

Ellerhorst 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	Ellerhorst Elementary School
Street	3501 Pinole Valley Road
City, State, Zip	Pinole, CA 94564-1299
Phone Number	(510) 231-1426
Principal	Jeffrey L. Carr
E-mail Address	jeffrey.carr@wccusd.net
Web Site	www.wccusd.net/Page/871
CDS Code	07-61796-6004733

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: Ellerhorst Elementary School is located in the city of Pinole and in historic Pinole Valley. The creek that flows beside the campus was once the campsite for local Miwok Indians and an early ruin from the Spanish Rancho era can be found nearby. The school was built in 1960 and named in honor of Frances L. Ellerhorst, one of Pinole's earliest and most respected teachers. Ellerhorst Elementary is a K-6 school configuration that offers students a rigorous curriculum that is supported by technology, innovation and an experienced staff of teachers and paraprofessionals. Bolstered by tablet technology and the site computer lab plus a well-maintained library, students have access to a wide variety of literary and informational text documents and education-oriented applications. The site's science materials inventory and the demonstration gardens assist students in engaging in hands-on science learning. Through the financial and parental support of its PTA and Dads' Club, Ellerhorst sends its students on a wide variety of field study trips including a Mars Space Exploration simulation field trip and a week-long study trip to Yosemite National Park. Support services assist students with learning disabilities through speech and language therapy, occupational therapy, special education services, a learning center for assisting students to catch up to grade level performance and dedicated support for English Learners (ELs) to access the content area curricula.

MISSION STATEMENT: At Ellerhorst Elementary School, we are committed to:

- Treating everyone with courtesy, dignity, and respect.
- Respecting, celebrating, and welcoming the diversity and contributions of all members of our school community.
- Providing a safe and productive environment in which to learn, teach, work, and participate.
- Using instructional strategies that meet each child's unique needs to reach his or her goals for success.
- Working with the community to develop well-rounded, life-long learners and contributing members of a global society.

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

Grade Level	Number of Students
Kindergarten	46
Grade 1	47
Grade 2	50
Grade 3	54
Grade 4	52
Grade 5	58
Grade 6	50
Total Enrollment	357

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	12.3
American Indian or Alaska Native	0.8
Asian	10.4
Filipino	2.8
Hispanic or Latino	37.8
Native Hawaiian or Pacific Islander	0.6
White	31.1
Two or More Races	2.8
Socioeconomically Disadvantaged	37.8
English Learners	17.4
Students with Disabilities	16
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	17	17	15	15
Without Full Credential	0	1	2	2
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	94.1	5.9
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	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	Yes	0%
History-Social Science	Macmillan/McGraw Hill, California Vistas (gr K-6) / 2007	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Frances L. Ellerhorst Elementary School was built in 1959 and has a long tradition of service to the people of Pinole. In October 2005, the school received a totally renovated campus. The new administration building has numerous offices, a teachers' work room, faculty facilities, and a conference room. The reconstructed classrooms have new interior and exterior features and are Internet-capable through wired and wireless connections. The campus recess and play areas have been further improved through the addition of play structures and basketball hoops, repainted playground lines, a picnic area and performing arts lighting and sound systems in the Multi-Purpose Room (MPR). Ellerhorst is a modern school in excellent condition, complete with new furniture and newer technology equipment throughout the school.

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			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			

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	
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Repair front wrought iron gate

