all rooms Burnt rubber mats at play structure of small and upper play yards

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: July 2016				
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	17	21	33	35	44	48
Mathematics	15	17	23	25	34	36

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

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	100	95	95.0	14.7
	4	86	86	100.0	8.1
	5	87	87	100.0	28.7
	6	82	81	98.8	33.3
Male	3	47	44	93.6	15.9
	4	42	42	100.0	9.5
	5	40	40	100.0	17.5
	6	38	38	100.0	23.7
Female	3	53	51	96.2	13.7
	4	44	44	100.0	6.8
	5	47	47	100.0	38.3
	6	44	43	97.7	41.9
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Asian	3	--	--	--	--
	4	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	--	--	--	--
	6	--	--	--	--
Filipino	5	--	--	--	--
Hispanic or Latino	3	83	80	96.4	15.0
	4	74	74	100.0	9.5
	5	76	76	100.0	27.6
	6	74	73	98.7	37.0
Native Hawaiian or Pacific Islander	5	--	--	--	--
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Two or More Races	3	--	--	--	--
Socioeconomically Disadvantaged	3	97	94	96.9	14.9
	4	85	85	100.0	8.2
	5	86	86	100.0	29.1
	6	81	80	98.8	33.8
English Learners	3	64	61	95.3	3.3
	4	54	54	100.0	1.9
	5	43	43	100.0	2.3
	6	34	33	97.1	6.1
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	11	11	100.0	
	6	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

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

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

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

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	100	97	97.0	16.5
	4	86	86	100.0	7.0
	5	87	87	100.0	17.2
	6	82	82	100.0	29.3
Male	3	47	45	95.7	26.7
	4	42	42	100.0	11.9
	5	40	40	100.0	15.0
	6	38	38	100.0	26.3
Female	3	53	52	98.1	7.7
	4	44	44	100.0	2.3
	5	47	47	100.0	19.1
	6	44	44	100.0	31.8
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Asian	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Filipino	5	--	--	--	--
Hispanic or Latino	3	83	81	97.6	18.5
	4	74	74	100.0	8.1
	5	76	76	100.0	15.8
	6	74	74	100.0	31.1
Native Hawaiian or Pacific Islander	5	--	--	--	--
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Two or More Races	3	--	--	--	--
Socioeconomically Disadvantaged	3	97	95	97.9	16.8
	4	85	85	100.0	7.1
	5	86	86	100.0	17.4
	6	81	81	100.0	29.6

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
English Learners	3	64	63	98.4	6.3
	4	54	54	100.0	1.9
	5	43	43	100.0	4.7
	6	34	34	100.0	8.8
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	11	11	100.0	
	6	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	28	30	18	48	46	40	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	87	87	100.0	18.4
Male	40	40	100.0	22.5
Female	47	47	100.0	14.9
Hispanic or Latino	76	76	100.0	17.1
Socioeconomically Disadvantaged	86	86	100.0	18.6
English Learners	43	43	100.0	2.3
Students with Disabilities	11	11	100.0	9.1

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	22.1	16.3	8.1

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

The staff strongly promotes parent participation in the school. We are implementing the Full Service Community School Model. The staff forms bonds with families in order to meet the needs of all students and their parents. Towards that aim classes such as English as a Second Language and Zumba are available during the week.

E. M. Downer has weekly Friday morning Parent Meetings. All parents are invited to attend. These Friday morning meetings address a variety of topics regarding students and families include testing, health, nutrition, conferencing, parenting skills, and homework and student achievement. There is a dedicated group of volunteers who support teachers by performing collating, printing and preparation of materials. Parents also help to support school-wide activities. Parents participated in pre-school transition meetings to familiarize them with expectations for kindergarten. The Parent-Community Outreach Specialist coordinates volunteer opportunities for parents. Many parents work on a daily basis in classrooms and the office. Parents are actively sought to accompany classes on study trips, run the Book Fair, help distribute food from the White Pony Express and Food Bank of Contra Costa, assist on the Book Give Away Days and the run School Carnival.

