

Ocala Middle 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)

School Contact Information	
School Name	Ocala Middle School
Street	2800 Ocala Avenue
City, State, Zip	San Jose CA, 95148
Phone Number	(408) 928-8353
Principal	Tracy Leathers
E-mail Address	tracy.leathers@arusd.org
Web Site	http://www.arusd.org/Domain/554
CDS Code	43-69369-6089270

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)

Our Mission:

Ocala STEAM Academy will create a school in which ALL students are prepared to flourish in the 21st Century!

Our Vision:

Ocala STEAM Academy seeks to create lifelong learners who are prepared to build their legacy of success in the 21st century. We are committed to empowering each student to reach their full potential with the implementation of STEAM content through Project Based Learning and the integration of technology.

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

Grade Level	Number of Students
Grade 6	152
Grade 7	162
Grade 8	163
Total Enrollment	477

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	1.0
American Indian or Alaska Native	0.4
Asian	11.1
Filipino	6.9
Hispanic or Latino	76.5
Native Hawaiian or Pacific Islander	1.3
White	1.9
Socioeconomically Disadvantaged	82.2
English Learners	26.4
Students with Disabilities	15.9
Foster Youth	0.2

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	21	21	22	
Without Full Credential	3	3	2	
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	1	1	
Total Teacher Misassignments *	0	1	
Vacant Teacher Positions	0	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 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.

Ocala School was built in 1973. School facilities are being 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 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.

Regular oversight by District maintenance and grounds crews ensure that grass and landscaped areas are well maintained, and that the school's buildings, grounds and play areas are safe for use.

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: January 2019		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Rm.-Cafeteria: Heat thermostat falling off wall. Rm.-E4, E-wing: Check Airedale system. Rm.F8: No heat Avail.
Interior: Interior Surfaces	Good	Rm.D6, D-wing: Replace some ceiling tiles. Rm. Boys' restroom in Cafeteria: One side of bathroom stall is corroding. Rm.-Girls' restroom in Cafeteria: 1 wall needs paints (a blue color). Rm. Counselor Office: Some ceiling tiles need replacing. Rm.-custodian room, B-wing: room can use some paint. Rm.F9: Wall needs to be repaired. Rm.F9: Ceiling tiles needs to be replaced. Rm.F3: Blind need replace. Rm.F1: Floor carpet need to replace. Rm.F1: Ceiling tiles needs to replace too old.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Rm.-Mechanical Room, B-wing: Room was used as storage area for sprinkler system, lots of junk, and rusty door.

School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: January 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Electrical: Electrical	Poor	<p>Rm. E6: Repair 1 light fixture/ballast. Rm. E8: Repair 1 fixture ballast. Rm. E-wing Store Room: Need tube gards on 1 fixture 2. Rm. E1, E-wing: Replace one Ballast. Rm. E1, E-wing: Replace four light bulbs. Rm. E2, E-wing: Add tube gards to 2 fixtures (6 totals). Rm.E3, E-wing: Repair one light fixture ballast. Rm. E4, E-wing: Repair one ballast. Rm. E5, E-wing:2 fixtures need tube gards. Rm. D8, D-wing: Repair 3 ballasts. Rm. D7, D-wing: Two ballasts need to be repaired. Rm. D6, D-wing: Replace 1 ballast.</p> <p>Rm.D5, D-wing: Repair 3 ballast. Rm. D2, D-wing: Replace I ballast. Rm. D3, D-wing: Replace 2 ballast. Rm. D3, D-wing: Need to add Tube gards to 6 light bulbs. Rm.D4, D-wing: Replace 1 ballast. Rm. B-wing, Corridor Lights: Adm Office, B-wing: Replace 2 fixtures. Rm. D-wing: Replace 1 fixture. Rm.-Corridor Lights: F-wing, Library Wing, Cafeteria wing. Rm. Night Light: Principal Office: Repair one flood light.</p> <p>Rm.Cafeteria: two lights out. Rm.Stage: Replace 2 lights out. Rm. B3: 4 lights are out. Rm.B1: 1 cracked lense on light fixture. Rm.Custodian room, B-wing-Two lights are out. Rm.B5: One light out. Rm. F6: Replace 2 light bulbs for 16 light fixtures. Rm. F7: Replace 2 light bulbs for 16 light fixtures. Rm.F8: 16 light fixtures needs to be repaired. Rm.F9: Tube gards need to two fixtures. Rm.F2: Repair 5 light fixture ballasts. Rm.Principal Office: Clock not working. Rm.Office next to Principal's Office: Hand wipes & Clock is dead. Rm. Office Supply Rm: Light tubes needs to be replaced. Rm. Office Supply Rm: Sprinkler in room. Rm. School Counselor Office: Light cover missing.</p>
Restrooms/Fountains: Restrooms, Sinks/Fountains	Poor	<p>Rm. E6: Replace sink/faucet. Rm. E6: Faucet needs to be replaced. Rm. E-wing, Girls' Restroom: Sink one has no water. Rm. E4, E-wing: change sink water faucet. Rm. E5, E-wing: Replace sink and water faucet . Rm. D8, D-wing: Repair sink/water faucet.</p> <p>Rm. D7, D-wing: Repair sink/water faucet. Rm. D2, D-wing: Replace sink/water faucet. Rm. D4, D-wing: Replace sink/water faucet. Rm. Cafeteria: Drinking fountain is not working. Rm.F2: Replace 4 sink water faucets. Rm. Boys' Restroom, F-wing: Repair 1 toilet. Rm.Women's Restroom: Couple of cracked tiles.</p>

