

Sylvia Cassell Elementary School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://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 <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Sylvia Cassell Elementary School
Street	1300 Tallahassee Drive
City, State, Zip	San Jose CA, 95122
Phone Number	1 (408) 928-7200
Principal	Dr. Sandra Puerta-Sarmiento
Email Address	sandra.sarmiento@arUSD.org
Website	http://www.arUSD.org/Domain/388
County-District-School (CDS) Code	43-69369-6046312

District Contact Information (School Year 2020-2021)

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

School Description and Mission Statement (School Year 2020-2021)

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 during their tenure here at Cassell.

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 2019-2020)

Grade Level	Number of Students
Kindergarten	61
Grade 1	52
Grade 2	70
Grade 3	68
Grade 4	56
Grade 5	55
Total Enrollment	362

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.8
Asian	8.6
Filipino	6.6
Hispanic or Latino	82
Native Hawaiian or Pacific Islander	0.3
White	0.8
Two or More Races	0.8
Socioeconomically Disadvantaged	90.3
English Learners	50.6
Students with Disabilities	12.4
Foster Youth	0.3
Homeless	0.3

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	19	15	18	431
Without Full Credential	1	2	0	35
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	1	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.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: August 2020

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

- Benchmark Advance/Adelante (ELA and ELD) 2016-Elementary/McGraw Hill: Study Sync 2017- Middle Schools
- Pearson enVision Mathematics 2015-Elementary / CPM 2015- Middle Schools
- Learning A-Z: Science A-Z Online 2019 -Elementary/Accelerate Learning:STEMscopes 2019-Middle Schools
- Benchmark 2019- Elementary /TCI Curriculum 2018- Middle School

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance/Adelante (ELA and ELD) 2016-Elementary/McGraw Hill: Study Sync 2017- Middle Schools	Yes	0
Mathematics	Pearson: enVision Math 2015-Elementary / CPM 2015- Middle Schools	Yes	0
Science	Learning A-Z: Science A-Z online 2019- Elementary/Accelerate Learning:STEMscopes 2019-Middle School	Yes	0
History-Social Science	Benchmark 2019- Elementary /TCI Curriculum 2018- Middle School	Yes	0
Health	Family Life - Planned Parenthood	Yes	0

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

School Facility Conditions and Planned Improvements

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. In the summer of 2016 staff restrooms were remodeled to make handicap accessible and 2 student restrooms were remodeled.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: November 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Rm:E4-Sink is backed up.
Interior: Interior Surfaces	Poor	Rm:E7-Ceiling tiles falling, wall paint. Rm:P3-Tiles falling. Rm:K1-Broken cabinet door under sink. Rm:C4-Paint on walls (interior) is chipping. Rm:C5-Paint on interior walls is chipping. Rm:C3-Chipping paint on walls. Rm:Speech Room-Paint. Rm:C2-Holes in wall, needs paint. Rm:D3-Needs paint on walls. Rm:Boys D-Wing-Walls have holes and need paint. Rm:D5-Wall by white board needs paint. Rm:E4-Walls have holes and missing paint. Rm:E3-Missing paint by white board. Rm:E1-Door is out of adjustment. Rm:RSP Room-Tile is falling.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Rm:D1-Dead bugs.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Rm:C3-Toilet has a leak when flushed. Rm:C1-Fountain in classroom is constantly running. Rm:Boys D-Wing-3 Toilets leaking at the valve. Rm:E4-Sink is backed up.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Rm:Library-Outside wall has dry rot.

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	Rm:Boys D-Wing-Door lock is not working properly. Rm:E2-Door is hard to open. Rm:E1-Door is out of adjustment. Rm:BlackTop-Basketball court needs repairs.
Overall Rating	Fair	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	30	N/A	40	N/A	50	N/A
Mathematics (grades 3-8 and 11)	27	N/A	33	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	15	N/A	23	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2020-2021)

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. We schedule 'Family Nights' with Language Arts activities for families to engage in together. 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 State priority: School Climate (Priority 6):

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

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.7	0.5	3.8	2.2	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.002762431		
Expulsions	0		

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

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
- SEL intervention groups

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	18	1	3		22	1	2		19	2	1	
1	20	4			23		3		24		2	
2	21	1	2		23		3		27		2	
3	20	2	1		23		3		27		2	
4	28		2		27		2		27		2	
5	19	2	2		19	1	2		27		2	
Other**					8	1			14	2	1	

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

** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$15,626.45	\$3,895.82	\$11,730.63	\$95,511.56
District	N/A	N/A	\$1,148.34	\$88,855
Percent Difference - School Site and District	N/A	N/A	164.3	7.2
State	N/A	N/A	\$7,750	\$84,183
Percent Difference - School Site and State	N/A	N/A	40.9	12.6

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

Types of Services Funded (Fiscal Year 2019-2020)

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 after school intervention for at risk students.

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

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$57,473	\$51,004
Mid-Range Teacher Salary	\$89,476	\$82,919
Highest Teacher Salary	\$106,470	\$104,604

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Elementary)	\$119,374	\$131,277
Average Principal Salary (Middle)	\$131,610	\$136,163
Average Principal Salary (High)		\$128,660
Superintendent Salary	\$212,178	\$230,860
Percent of Budget for Teacher Salaries	35.0	35.0
Percent of Budget for Administrative Salaries	6.0	5.0

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	6	4	3

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 1.5 hours 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.