

Sylvia Cassell 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	Sylvia Cassell Elementary School
Street	1300 Tallahassee Drive
City, State, Zip	San Jose CA, 95122
Phone Number	(408) 928-7200
Principal	Dr. Sandra Puerta-Sarmiento
E-mail Address	sandra.sarmiento@arUSD.org
Web Site	http://www.arUSD.org/Domain/388
CDS Code	43-69369-6046312

District Contact Information	
District Name	Alum Rock Union Elementary School District
Phone Number	(408) 928-6800
Superintendent	Hilaria Bauer, Ph.D.
E-mail Address	hilaria.bauer@arUSD.org
Web Site	www.arUSD.org

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

Cassell School staff is dedicated and determined to meet the state and federal government's goal of 100% proficient in reading language arts and math. We consider our school to be special; the majority of our teaching staff has over 15 years of teaching experience, and they are talented teachers. All teachers work to provide additional instruction to students who need support. After school and enrichment programs such as City Year, YMCA, and Little Heroes help to make our students well rounded citizens.

Our goals for the school year include:

Increasing the percentage of proficient and advanced students in all grade levels in order to make them college and career ready.
 Building a strong and solid relationship between the school, staff, students, parents and community Encouraging parent participation in all aspects of the school.

Increasing student motivation and dedication to achieving academically.
 Teaching students to be nonviolent and drug free.

Our friendly and competent Cassell staff focuses on creating and building a well-rounded multicultural atmosphere that nurtures and develops well prepared citizens for the future. We encourage parent participation and communication. It is truly the best way for children to succeed. Always remember that we have the best interest of the children in mind. Everything we do is geared towards our student's future. As an instructional leader I encourage you to take an active role in the future of your child's education.

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

Grade Level	Number of Students
Kindergarten	87
Grade 1	64
Grade 2	55
Grade 3	64
Grade 4	71
Grade 5	77
Total Enrollment	418

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	0
Asian	10.8
Filipino	5.3
Hispanic or Latino	80.6
Native Hawaiian or Pacific Islander	0.5
White	1
Two or More Races	0.2
Socioeconomically Disadvantaged	90.7
English Learners	58.6
Students with Disabilities	12.4
Foster Youth	0.2

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	22	20	20	496
Without Full Credential	0	0	1	43
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	90.0	10.0
All Schools in District	86.3	13.7
High-Poverty Schools in District	86.3	13.7
Low-Poverty Schools in District	0.0	0.0

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: January 2016

The following are the most recent adoptions for Alum Rock Union Elementary School District:

- Benchmark Advance (ELA and ELD) 2016-Elementary/Engage NY 2016- Middle Schools
- EnVision Mathematics 2015-Elementary / CPM 2015- Middle Schools
- Scott Foresman Science 2006- Elementary/Glencoe Science 2006-Middle Schools
- Scott Foresman Social Studies 2007- Elementary /TCI Curriculum 2007- Middle School

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance (ELA and ELD) 2016- Elementary/Engage NY 2016- Middle Schools	Yes	0%
Mathematics	EnVision Mathematics 2015-Elementary / CPM 2015- Middle Schools	Yes	0%
Science	Scott Foresman Science 2006- Elementary/Glencoe Science 2006-Middle Schools	Yes	0%
History-Social Science	Scott Foresman Social Studies 2007- Elementary /TCI Curriculum 2007- Middle School	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Alum Rock Union Elementary School District makes every effort to ensure all schools are clean, safe, and functional. To assist in this effort, the district uses the Facility Inspection Tool (FIT) developed by the State of California Office of Public School Construction. The results of this survey are available at the district office.

Cassell School was built in 1963. School facilities are renovated according to the Field Act requirements of the State Building Code with a focus on earthquake safety. In the event that asbestos and lead containing building materials are found, they are removed according to Environmental Protection Agency (EPA), State, and Local requirements. Deferred maintenance funds have been used to properly maintain and renovate district buildings. Needed repairs and maintenance projects are completed in a timely manner. Whenever possible, school facilities are upgraded to support and maintain a safe, clean and secure campus. Sufficient space for classroom, office, library, playground, staff room, and restroom facilities are allocated to support stakeholders' needs and the instructional program. The Alum Rock Union Elementary School District maintenance staff, in conjunction with day and night custodians, ensure the school buildings and grounds are safe, clean, and in good repair. Rigorous daily custodial schedules ensure that classrooms, lavatories, serving kitchens, eating areas, offices, and playgrounds are clean for both student and staff use. Regular oversight by the district maintenance crew ensures that grass and landscaped areas are well maintained, and that the school's buildings, grounds and play areas are safe for use.