School Site Council: Every elementary school must have 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). The current parent members of the School Site Council were elected in December of 2014 and November 2015 and will serve a two year term. All parents are welcome to attend the monthly meetings of the School Site Council. The meetings are held on the 1st Thursday of each month.

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

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	1.0	0.7	2.4	6.6	6.2	6.3	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Approved January 2015 by Elizabeth MontesNation - Coordinator, Disaster Preparedness and Safety

At the beginning of the year, parents receive a letter regarding safety procedures and school rules. In the 2009-2010 school year we implemented the Positive Behavior System that is based on the three basic expectations to "Be Safe, Be Respectful and Be Responsible". Students are recognized weekly and monthly, as Dragons of the Week or Dragons of the month, by the classroom teacher. Dragons of the Month receive school supplies are rewards for their efforts. Emergency Preparedness has been a priority for the staff.   Emergency cards are requiring of parents each year. Evacuation routes are posted in all classrooms. We conduct monthly fire drills and participate in drills such as "Shelter in Place" and "Lock Down". The safety plan aligns with the district-adopted SEMS (Standard Emergency Management System). Each teacher is assigned a role in case of a disaster or emergency. Students are supervised before school, during morning and lunch recesses, and after school. Breakfast is available at 7:45 A.M. Students go to the yard at 8:15 where staff supervises them until classes begin at 8:30 A.M. After school starts all visitors are required to enter through the main entrance. Visitors are expected to check-in at the office before coming onto campus.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2003-2004	2004-2005
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	20
Percent of Schools Currently in Program Improvement	N/A	71.4

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	26		4		21	2	3		22	2	3	
1	25		4		20	3	1		18	4		
2	26		4		24		4		21	1	3	
3	25		4		24		4		24		4	
4	32		2		33		1	2	27		3	
5	31		2		29		3		23		1	2
6	28	1	3		28	1		2	33		1	1
Other	33			1					9	1		

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

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.40	N/A
Psychologist	.30	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.30	N/A
Resource Specialist	1.0	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	5716.92	1576.04	4140.88	64877.93
District	N/A	N/A	6412.40	65071.41
Percent Difference: School Site and District	N/A	N/A	-35.4	-0.3
State	N/A	N/A	$5,677	$75,837
Percent Difference: School Site and State	N/A	N/A	-27.1	-14.5

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

Types of Services Funded (Fiscal Year 2015-16)

Programs and services available at Downer School include:

CENTRAL SUPPLEMNTL/CONCENTRATION
IASA-TITLE I BASIC
SP ED IDEA BASIC LOCAL ENTITL
HEALTHY START-ASLSNPP
SPECIAL ED - E
MISC DONATIONS
SITE SUPPLEMNTL/CONCENTRATION

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$38,699	$45,092
Mid-Range Teacher Salary	$59,640	$71,627
Highest Teacher Salary	$79,951	$93,288
Average Principal Salary (Elementary)	$91,385	$115,631
Average Principal Salary (Middle)	$96,869	$120,915
Average Principal Salary (High)	$108,183	$132,029
Superintendent Salary	$231,795	$249,537
Percent of Budget for Teacher Salaries	31%	37%
Percent of Budget for Administrative Salaries	5%	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)

Quality instruction and instructional leadership are at the heart of the school's achievement efforts. The teaching staff meets on a weekly basis, for 45 minutes to develop teaching skills, review student data and plan instruction that promotes mastery of the learning standards. Teachers also meet several times each year in collaborative unit planning sessions. In these session teachers jointly plan lessons and instructional activities for the reading language arts program. During the week before school starts, the staff meets to develop learning or review teaching techniques, become familiar with newly adopted programs, and develops a consensus for procedures and policies for student behavior and activities. Implementation of the Common Core State Standards has become a priority for the staff, with a focus on multiple methods in solving problems in math and reading and analyzing nonfiction text. Our Instructional Leadership Team guides the development our professional development activities. Our Math/Literacy Coach meets with each teacher monthly to discuss classroom instructional strategies. The coach also provides in-classroom model lessons to teachers, as requested or deemed necessary by the Principal.

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 principals, in turn, provide 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 and educational technology. 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. The 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.