

# **Clyde Arbuckle Elementary School**

## **School Accountability Report Card**

### **Reported Using Data from the 2017-18 School Year**

#### **Published During 2018-19**

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 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	Clyde Arbuckle Elementary School
<b>Street</b>	1970 Cinderella Lane
<b>City, State, Zip</b>	San Jose CA, 95116
<b>Phone Number</b>	(408) 928-7100
<b>Principal</b>	Diederich A. Bonemeyer
<b>E-mail Address</b>	diederich.bonemeyer@arUSD.org
<b>Web Site</b>	<a href="http://www.arUSD.org/Domain/42">http://www.arUSD.org/Domain/42</a>
<b>CDS Code</b>	43-69369-6046130

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 2018-19)

Clyde Arbuckle elementary school is a Transitional Kindergarten through fifth grade elementary school in the Alum Rock School District. We are a professional learning community consisting of caring educators, highly qualified staff, and dedicated volunteer leaders. We are supported by YMCA for our TK and kindergarten students before and after school. City Year Corp members work with students during the school day to improve their reading and math skills. They run an after school program that focuses on academics, enrichment and positive social choices. Additionally, Reading Partners offers tutoring to students to improve their reading skills. We also have community partnerships with Alum Rock Counseling Center and Foothill Community Center to support all our students with their mental health. Our teachers work collaboratively, backwards plan to ensure instruction of the Common Core State Standards, and incorporate Balanced Literacy components. We serve approximately 223 students all of them receiving universal free breakfast and lunch. We have one transitional kindergarten class, one kindergarten class, one first grade class, one second grade class, a 2nd/3rd grade combo, a third-grade class, a fourth grade class, a 4th/5th grade combo, and a fifth-grade class. We have on TK/kindergarten autism class, a 1st grade autism class, and a 2nd/3rd grade autism class. Our school demographics are 86.9% Hispanic/Latino, 9.5%, 1.5% Filipino and .9% African-American. In addition 93% of our students are socioeconomically disadvantaged.

#### Vision Statement

At Arbuckle Elementary School our vision is to provide an English-based academic education where students learn the skills needed to succeed in a competitive society. With a focus on balanced literacy and small group instruction, each child learns to be safe, respectful, and responsible, supported by teachers who believe in providing ample experiences to ensure each child develops social and responsible habits of mind.

#### Mission Statement

The Clyde Arbuckle Elementary school community will create a safe, positive and successful learning environment to instill in students the desire for knowledge and to develop productive citizens.

### Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	40
Grade 1	40
Grade 2	43
Grade 3	59
Grade 4	42
Grade 5	41
Total Enrollment	265

**Student Enrollment by Group (School Year 2017-18)**

Student Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	0.4
Asian	8.7
Filipino	4.2
Hispanic or Latino	84.5
Native Hawaiian or Pacific Islander	0.8
White	0.0
Socioeconomically Disadvantaged	92.1
English Learners	59.2
Students with Disabilities	13.2
Foster Youth	0.0

**A. Conditions of Learning****State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

**Teacher Credentials**

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	13	13	10	
Without Full Credential	2	2	3	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2016-17	2017-18	2018-19
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.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)**

**Year and month in which data were collected:** August 2018

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

- Benchmark Advance/Adelante (ELA and ELD) 2016-Elementary/Study Sync 2017- Middle Schools
- EnVision Mathematics 2015-Elementary / CPM 2015- Middle Schools
- Scott Foresman Science 2006- Elementary/Glencoe Science 2009-Middle Schools
- Scott Foresman Social Studies 2006- Elementary /TCI Curriculum 2018- 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/Adelante (ELA and ELD) 2016- Elementary/Study Sync 2017- Middle Schools	Yes	0
Mathematics	EnVision Mathematics 2015-Elementary / CPM 2015- Middle Schools	Yes	0
Science	Scott Foresman Science 2008- Elementary/Glencoe Science 2007-Middle Schools	Yes	0
History-Social Science	Scott Foresman Social Studies 2006- Elementary /TCI Curriculum 2018- Middle School	Yes	0
Health	Family Life - Planned Parenthood		

### School Facility Conditions and Planned Improvements (Most Recent Year)

The district makes every effort to ensure all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office and at the district office.

School facilities are upgraded whenever possible to support and maintain a safe, clean and secure campus. Sufficient classroom, office, library, playground, staff space, and restroom facilities are allocated to support stakeholders' needs and the instructional program. 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. There is an ongoing and strenuous reinforcement of bathroom etiquette. Bathrooms are checked after each recess and after school. There are at least two Beautification Days each year. Parents, teachers and sponsors come to the school on a Saturday and plant flowers, clean windows, pick weeds, paint, and/or clean up surrounding streets.