All visitors are required to check-in at the school office. Fire drills and disaster procedures are specifically outlined and regularly updated and practiced. Safety programs include drug awareness, personal safety, and personal growth. To ensure a safe environment, the district provides extra yard duty supervisors, and all yard duty supervisors and school staff maintain a welcoming but controlled campus environment. The school grounds and playground are safe because they are well-supervised by staff before, during, and after school.

In 2008 the front office and staff room were air conditioned. An electronic marquee was installed displaying the school's California Distinguished School emblem in 2009. All of the student restrooms were repaired and restored in the summer of 2011, and 16 classroom floors were completely taken out and replaced with new tiles in 2011 and 2012. In summer of 2014, the roof on the whole school was replaced and a water filtration system was installed in the school's cafeteria. The school also received a new coat of paint and the school's parking lot was resurfaced and refinished.

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: December 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			
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			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: December 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	24	28	34	39	44	48
Mathematics	26	26	25	30	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	66	63	95.5	31.8
	4	73	72	98.6	26.4
	5	75	73	97.3	26.0
Male	3	33	31	93.9	19.4
	4	36	35	97.2	25.7
	5	35	34	97.1	26.5
Female	3	33	32	97.0	43.8
	4	37	37	100.0	27.0
	5	40	39	97.5	25.6
Black or African American	3	--	--	--	--
	4	--	--	--	--
Asian	3	11	11	100.0	36.4
	4	--	--	--	--
	5	--	--	--	--
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	3	49	47	95.9	34.0

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	57	56	98.3	17.9
	5	63	62	98.4	19.4
Native Hawaiian or Pacific Islander	4	--	--	--	--
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Two or More Races	4	--	--	--	--
Socioeconomically Disadvantaged	3	54	52	96.3	28.9
	4	67	66	98.5	24.2
	5	69	67	97.1	22.4
English Learners	3	34	32	94.1	12.5
	4	32	31	96.9	9.7
	5	41	39	95.1	10.3
Students with Disabilities	3	--	--	--	--
	4	17	17	100.0	11.8
	5	19	19	100.0	5.3
Students Receiving Migrant Education Services	4	--	--	--	--
	5	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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	66	65	98.5	44.6
	4	73	72	98.6	22.2
	5	75	75	100.0	13.3
Male	3	33	33	100.0	48.5
	4	36	35	97.2	22.9

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	35	35	100.0	17.1
Female	3	33	32	97.0	40.6
	4	37	37	100.0	21.6
	5	40	40	100.0	10.0
Black or African American	3	--	--	--	--
	4	--	--	--	--
Asian	3	11	11	100.0	63.6
	4	--	--	--	--
	5	--	--	--	--
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	3	49	48	98.0	39.6
	4	57	56	98.3	16.1
	5	63	63	100.0	4.8
Native Hawaiian or Pacific Islander	4	--	--	--	--
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Two or More Races	4	--	--	--	--
Socioeconomically Disadvantaged	3	54	53	98.2	41.5
	4	67	66	98.5	21.2
	5	69	69	100.0	8.7
English Learners	3	34	33	97.1	33.3
	4	32	31	96.9	3.2
	5	41	41	100.0	7.3
Students with Disabilities	3	--	--	--	--
	4	17	17	100.0	11.8
	5	19	19	100.0	
Students Receiving Migrant Education Services	4	--	--	--	--
	5	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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)	26	43	48	52	47	49	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	75	75	100.0	48.0
Male	35	35	100.0	62.9
Female	40	40	100.0	35.0
Hispanic or Latino	63	63	100.0	42.9
Socioeconomically Disadvantaged	69	69	100.0	46.4
English Learners	41	41	100.0	39.0
Students with Disabilities	19	19	100.0	52.6

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	18.7	14.7	14.7

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.

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)

Cassell actively promotes a strong, comprehensive parent involvement policy. Not only does Cassell promote two-way communication about school programs and students' progress, but it also involves parents in instructional and support roles at the school. In addition to preparing parents to actively participate in school decision making and developing their leadership skills in governance and advocacy, Cassell also provides parents with strategies and techniques to assist their children with learning activities at home. Our school has a functioning School Site Council. Parents volunteer in a variety of ways from donating supplies, to tutoring and working with the teacher in the classrooms, and covering the playgrounds. Finally, to ensure that parents receive health, social, and other support services that are necessary to live healthy lives and promote student achievement, Cassell provides parents with the skills and resources to access community and support services. School Site Council /English Language Advisory Committee help make major decisions about the progress and focus of our school.

Our monthly Principal's Coffee provides opportunities for parents to come together and discuss important issues concerning the school. Parent training is provided by Cassell administration on topics that address academic achievement and accountability. Parent workshops are provided for targeted students to help parents support learning in the home. Community agencies such as Alum Rock Counseling Center and Foothill Counseling Services provide counseling support to students and parents. San Jose Police Department volunteer officers work with parents to resolve issues regarding attendance and proper supervision, as well as provide special programs to support students. Parenting classes are offered to parents along with comprehensive Resource Fairs both in the Fall and Spring.

