Edward M. Downer Elementary

California Department of Education
School Accountability Report Card
Reported Using Data from the 2016-17 School Year

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 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)

District Contact Information (School Year 2017-18)	
District Name	West Contra Costa Unified
Phone Number	(510) 231-1101
Superintendent	Matthew Duffy
E-mail Address	matthew.duffy@wccusd.net
Web Site	www.wccusd.net

School Contact Information (School Year 2017-18)	
School Name	Edward M. Downer Elementary
Street	1231 18th Street
City, State, Zip	San Pablo, Ca, 94806-4731
Phone Number	510-234-3851
Principal	Marco Gonzales, Principal
E-mail Address	mgonzales@wccusd.net
Web Site	https://www.wccusd.net/site/Default.aspx?PageID=85
County-District-School (CDS) Code	07617966057210

Last updated: 11/21/2017

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

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. 40 students are learning guitar, drums, keyboard and chorus through the Little Kids Rock Program and an additional 20 students are in the Mariachi class. 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, Contra Costa County Dental Health Program, Food Bank of the East Bay, Read Aloud Volunteer Program, Faith Network of Alameda County, East Bay Center for the Performing Arts, Richmond Art Center, the California Symphony, West Contra Costa Unified District Adult Education Program, Jr. Achievement, Bay Area Community Resources and the YCMA Counseling Program.

MISSION STATEMENT:
The mission of the staff of E. M. Downer Elementary School is to strive for all students to reach grade level proficiency or above in all academic areas in order for them to think critical and expand their opportunities in society.

To do so, we are committed to:

• Providing a standards-based instructional program which meets individualized needs
• Working in partnership with parents and the community
• Maintaining a positive, nurturing environment which guides the social and emotional development of our students
• Delivering ample opportunities for students to develop their imagination and creativity
• Guiding students to use technology responsibly and to enhance their learning
• Teaching to work collaboratively, to solve problems and work for social justice in our community

In order to achieve our Mission Statement we are using the following Theories of Action

Teaching and Learning
If we…Implement common instructional practices that are aligned with in grade levels and across grade levels…. Then we will see…Students accelerate their growth beyond one year.

Culture and Climate
If we…Explicitly celebrate the culture, language and individual strengths of students and families… Then we will see…Acceptance and empathy towards each other and appropriate social and emotional development.

Adult Learning and Collaboration
Expand the amount of time teachers work in Professional Learning Communities A higher level of communication and collaboration in order to develop and maintain a set of common instructional practices.

Last updated: 1/17/2018

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

Grade Level	Number of Students
Kindergarten	109
Grade 1	91
Grade 2	72
Grade 3	84
Grade 4	95
Grade 5	79
Grade 6	79
Total Enrollment	609
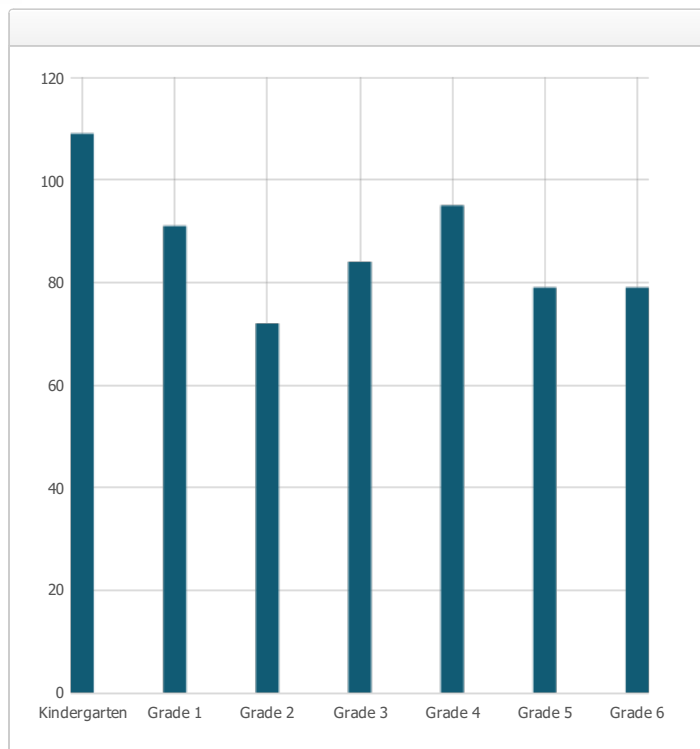
Last updated: 1/25/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	5.9 %
American Indian or Alaska Native	0.2 %
Asian	3.6 %
Filipino	0.5 %
Hispanic or Latino	86.4 %
Native Hawaiian or Pacific Islander	0.3 %
White	2.6 %
Two or More Races	0.2 %
Other	0.3 %

