# Ryan STEAM Academy
## 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 | Ryan STEAM Academy |
| Street | 1241 McGinness Drive |
| City, State, Zip | San Jose |
| Phone Number | 408-928-8656 |
| Principal | Yeny Rosales |
| Email Address | yeny.rosales@arusd.org |
| Website | [http://www.arusd.org/Domain/925](http://www.arusd.org/Domain/925) |
| County-District-School (CDS) Code | 43693696046320 |

## 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)

Our vision is to create a TK-5 school that is highly regarded for its academic excellence. Ryan STEAM Academy is committed to preparing students, academically and socially, for middle school and beyond though the implementation of Common Core, high-quality instruction, and integration of technology in every grade level.  Our school was recently awarded the 2017 Santa Clara County Hoffmann Award for having a STEAM program that has significantly impacted our academic achievement and parent engagement.  In 2018, our school also received the core academic achievement award in the area of math.

Through a robust STEAM education at Ryan STEAM Academy, our students will develop their 21st century skills in an innovative learning environment where they are driven by inquiry, the engineering design process and exploration. Teachers will engage, inspire, and empower a community of learners in critical thinking, collaborating, innovating and communicating in preparation for college and career readiness.

## Student Enrollment by Grade Level (School Year 2019-2020)

| Grade Level | Number of Students |
|---|---|
| Kindergarten | 71 |
| Grade 1 | 35 |
| Grade 2 | 46 |
| Grade 3 | 44 |
| Grade 4 | 56 |
| Grade 5 | 48 |
| Total Enrollment | 300 |

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

| Student Group | Percent of Total Enrollment |
|---|---|
| Black or African American | 0.7 |
| American Indian or Alaska Native | 1 |
| Asian | 8 |
| Filipino | 6.3 |
| Hispanic or Latino | 82.7 |
| White | 1.3 |
| Socioeconomically Disadvantaged | 86.3 |
| English Learners | 40 |
| Students with Disabilities | 9.3 |
| Foster Youth | 0.3 |
| Homeless | |

# 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 | 16 | 14 | 16 | 431 |
| Without Full Credential | 2 | 2 | 1 | 35 |
| Teaching Outside Subject Area of Competence (with full credential) | 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 | 1 |

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

Although Ryan's main school campus was constructed in 1953, portable buildings have been added to accommodate the growing school population and diverse program needs.  During the 2016 school year, local bonds were used to renovate existing facilities including our nurse's bathroom as well as two student bathrooms. New flooring was also placed in three of our classrooms.

The Alum Rock 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 district maintenance crews ensures that grass and landscaped areas are well maintained, and that the school's buildings, grounds and play areas are safe for use.

All of the classrooms have new technology including LCD projectors, Promethean Boards, new wiring, and installation to support the technology.  All second through fifth grade classrooms now have Activotes, Active Expressions, or iPods that allow students to interact with the Promethean Boards and give the teachers immediate feedback on how the students are learning the content and standards.

A water filtration system was installed in our cafeteria.  It is in use so the students can have access to clean, fresh water to go along with our increase in water and decrease in sugary drinks program.

## 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:** December 2020

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|---|---|
| **Systems: Gas Leaks, Mechanical/HVAC, Sewer** | Good | |
| **Interior: Interior Surfaces** | Poor | Rm:Cafeteria-Couple of tiles are chipped. Rm:Storage Room A-Wing-Missing one ceiling tile and four VCT tiles are cracked. Rm:4 A-Wing-Room needs baseboard. Rm:Print Shop-Missing light fixture cover. Rm:6-Missing one cabinet door. Rm:7-Missing two cabinet doors. Rm:9-Missing two cabinet doors and one cabinet door missing a bracket. Rm:P.E. Storage Room-Missing a plate on light switch. Rm:10-Missing cabinet doors. Rm:13-Missing cabinet doors. Rm:22-Cabinet door under the sink is broken. Rm:Boys Restroom in 20's Wing-Missing tiles in handicap stall. Rm:Girls Restroom in 20's Wing-Missing tiles in all toilet partitions. |
| **Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation** | Good | |

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|---|---|
| **Electrical: Electrical** | Good | Rm:Cafeteria-One light fixture is not working.<br>Rm:Main Office-One light fixture in the hallway is not working.<br>Rm:Boys Restroom A-Wing-One fluorescent tube needs to be changed.<br>Rm:13-Missing one light fixture cover. |
| **Restrooms/Fountains: Restrooms, Sinks/ Fountains** | Good | |
| **Safety: Fire Safety, Hazardous Materials** | Good | Rm:1 A-Wing-Fire extinguisher missing a bracket.<br>Rm:4 A-Wing-Under the sink they have ammonia. |
| **Structural: Structural Damage, Roofs** | Good | . |
| **External: Playground/School Grounds, Windows/ Doors/Gates/Fences** | Good | Rm:Hallway P-Wing-Door needs to be replaced by P2 end of hallway. |
| **Overall Rating** | Good | |

## 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) | 32 | N/A | 40 | N/A | 50 | N/A |
| Mathematics (grades 3-8 and 11) | 30 | 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 |
| 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 |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| **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 |
| **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)** | 11 | 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)

Ryan STEAM Academy provides many facets to be an active participant by volunteering in the classroom, attending workshops and community events, participating in various leadership roles, and assisting with fundraisers. Through our partnerships with Think Together, Kidango, and City Year, we are committed to providing before and after school care that engages families through family nights. Parents and the community are continually kept informed through the school newsletter, school website, community flyers, and parent notices from teachers and administration. During COVID 19 we have been able to continue engaging our families through zoom meetings, for example we have continues our SSC meetings, Parent Coffee, workshops, and continued our partnership with various community organizations such as Evergreen Valley College and Early Childhood Learning.