Please feel free to contact the school at 408-928-7200 if you would like to volunteer your time.

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	0.2	1.4	0.2	2.3	3.2	3.1	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)

Cassell Elementary School has in place a few precautions that we use to help ensure the safety of our students. One of them is the prevention of strangers from infiltrating our campus. All visitors must sign in at the front desk; they are given a badge to wear while on campus. Any one on campus without a badge is reported by staff and students. Gates on the side of the campus and on the front of the campus are locked 15 minutes after the start of school and before the end of school to make sure that strangers are not allowed to freely be on campus. Cassell has a very detailed, comprehensive safety plan that outlines protocols, systems, and procedures in the event of any/all emergencies. The plan also contains the yearly safety goals as determined by the students, staff, and parents. The Safety Plan is developed by the Cassell Safety Committee before it is presented to the Alum Rock Union Elementary School District Board of Trustees for approval. The Safety Plan and drill procedures are reviewed during the school year with all staff. Safety alerts are shared with all staff as needed throughout the school year. In addition, all required drills are calendared and completed, and the results are shared with the staff. In October, the school participated in a district wide earthquake and evacuation drill. Both the staff and students were fully prepared for a drill such as this. The Cassell Safety Plan has the following policies which are comprehensive, enforceable, and continuous:

- Behavior Policy addressing Bullying Rules and Regulations
- Dress Code Policy

- Protocols for Safety/Emergency Drills Tardy Policy
- Attendance Policy Referral Policy
- Nondiscriminatory Policy on Student Rights and Responsibilities Campus Security Policy
- Harassment Policy
- Conflict Management Policy Internet Safety Policy
- Intervention and Referral System Policy
- Mandated Reporting Policy

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	2009-2010	2004-2005
Year in Program Improvement*	Year 4	Year 3
Number of Schools Currently in Program Improvement	N/A	8
Percent of Schools Currently in Program Improvement	N/A	38.1

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	21	1	3		20	2	3		22		4	
1	20	3	1		23		2		20	2	1	
2	21	1	3		21	1	2		19	3		
3	19	4			20	4			21	2	1	
4	32		2		29		2		31		2	
5	25	1	3		22	2	3		33			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		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	.5	N/A
Psychologist	.2	N/A
Social Worker		N/A
Nurse	.5	N/A
Speech/Language/Hearing Specialist	.6	N/A
Resource Specialist		N/A
Other		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	\$9,473	\$2,400	\$7,073	\$77,169
District	N/A	N/A	\$6,466	\$74,018
Percent Difference: School Site and District	N/A	N/A	9.4	4.3
State	N/A	N/A	\$5,677	\$75,137
Percent Difference: School Site and State	N/A	N/A	24.6	2.7

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

Types of Services Funded (Fiscal Year 2015-16)

Sylvia Cassell School is funded by both the state LCAP and federal government. These programs support all students in their quest to become academically dependent and ready for the 21st century. Below is a list of programs that are provided by these funds:

All students receive free breakfast and lunch.

Title I and the Associated Student Body provide funds for field trips.

Title I funds provide professional development for teachers.

Title I and Title III are used to pay for before and/or afterschool intervention for at risk students.

Supplemental Concentration funds are used to purchase materials for our English language learners.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,684	\$44,573
Mid-Range Teacher Salary	\$75,792	\$72,868
Highest Teacher Salary	\$88,464	\$92,972
Average Principal Salary (Elementary)	\$106,896	\$116,229
Average Principal Salary (Middle)	\$112,241	\$119,596
Average Principal Salary (High)		\$121,883
Superintendent Salary	\$185,000	\$201,784
Percent of Budget for Teacher Salaries	41%	39%
Percent of Budget for Administrative Salaries	6%	5%

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

Professional Development (Most Recent Three Years)

All new eligible teachers participate in BTSA and/or Intern or Pre-Intern programs, which focus on standards for teaching professionals. Newly credentialed teachers are offered the opportunity to participate in a new teacher induction program. Teachers regularly examine student work samples at grade level/department meetings to ensure that students are mastering grade-level standards.

Staff development is also provided in the use of standards-aligned materials and research-based practices. Teachers are also encouraged to participate in CM beginning and advanced training, which has a heavy emphasis on standards-based materials use. All teachers are also eligible to participate in school and district sponsored grade level meetings, which focus on adopted standards-based instructional programs. Professional Development during staff meetings will focus on small group instruction and support. Grades 3rd through 5th have a grade level release time to collaborate for 1 hour bi-weekly with the Principal. Kinder through 2nd grade are released once a month for similar collaboration time.

Para-educators are given the opportunity to participate in district sponsored reading workshops to develop their understanding and practices of effective reading fluency and comprehension strategies.