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	95.6 %
English Learners	68.6 %
Students with Disabilities	7.9 %
Foster Youth	0.2 %

Last updated: 1/25/2018

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	30	24	29	1192
Without Full Credential	2	5	2	155
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	14
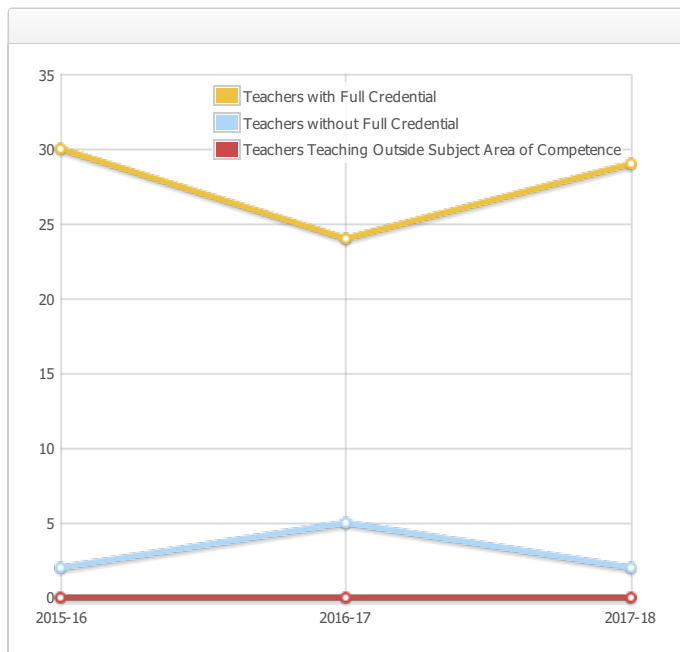
Last updated: 1/25/2018

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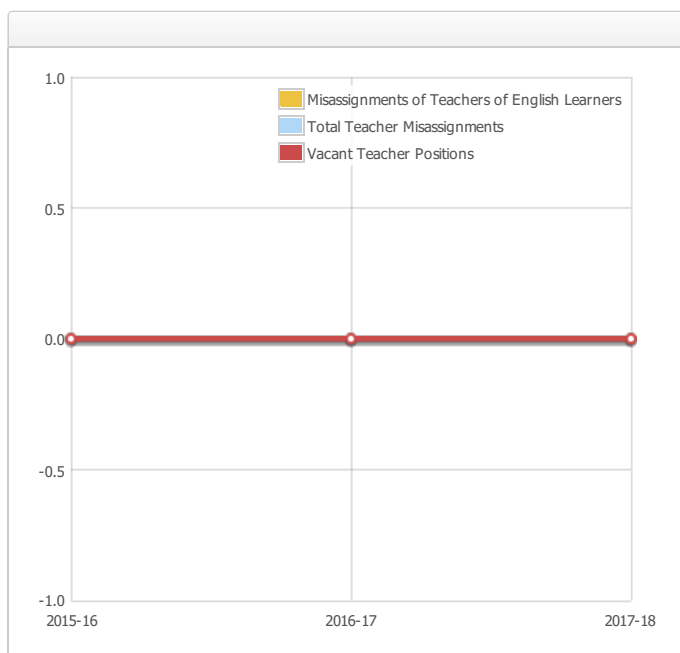
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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