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	40	45	33	35	44	48
Mathematics	36	40	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	57	54	94.7	45.3
	4	57	56	98.3	44.6
	5	57	57	100.0	50.9
	6	52	52	100.0	40.4
Male	3	29	28	96.5	37.0
	4	24	23	95.8	39.1
	5	30	30	100.0	43.3
	6	30	30	100.0	30.0
Female	3	28	26	92.9	53.9
	4	33	33	100.0	48.5
	5	27	27	100.0	59.3
	6	22	22	100.0	54.5
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
American Indian or Alaska Native	3	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Asian	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	11	11	100.0	45.5
Filipino	3	--	--	--	--
	4	--	--	--	--
	6	--	--	--	--
Hispanic or Latino	3	25	23	92.0	39.1
	4	22	21	95.5	33.3
	5	22	22	100.0	50.0
	6	17	17	100.0	29.4
White	3	14	14	100.0	35.7
	4	19	19	100.0	63.2
	5	21	21	100.0	57.1
	6	14	14	100.0	50.0
Two or More Races	3	--	--	--	--
	4	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	6	--	--	--	--
Socioeconomically Disadvantaged	3	26	23	88.5	31.8
	4	25	25	100.0	32.0
	5	27	27	100.0	33.3
	6	27	27	100.0	18.5
English Learners	3	13	12	92.3	25.0
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Students with Disabilities	3	20	17	85.0	12.5
	4	11	11	100.0	18.2
	5	--	--	--	--
	6	11	11	100.0	9.1
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	57	54	94.7	48.1
	4	57	56	98.3	41.1
	5	57	57	100.0	35.1
	6	52	52	100.0	35.3
Male	3	29	28	96.5	42.9
	4	24	23	95.8	43.5
	5	30	30	100.0	46.7
	6	30	30	100.0	30.0
Female	3	28	26	92.9	53.9
	4	33	33	100.0	39.4

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	27	27	100.0	22.2
	6	22	22	100.0	42.9
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
American Indian or Alaska Native	3	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Asian	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	11	11	100.0	45.5
Filipino	3	--	--	--	--
	4	--	--	--	--
	6	--	--	--	--
Hispanic or Latino	3	25	23	92.0	43.5
	4	22	21	95.5	28.6
	5	22	22	100.0	50.0
	6	17	17	100.0	25.0
White	3	14	14	100.0	50.0
	4	19	19	100.0	68.4
	5	21	21	100.0	23.8
	6	14	14	100.0	35.7
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	6	--	--	--	--
Socioeconomically Disadvantaged	3	26	23	88.5	34.8
	4	25	25	100.0	40.0
	5	27	27	100.0	25.9
	6	27	27	100.0	19.2
English Learners	3	13	12	92.3	16.7
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Students with Disabilities	3	20	17	85.0	5.9
	4	11	11	100.0	9.1

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	--	--	--	--
	6	11	11	100.0	
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)	85	64	61	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	57	57	100.0	61.4
Male	30	30	100.0	60.0
Female	27	27	100.0	63.0
Hispanic or Latino	22	22	100.0	54.6
White	21	21	100.0	66.7
Socioeconomically Disadvantaged	27	27	100.0	48.2

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	26.8	16.1	12.5

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)

Parent Involvement is very important at Ellerhorst Elementary School. Parents volunteer in the classrooms on a daily basis, helping teachers with small group instruction and classroom activities. They accompany teachers and students to the library, assist in the computer lab, and drive and chaperone students on study trips. In addition, a number of alumni parents whose students have already 'graduated' from Ellerhorst continue to return and volunteer in classrooms, as yard supervisors and in the office.

PTA and DADS CLUB: Ellerhorst has a very active Parent Teacher Association (PTA) and an affiliated Dad's Club. Together these groups have over 200 members. Both groups meet monthly to plan and implement an array of school and family activities. Their first activity of the year is to facilitate the sign-ups for classroom support and the various committees. The PTA developed and instituted its own website and an email tree to disseminate information to our families on upcoming events, academic information, etc. The Dad's Club has developed and instituted a website.

2016-2017 activities include a fall Ice Cream Social, Walk-A-Thon fundraiser, the annual Pumpkin Contest and Halloween Haunted Hallway, Trunk or Treat, monthly Movie Nights, Pasta Feed, Talent Show, Book Fairs, student year book, and a parent-sponsored Student Council, and several fundraiser activities. Funds raised by the PTA and the Dad's Club support extra supplies for classrooms, the Accelerated Reader Program, technology, supplemental math and science software for all grade levels, assemblies, and study trips.