Through parent feedback and discussions, we are proud to offer parenting and academic workshops, Baby and Me Art Classes, Lil' Kickers Soccer League, and much more! We view our families as partners and value their support and feedback.

## 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** | 3.0 | 2.2 | 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** | 0.009493671 | | |
| **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)

Ryan School has a very detailed, comprehensive school 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 plan is discussed with the School Site Council in December of each school year. The plan was last updated during the 2020/2021 school year, and is continuously reviewed with 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. Staff also share feedback after our drills in the form of discussions and surveys. In addition to the Safety Plan we have also followed County Health Department health and safety guidelines during COVID 19.

Our safety plan has a comprehensive, enforceable, and continuous behavior policy, set of rules and regulations, dress code policy, set of protocols for safety/emergency drills, tardy policy, attendance policy, referral policy, non-discriminatory policy on student rights and responsibilities, campus security policy, harassment policy, Internet safety policy, and an intervention policy.

The grounds are monitored by the principal, teachers, custodians, and parents, and the office staff has radios to communicate in case of any emergency. The back gates are locked during the day to keep the campus closed. All visitors must enter the office and receive a pass if they are to remain on campus and check out when they leave.

# 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 | 2 | 2 | | 14 | 3 | | | 18 | 1 | 3 | |
| 1 | 22 | | 2 | | 22 | | 2 | | 25 | | 1 | |
| 2 | 20 | 3 | | | 18 | 1 | 2 | | 24 | | 1 | |
| 3 | 19 | 2 | | | 22 | | 2 | | 26 | | 1 | |
| 4 | 35 | | | 2 | 27 | | 1 | 1 | 34 | | | 1 |
| 5 | 34 | | | 2 | 23 | 1 | 2 | | 36 | | | 1 |
| Other** | 9 | 2 | | | | | | | 17 | 2 | 3 | |

*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 | $15,526.67 | $4,022.66 | $11,504.01 | $90,450.32 |
| District | N/A | N/A | $1,148.34 | $88,855 |
| Percent Difference - School Site and District | N/A | N/A | 163.7 | 1.8 |
| State | N/A | N/A | $7,750 | $84,183 |
| Percent Difference - School Site and State | N/A | N/A | 39.0 | 7.2 |

## Types of Services Funded (Fiscal Year 2019-2020)

At Ryan STEAM Academy, there are many programs available to support, assist, and monitor student achievement.  As a school, we offer many extracurricular activities such as art classes, after school interventions, mouse squad, and robotics club.  Our community liaison as well as teachers provide the after school activities.  In January-February, after-school state testing prep classes were offered to at-risk students scoring below proficiency levels in reading language arts. We were able to hold two sessions for 6 weeks which are offered to all students in 3rd-5th grade.  Throughout the year, students in transitional kindergarten through fifth grade engage in a STEAM program that provides all students with hands-on learning and exposure to academic language connected to the engineering design progress.  During COVID we have been able to continue the implementation of all programs.

In addition to the programs offered to students, we ensure that our staff is trained and knowledgeable on the common core state standards.  The Ryan staff receives training in guided reading and standards-based workshop centers by attending trainings and purchasing materials to support classroom instruction and professional growth.  Teachers also have access to our STEAM curriculum and have release time to backwards plan the content.

As a staff, we continuously monitor student achievement.  We hold full day Student Success Team meetings to provide supports for students who are achieving below grade level.  Our instructional coach and classroom teachers also make sure that students are making yearly progress on the ELPAC assessment and continue to monitor students for two years once they are reclassified.

A half time instructional coach (funded by the school site) assists in the full implementation of the current curriculum and in differentiated instruction using modeled lessons to ensure all teachers are teaching the program with fidelity. The instructional coach also works with English Learners on a daily basis.

## 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 |
| **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** | 3 | 3 | 3 |

Staff has been trained in common core through on-site, district, and county professional development. Our focus for the past two years has been on guided reading and small group instruction in ELA and math.   During staff meetings and grade level collaborations, our staff utilizes data to drive instruction including Fastbridge  scores and data from the level screeners.   As a staff, we have agreed to monitor student reading behaviors through anecdotal notes. Optional professional development is offered at least twice a month on Thursday afternoons. That staff also receives optional PD in the areas of technology, classroom management, and blended learning. During COVID, SEL has been a priority and staff adopted Kimochis as our SEL curriculum. Training was provided during staff meetings. PD for STEAM has also continued in collaboration with our neighboring middle school on a quarterly basis.

As a school we also have opportunities to work with our instructional coach during  coaching cycles.  Our instructional coach also provides planning support to individual teachers and grade levels.  Our principal completes regular visits  in all zoom classrooms and attends a monthly Instructional Leadership professional learning community.

Staff are also invited to attend conferences and workshops throughout the year.  In the past years, we have sent staff to the STEAM symposium as well as the writer's workshop conference.