Last updated: 1/18/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: October 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Treasures, Tesoros and Triumphs, c2010 - adopted 2012	No	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 K-6, c2008 - adopted 2008	Yes	0.0 %
History-Social Science	McGraw Hill California Vistas grades K-6, c2007 - adopted 2007	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: 1/17/2018

School Facility Conditions and Planned Improvements

WCCUSD takes great efforts 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: 1/23/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: July 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	The following action/s was/will be taken to ensure: There is no odor that would indicate a gas leak. Gas pipes are not broken and appear to be in good working order. The HVAC system is operable. There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds.
Interior: Interior Surfaces	Fair	Interior surfaces appear to be clean, safe, and functional.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. The following action/s was/will be taken to ensure: There is no evidence of a major pest or vermin infestation.
Electrical: Electrical	Fair	The following action/s was/will be taken to ensure: There is no evidence that any portion of the school has a power failure. There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	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.
Safety: Fire Safety, Hazardous Materials	Good	The following action/s was/will be taken to ensure: The fire sprinklers appear to be in working order (e.g., there are no

		missing or damaged sprinkler heads). Emergency alarms appear to be functional. Emergency exit signs function as designed, exits are unobstructed. Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly).
Structural: Structural Damage, Roofs	Good	The following action/s was/will be taken to ensure: Severe cracks are not evident. Ceilings & floors are not sloping or sagging beyond their intended design. Posts, beams, supports for portable classrooms, ramps, and other structural building members appear to be intact, secure and functional as designed. There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines the structural components.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. The following action/s was/will be taken to ensure: There is no exposed broken glass accessible to pupils and staff. Exterior doors and gates are functioning and do not pose a security risk.

Overall Facility Rate

Year and month of the most recent FIT report: July 2017

Overall Rating	Fair

Last updated: 1/23/2018

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 (School Year 2016-17)

| | Percentage of Students Meeting or Exceeding the State Standards | | | | | |
| | School | | District | | State | |
Subject	**2015-16**	**2016-17**	**2015-16**	**2016-17**	**2015-16**	**2016-17**
English Language Arts / Literacy (grades 3-8 and 11)	21%	24%	35%	35%	48%	48%
Mathematics (grades 3-8 and 11)	17%	17%	25%	25%	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.

Last updated: 1/25/2018

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	339	326	96.17%	23.62%
Male	161	154	95.65%	17.53%
Female	178	172	96.63%	29.07%
Black or African American	20	20	100.00%	--
American Indian or Alaska Native	--	--	--	
Asian	14	14	100.00%	21.43%
Filipino	--	--	--	
Hispanic or Latino	284	276	97.18%	24.64%
Native Hawaiian or Pacific Islander	--	--	--	
White		--	90.91%	--
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	327	320	97.86%	23.44%
English Learners	271	260	95.94%	21.92%
Students with Disabilities	33	33	100.00%	
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: 1/25/2018

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	339	333	98.23%	16.52%
Male	161	159	98.76%	18.24%
Female	178	174	97.75%	14.94%
Black or African American	20	20	100.00%	
American Indian or Alaska Native	--	--	--	
Asian	14	14	100.00%	28.57%
Filipino	--	--	--	
Hispanic or Latino	284	281	98.94%	16.73%
Native Hawaiian or Pacific Islander	--	--	--	
White		--	90.91%	--
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	327	324	99.08%	16.67%
English Learners	271	267	98.52%	15.36%
Students with Disabilities	33	33	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: 1/25/2018

CAASPP Test Results in Science for All Students

Grades Five, Eight and Ten

| | Percentage of Students Scoring at Proficient or Advanced | | | | | |
| | School | | District | | State | |
Subject	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	30.0%	18.0%	46.0%	40.0%	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.

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.

Last updated: 1/25/2018

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 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	16.9%	16.9%	11.7%

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: 1/25/2018

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 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. This year, in collaboration with the City of San Pablo, we have hired a full time Beacon School Coordinator. A responsibility of that position is to increase parent participation and to find additional resources for students and their parents.

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 2016 and November 2016 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 3rd Thursday of each month.