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: January 2019		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	Rm.Furnace Room: Need to remove Paint storage in room. Rm.B2: Under sink-wood stain, lighter fluid, rubbing alcohol, peroxide, primer, bug spray. Rm.Main Office: Fire Alarm Panel System showing trouble (dirty sensor). Rm.Faculty Room: Comet and Dawn dishwashing under sink.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Rm.Schl grounds: Parking blocks need to be replaced. Rm.Schl grounds: Parking lots asphalt needs to be fixed. Rm.B4: Scratches on window. Rm.Main Office: Scratch window in front office.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: January 2019	
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 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)	36.0	41.0	40.0	41.0	48.0	50.0
Mathematics (grades 3-8 and 11)	27.0	27.0	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	486	474	97.53	41.23
Male	272	267	98.16	37.97
Female	214	207	96.73	45.41
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	57	53	92.98	67.92
Filipino	29	29	100.00	51.72
Hispanic or Latino	370	363	98.11	36.74
Native Hawaiian or Pacific Islander	--	--	--	--
White	11	11	100.00	54.55
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	400	388	97.00	39.43
English Learners	245	235	95.92	25.53
Students with Disabilities	89	83	93.26	4.88
Foster Youth	--	--	--	--

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	487	478	98.15	26.57
Male	273	268	98.17	26.12
Female	214	210	98.13	27.14
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	57	56	98.25	66.07
Filipino	29	29	100	48.28
Hispanic or Latino	371	364	98.11	18.68
Native Hawaiian or Pacific Islander	--	--	--	--
White	11	11	100	36.36
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	401	393	98	23.66
English Learners	245	239	97.55	13.81

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Students with Disabilities	89	81	91.01	6.17
Foster Youth	--	--	--	--

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
7	27.2	26.5	27.2

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)

Ocala values and includes all stakeholders in every facet of the educational process. To encourage parent participation, Ocala maintains a system of open two-way communication and employs a variety of ways to increase stakeholder communication. Not only is the School Accountability Report Card available on the district's website, but pertinent school information, including results of the school evaluation process, school data, and school programs are also available to parents in the Principal's Newsletter, which is written in English and Spanish. Because parent and community participation is essential to student achievement, we provide a number of parent and community involvement opportunities. Ocala STEAM Academy also has a parent phone link system that provides daily information to parents regarding their child's attendance and information regarding important school and district activities.

Ocala has also established a Campus Collaborative to engage all stakeholders in making this the best school possible. This Collaborative is composed of parents, staff, and local community members. Other parent involvement opportunities include membership in School Site Council (SSC), English Language Advisory Committee (ELAC), District Advisory Committee (DAC), Superintendent's Parent Advisory Committee (SPARC), and District English Language Advisory Committee (DELAC).

For more information, please contact the school principal, Tracy Leathers, at 408-928-8350.

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	6.3	2.9	2.3	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)

Ocala STEAM Academy has a very detailed, comprehensive school safety plan that outlines protocols, systems, and procedures in the event of an emergency. The plan also contains the yearly safety goals as determined by the students, staff, and parents. The safety plan is developed by the Ocala Safety Committee before it is presented to the Alum Rock Union Elementary School District Board of Trustees for approval. The plan was last revised and updated in November 2017, and was approved through the 2017-2018 school year.

The safety plan and drill procedures are reviewed during the 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. The Ocala School 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, conflict management policy, Internet safety policy, and an intervention policy.

Ocala's School Safety Plan has a comprehensive approach to the four components that interact and affect the safety of the whole campus. The four components are the personal characteristics of students and staff, the school's physical environment, the school's social environment, and the school culture.

Ocala's School Safety Plan includes goals to assure safety through two targeted areas: uniform dress code and appropriate response to (and security during) a natural disaster or lockdown situation.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	23.0	5	8	2	23.0	7	5	3	19.0	8	10	1
Mathematics	21.0	6	8	2	23.0	6	6	2	20.0	6	8	2
Science	26.0	3	7	3	27.0	3	2	7	25.0	3	8	2
Social Science	26.0	3	7	3	27.0	3	4	5	25.0	3	8	2

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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)	1	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.5	N/A
Psychologist	0.3	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0.3	N/A
Resource Specialist (non-teaching)	1	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$6,119.77	\$2,317.44	\$3,802.34	\$78,182
District	N/A	N/A	\$1,148.34	\$81,305
Percent Difference: School Site and District	N/A	N/A	1.0	-6.5
State	N/A	N/A	\$7,125	\$80,910
Percent Difference: School Site and State	N/A	N/A	-0.7	-3.6

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)

Ocala STEAM Academy provides the following regular program services/activities to enable under-performing students to meet standards:

Staff Development in Project Based Learning

Ongoing staff development for STEAM related curriculum and strategies

Staff development in differentiated instructional strategies in the areas of reading and math Staff development in English Language

Development strategies in the content area curricula Common Core Professional Development

Response to Intervention (RtI) program for all Ocala students

Services provided by State or federal funds to enable under-performing students to meet standards include the following:

After school homework support by credentialed teachers for students eligible for migrant services based on their parents' occupations

Extended Learning Time with City Year Core Members through for all Ocala students who want help from a credentialed teacher with homework, class assignments or specific subject tutoring

Elective programs such as AVID, MESA, Techbridge, Intermediate and Advanced Band

Three-day Summer Academy transition program for incoming 6th grade students in early August

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)

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

The staff development plan is coordinated by the District Curriculum and Instruction Department in accordance with district and site priorities.

Teachers throughout the district are provided with opportunities to develop and expand their knowledge and skills. Through in-house training or state and county-wide conferences, teachers were encouraged to attend Professional Development that promote best practice strategies in both literacy and mathematics. Collaborative time (1 hour/week) is established for teachers to examine student work samples to ensure that students are mastering grade level standards.