SCHOOL SITE COUNCIL: Every elementary school must have a School Site Council (SSC) composed of five parents or community members, the principal, three classroom teachers, and one other staff member (Education Code Section 52852). The committee meets monthly. Additional meetings are scheduled when needed.

ENGLISH LEARNER ADVISORY COMMITTEE: The Ellerhorst English Learner Advisory Committee meets and traditionally delegates its responsibilities to the SSC which makes decisions about programs and issues pertaining to the English Learner population.

BOND MODERNIZATION COMMITTEE: In 2014-2015, a selection of parents and community members served on the modernization committee to assist in the oversight of school construction bond moneys approved by local taxpayers. These committee members gave input on future upgrades to the campus buildings, infrastructure and landscape planning. Currently, in 2016-2017, The Dads Club and the district facilities department are pursuing improvements to the property to advance the goals of the modernization committee.

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	0.9	4.5	3.6	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

SAFETY: The school has developed a detailed school safety plan which is reviewed by the faculty and staff each October. Staff members are assigned to emergency teams and understand their roles and responsibilities. Fire drills are held monthly and earthquake drills twice a year. The school participates in the county Shelter-in-Place drill held each November and the Great California Shake-Out drill each October. Key staff maintains training in First Aid/CPR, Epi-Pen administration and Seizure Awareness.

POLICE PARTNERSHIP: Through an effort with the Pinole Police Department, a community liaison officer is assigned to each elementary school in Pinole, and their officer visits during recess times and lunches and is available to make special presentations to classes. The WCCUSD also has community service officers who regularly visit campus to assess safety concerns and provide insight for planning.

BEHAVIOR: The teachers and Building Effective Schools Together (BEST) team have developed and teach character education and confidence building. Student expectations are taught and reviewed as needed. Positive behavior is recognized and rewarded at school assemblies. Yard supervision is provided by administration, teachers and yard supervisors. Many of the equity, awareness and diversity activities and celebrations are organized under the umbrella of the No Place for Hate program. The Team-Up Recess program from PlayWorks provides positive playground interactions for students. The Student Council and staff plan positive climate events to promote drug-free living, random acts of kindness activities and anti-bullying activities.

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
First Year of Program Improvement		2004-2005
Year in Program Improvement*		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	20	1	1		16	3			22		2	
1	29		2		25		2		22		2	
2	24		2		25		2		23		2	
3	21	2	2		19	1	2		24		2	
4	29		2		28		2		24		2	
5	29		2		27		2		27		2	
6	24	1	2		27		2		22		2	
Other					12	1			12		2	

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

Academic Counselors and Other Support Staff (School Year 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)	.20	N/A
Psychologist	.15	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0.80	N/A
Resource Specialist	1.00	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	5389.79	1262.43	4127.36	67017.46
District	N/A	N/A	6412.40	65071.41
Percent Difference: School Site and District	N/A	N/A	-35.6	3.0
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	-27.3	-11.6

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

Types of Services Funded (Fiscal Year 2015-16)

Programs and services available at Ellerhorst School include:

CENTRAL SUPPLEMENTAL/CONCENTRATION
SP ED IDEA BASIC LOCAL ENTITL
SPECIAL ED - E
MEDI-CAL ADMIN ACTIVITIES
SITE SUPPLEMENTAL/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)

The Ellerhorst staff engages in staff workshops, grade level collaboration, and attends outside training on a regular basis. For the current school year, the staff is focused on the district's major areas of focus in English Language Arts, Mathematics and English Language Development. These goals incorporate the implementation efforts for the Common Core State Standards. Professional Development activities are planned by the school site's Instructional Leadership Team in collaboration with the district Educational Services Department. In addition, teacher passion is driving changes in the social studies and science curricula, the staff continues to honor the use of academic data to inform instruction, and provides effective support for students who are preparing to take the Common Core-Aligned SBAC assessment for language arts and math.

Quality instruction and instructional leadership are at the heart of the district's achievement efforts. To ensure this quality and leadership, the Educational Services 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 Common Core based curriculum content areas. Beyond the content areas, professional development is provided in English Language Development, 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. 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.