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

State Priority: Pupil Engagement

Last updated: 1/17/2018

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

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

	School			District			State		
Indicator	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.5%	10.7%	9.7%
Graduation Rate	0.0%	0.0%	0.0%	77.7%	84.7%	83.1%	81.0%	82.3%	83.8%

| Dropout/Graduation Rate (Four-Year Cohort Rate) Chart |
|---|
| |
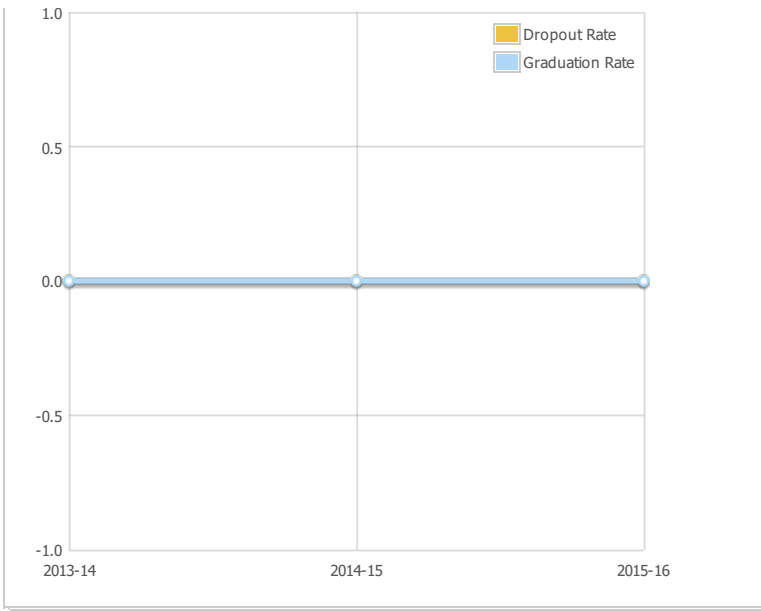
State Priority: School Climate

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			District			State		
Rate	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.7%	2.4%	2.9%	6.2%	6.3%	5.9%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
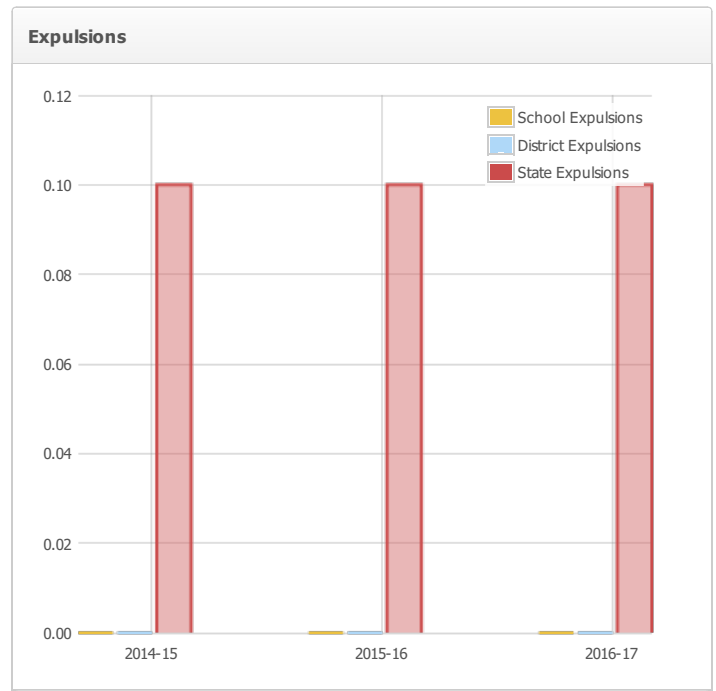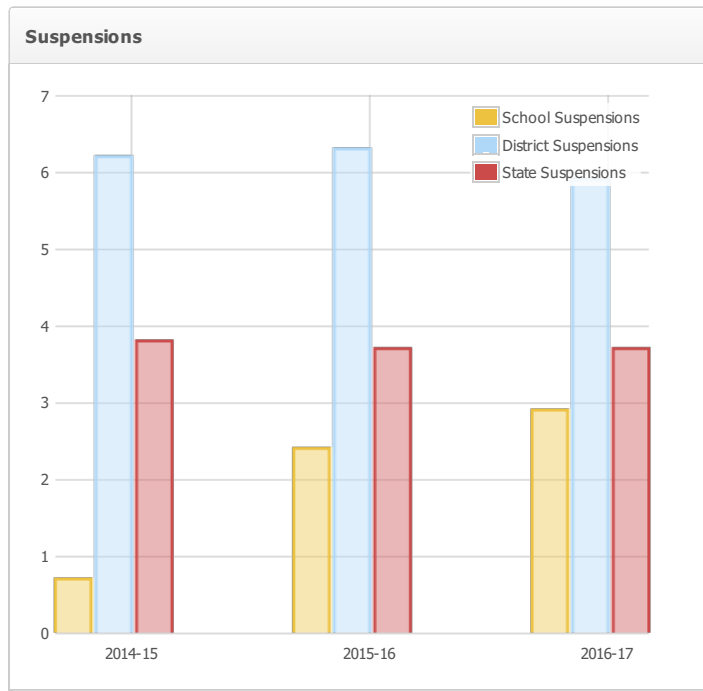
School Safety Plan (School Year 2017-18)