### School Facility Good Repair Status (Most Recent Year)

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 overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: December 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	Rm.C-wing Mechanical room: Circulation pump is not working.
<b>Interior:</b> Interior Surfaces	Fair	Rm.Library-3 ceiling tiles need replace. Rm. A-wing, Mechanical room-Check hot water pipes. Rm.C06: Ceiling tiles need replace. Rm.OP3: Carpet is bad. Rm.OP6: Inside door need repaint.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	Rm.Nurse electrical room-electrical room needs to be cleaned big time. Rm.C-wing Girls Restroom: Graffiti on door. Rm.Playground: Area need to be cleaned.

<b>School Facility Good Repair Status (Most Recent Year)</b> <b>Year and month of the most recent FIT report: December 2018</b>		
<b>System Inspected</b>	<b>Repair Status</b>	<b>Repair Needed and Action Taken or Planned</b>
<b>Electrical:</b> Electrical	Fair	Rm.Nurse room-Light bulbs need replace. Rm.Kitchen-Two fixtures need tube gards. Rm.Stage area:Two ballasts need replace. Rm.Library:4 floor outlet covers need replace. Rm. Library: 1-500 wire mold cover need replace. Rm.Library-1 ballast need replace. Rm.A-wing, Staff Restroom-1 ballast need replace. Rm.C12: 5 light fixtures need bulbs replace. Rm.C11: 5 light fixtures need bulbs replace. Rm.C09: 2 light fixtures need bulbs replace. Rm.C05: Fire Alarm wire is missing wire mold cover. Rm.C-wing custodian room: Light is not working. Rm.OP2 1/2: Light switch need separation. Rm.OP3: Outlet cover is broken. Rm.OP6: 7 lights need replace. Rm.-C-wing Corridor lights: 3 light fixtures need to replace. Rm.C-wing Corridor lights: 1: 13-watt cover needed. Rm.C-wing Corridor lights: ballasts need replace. Rm.A-wing Corridor lights: 1 light fixture need repair. Rm. A-wing: ballasts need replace. Rm.A-wing: 1 fixture cover needed. Rm.Cafeteria Building: 1 light fixture behind cafeteria need replace.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	Rm.Nurse room: Sink water faucet needs replace. Rm.Speech room: Sink water faucet need replace. Rm.A-wing Women Restroom: Sink faucet to old rusted need replace. Rm.C-wing Drinking Fountain: Drinking fountain is leaking. Rm.Playground drinking fountain: Fountain not working.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	Rm.C-wing Girls Restroom: Girls sign is broken. Rm.Kinder Playground: Rubber mat is lifted.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	Rm.C10: Scratches on window. Rm.C12: Cracked window replace. Rm.11: Cracked window. Rm.OP4: Scratches on window. Rm.OP6: Scratches on window.

**Overall Facility Rating (Most Recent Year)**

<b>Year and month of the most recent FIT report: December 2018</b>	
<b>Overall Rating</b>	<b>Good</b>

## 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	12.0	19.0	40.0	41.0	48.0	50.0
Mathematics (grades 3-8 and 11)	6.0	9.0	33.0	33.0	37.0	38.0

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	139	135	97.12	18.52
Male	69	65	94.20	16.92
Female	70	70	100.00	20.00
Black or African American	--	--	--	--
Asian	13	13	100.00	30.77
Filipino	--	--	--	--
Hispanic or Latino	120	116	96.67	17.24
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	128	124	96.88	18.55
English Learners	113	110	97.35	15.45
Students with Disabilities	23	22	95.65	0.00
Students Receiving Migrant Education Services	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	137	135	98.54	8.89
Male	69	67	97.1	7.46
Female	68	68	100	10.29
Black or African American	--	--	--	--
Asian	13	13	100	23.08
Filipino	--	--	--	--
Hispanic or Latino	118	116	98.31	7.76
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	126	124	98.41	8.87
English Learners	112	111	99.11	9.01
Students with Disabilities	23	22	95.65	0
Students Receiving Migrant Education Services	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

## 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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	19.5	19.5	12.2

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 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 2018-19)

Parent involvement is essential to effective schooling. Arbuckle Elementary actively promotes a strong, comprehensive parent involvement policy. Not only does Arbuckle Elementary promote two-way communication about school programs and student progress, but it also involves parents in instructional and support roles at school. In addition to preparing parents to actively participate in school decision-making and developing their leadership skills in governance and advocacy, Arbuckle Elementary also provides parents with strategies and techniques to assist their children with learning activities at home. Additionally, to ensure parents receive the health and social services that are necessary to live healthy lives and to promote student achievement, Arbuckle Elementary provides parents with the skills and resources to access community support services. Parent training is provided by Arbuckle Elementary teachers and administrator on topics which address academic achievement and accountability. Parents of targeted students are provided workshops to help them support student learning in the home. Community agencies provide counseling and family support to students and parents.