Last revised 2/2/2016 by Elizabeth Montes-Nation

Safety Plan Overview: The emergency organizational structure identified in the school site's plan is consistent with the federally mandated National Incident Management System (SIMS), and the State of California's Standardized Emergency Management System (SEMS), and it effectively structures emergency response at all levels in compliance with the Incident Command System.

Preparedness efforts include the assignment of Disaster Service Workers and their responsibilities, routine earthquake and fire drills, review of Emergency Response roles/actions, evacuation procedures, as well as bomb threat procedures, reunification procedures, provision of emergency supplies, exercise drills such as lockdowns and shelter-in-place, and WCCUSD's Guidelines for Threat Assessment and Management Process.

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	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	60.6%

Last updated: 1/25/2018

Average Class Size and Class Size Distribution (Elementary)

	2014-15				2015-16				2016-17			
		Number of Classes *				Number of Classes *				Number of Classes *		
Grade Level	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+
K	21.0	2	3	0	22.0	1	4	0	22.0	1	4	0
1	20.0	3	1	0	17.0	4	0	0	22.0	2	2	0
2	24.0	0	4	0	21.0	2	2	0	19.0	2	1	0
3	24.0	0	4	0	23.0	0	4	0	21.0	1	4	0
4	33.0	0	1	2	28.0	0	2	0	32.0	0	1	2
5	29.0	0	3	0	32.0	0	1	1	32.0	0	2	0
6	28.0	1	0	2	27.0	1	1	2	32.0	0	2	1
Other	0.0	0	0	0	27.0	0	1	0	0.0	0	0	0

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

Last updated: 1/25/2018

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	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)	0.4	N/A
Psychologist	0.3	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.5	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.

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$15831.3	$5392.0	$10439.3	$63384.4
District	N/A	N/A	$10107.3	$61169.5
Percent Difference – School Site and District	N/A	N/A	3.2%	3.6%
State	N/A	N/A	$6574.0	$79228.0
Percent Difference – School Site and State	N/A	N/A	45.4%	-22.2%

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

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

		Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary

## Types of Services Funded (Fiscal Year 2016-17)

- ENGLISH LANGUAGE LEARNERS - WHOLE CHILD

- LEARNING CENTERS - RESPONSE TO INTERVENTION

- PARENT ENGAGEMENT

- SCHOOL SUPPORT-DATA & ACCOUNTABILTY

- TITLE I PARENT INVOLVEMENT

- TITLE I PROFESSIONAL DEVELOPMENT

- VISUAL & PERFORMING ARTS - WHOLE CHILD

Last updated: 1/18/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$41,021	$47,808
Mid-Range Teacher Salary	$63,219	$73,555
Highest Teacher Salary	$84,748	$95,850
Average Principal Salary (Elementary)	$95,040	$120,448
Average Principal Salary (Middle)	$100,743	$125,592
Average Principal Salary (High)	$112,510	$138,175
Superintendent Salary	$231,795	$264,457
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 http://www.cde.ca.gov/ds/fd/cs/ .