Parents are invited to volunteer in classrooms and different school activities throughout the year. Their service hours are recorded and parents are recognized at a ceremony at the end of the year.

For additional information, please contact the school principal, Diederich A. Bonemeyer, community liaison, Chhaya Toum, or our PTO president Maria Perez, at 408-928-7100.

### 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

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.6	0.6	1.6	3.1	2.8	3.8	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



## School Safety Plan (School Year 2018-19)

At Arbuckle Elementary, a school of academic excellence, we strive to find and use the best practices, strategies and approaches to bring about optimal learning opportunities within a safe and caring school environment. We take student safety seriously. Training is provided in health and safety and emergency procedures, Lock down, shelter in place, first aid and communication. We have monthly fire drills two mock earthquake drills yearly where teachers are aware of their responsibilities. Lock down and Shelter in place drills take place once a year. A school-wide behavior system is in place. The Positive Behavior Intervention and Supports (PBIS) curriculum supports and reinforces positive behavior and violence reduction. Additionally, the school's focus on scholarly conduct helps students behave in a positive and consistent manner.

Arbuckle Elementary has a very detailed, comprehensive school safety plan that outlines protocols, systems, and procedures in the event of any and all emergencies. The plan also contains the yearly safety goals as determined by the students, staff, and parents. The school safety plan is developed and reviewed on a yearly basis by the Arbuckle Elementary Safety Committee before it is presented to the Alum Rock Union Elementary School District Board of Trustees for annual approval. Safety alerts are shared with all staff as needed throughout the school year.

The Arbuckle Elementary Safety Plan contains 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, nondiscriminatory policy on student rights and responsibilities, campus security policy, harassment policy, conflict management policy, Internet safety policy, and intervention and referral system 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.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	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	16	2	2		13	4			13	2	2	
1	21	1	1		22		2		24		1	
2	18	1	2		24		2		15	3		
3	20	1	3		18	1	2		20	1	2	
4	33			1	32		1		25		1	
5	30		1	1	31		1	1	29		2	
Other					9	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.

**Academic Counselors and Other Support Staff (School Year 2017-18)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.5	N/A
Psychologist	.3	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.75	N/A
Resource Specialist (non-teaching)	.5	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 2016-17)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$5,892.91	\$2,341.46	\$3,551.44	\$86,579
District	N/A	N/A	\$1,148.34	\$81,305
Percent Difference: School Site and District	N/A	N/A	1.0	-7.8
State	N/A	N/A	\$7,125	\$80,910
Percent Difference: School Site and State	N/A	N/A	-55.5	-7.3

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

**Types of Services Funded (Fiscal Year 2017-18)**

Arbuckle Elementary provides the following categorically funded services to ensure under-performing students meet standards:

Title I funds provide a Home Community Liaison position to support attendance and communication by phone or home visits. Quarterly Award Assemblies give our exceptional students recognition, photo opportunity and rewards are provided to recognize student achievement, effort, and positive attitude.

Grade Level Collaborations are held about every 6 weeks. During this time teachers meet to learn more about and plan instruction that is aligned to CCSS and Balanced Literacy (Interactive Read Alouds, Guided Reading, Shared Reading, etc.).

Additionally, teachers identify at-risk or low-performing students and provide in-class and/or before and/or after school intervention. Pull out tutoring, and after school intervention programs across the grade levels provide tutoring, academic support, and recreational enrichment activities are provided through City Year and Reading Partners.

**Teacher and Administrative Salaries (Fiscal Year 2016-17)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$55,262	\$50,084
Mid-Range Teacher Salary	\$86,034	\$80,256
Highest Teacher Salary	\$102,376	\$100,154
Average Principal Salary (Elementary)	\$119,374	\$125,899
Average Principal Salary (Middle)	\$131,610	\$130,255
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$212,178	\$222,447
Percent of Budget for Teacher Salaries	38.0	37.0
Percent of Budget for Administrative Salaries	6.0	5.0

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

**Professional Development (Most Recent Three Years)**

Continuous professional development is a common practice for all Arbuckle Elementary staff members. Teachers receive extensive training in the Benchmark Advance Language Arts Program. Teachers also receive training in ELD instruction and enVision Math training. As a school we are continuously seeking professional development that will better help us meet the needs of all students. All teachers are engaged in grade level collaboration and training to develop their skills in all curricular areas.