Teacher Salary Chart

Principal Salary Chart
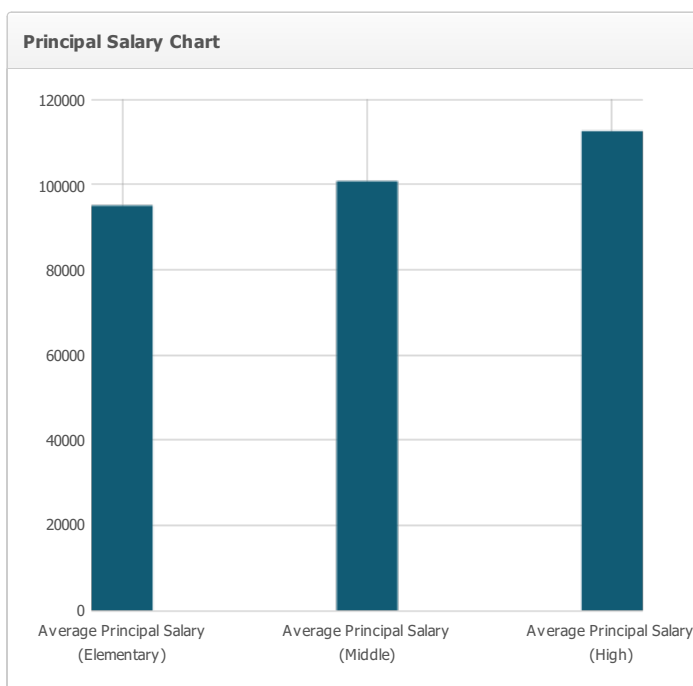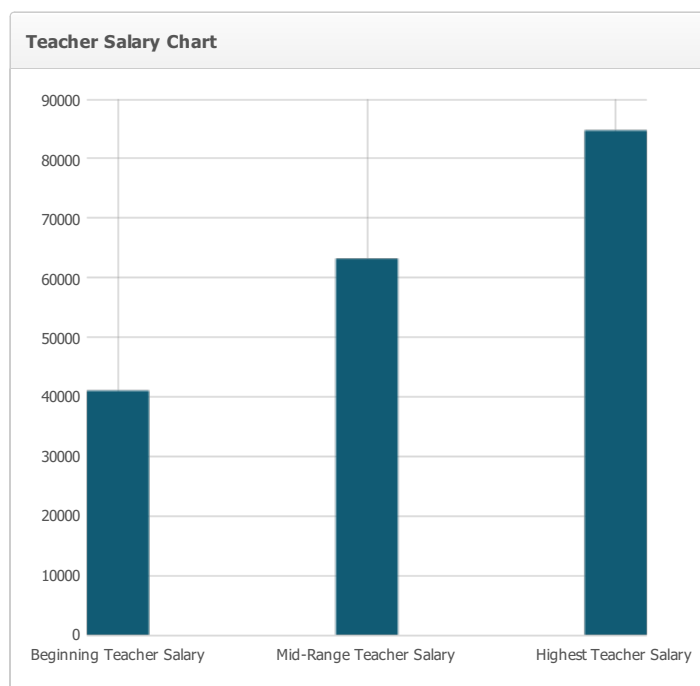
Last updated: 1/25/2018

Professional Development

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. 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 is a priority for the staff, with a focus on multiple methods in solving problems in math, as well as reading and analyzing non fiction text. Our Instructional Leadership Team guides the development our professional development activities. Our Math/Literacy Coach meets with teachers to discuss classroom instructional strategies. The coach also provides in-classroom model lessons to teachers, as requested or deemed necessary by the Principal. This year the focus as been on the implementation of the Teachers College Writing Program.

Last updated: 1/17/2018