

Coronado Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page 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).

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

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Coronado Elementary School
Street	2100 Maine Avenue
City, State, Zip	Richmond, CA 94804-2798
Phone Number	(510) 231-1419
Principal	Keilan Hunter
Email Address	khunter@wccusd.net
Website	www.wccusd.net/coronado
County-District-School (CDS) Code	07617966004667

Entity	Contact Information
District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Matthew Duffy
Email Address	matthew.duffy@wccusd.net
Website	www.wccusd.net

School Description and Mission Statement (School Year 2019-20)

Coronado Elementary School believes that public education provides opportunities and experiences that are essential to the future and success of our community.

We believe we must:

- Treat everyone with courtesy, dignity, and respect;
- Provide a safe and nurturing environment;
- Develop lifelong learners and contributing members of society;
- Take responsibility for our behavior and performance;
- Provide equitable and essential communications and support; and
- Celebrate the diversity, uniqueness, and contributions of all our community members.

At Coronado Elementary School, we are very proud of our academic accomplishments. We have received a California Title I Academic Achievement Award for the school year 2007-2008. We also received the designation of being a California Gold Ribbon school for our school-wide implementation of the social emotional ToolBox program for the school year of 2015-2016. The past two years Coronado has had a school-wide focus in “Building a Culture of Reading” where the students acquire an intrinsic value for reading. The focus on reading assisted us in seeing an improvement in our early testers on the SBAC. Another part of our school success is the fact that we have had monthly Parent Nights for more than ten years, where we provide information to our parents about their child's education and celebrate their child's success with Perfect Attendance, Good Citizenship, and Honor Roll Awards.

We currently have approximately 410 students in grades TK-6. We also currently have both a SPED preschool and a state preschool class. We are proud that our school is 95% students of color, with approximately 25% African American students, 70% English language learners and 5% white. This is the 7th year of our Transitional Kinder program, where younger students attend a full-day in preparation for success in kindergarten and/or first grade. We also have full-day kindergarten for 3 classes. In addition, we have an after-school program that serves 140 students. In addition to a strong academic school, Coronado is proud that we have a music program partnered with the Oakland Youth Chorus. Every child in our school receives music instruction once a week. The program teaches music appreciation, band, chorus, and the class is integrated with the content of classroom instruction. Our music teacher works closely with the classroom teachers. In addition, we believe that this program enhances our academic program and provides a creative outlet for our students. Our students also participate in a yearly performance with the San Francisco Opera and enjoy many musical performances throughout the year. We have Instrumental Music for students in grades 4th-6th.

In addition to our strong music program, we have Toolbox. Another highlight of the Toolbox Learning Program is our Toolbox Coaches; students in upper grades who help monitor games during recess and coach students in how to play safely and cooperatively. To provide our students with tools/strategies for their socio-emotional well-being, the Toolbox program teaches students twelve tools (i.e., Breathing Tool, Patience Tool, Empathy Tool, etc.). Toolbox supports our school's vision that we will develop students who are well-rounded and can achieve both academically and socially. We also participate in the Kennedy Family Sports League participating in various sports. Finally, we have several different programs that provide intervention and tutoring assistance to our students. Read-Aloud volunteers read to students in grades kinder through grade 2 twice a week and are also mentors for the students. This program has been successful at Coronado for the past ten years. We have a variety of graduate tutors and volunteers who teach students one-on-one and in small groups, to reinforce what is taught in the classroom. Our Learning Center provides support to more than fifty students in small groups throughout the week and provides instruction in both language arts and mathematics. Also, we have a highly successful After School Program which currently enrolls 200 students.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	96
Grade 1	59
Grade 2	54
Grade 3	62
Grade 4	50
Grade 5	58
Grade 6	56
Total Enrollment	435

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	23
Asian	3.4
Filipino	0.2
Hispanic or Latino	67.6
Native Hawaiian or Pacific Islander	1.1
White	3
Two or More Races	1.6
Socioeconomically Disadvantaged	95.2
English Learners	52.4
Students with Disabilities	8.3
Homeless	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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	18	20	19	1241
Without Full Credential	3	0	0	111
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	21

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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 2019-20)

Year and month in which data were collected: October 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Treasures, Tesoros & Triumphs, c2010 - adopted 2012 McGraw Hill Treasures ELD Wonders, c 2010 - adopted 2012 Teachers College Reading, Writing & Phonics, c2015 - adopted 2019	Yes	0%
Mathematics	McGraw Hill My Math, grades TK-5, c2013 - adopted 2016 Larsen Brothers Big Ideas Math, grade 6, c2015 adopted 2017	Yes	0%
Science	Scott Foresman Science, c2008 - adopted 2008	Yes	0%
History-Social Science	McGraw Hill California Vistas, c2007 - adopted 2007	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

WCCUSD takes great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the school uses the Facility Inspection Tool (FIT) developed by the State of California OPSC. Maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The school personnel also works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

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

Year and month of the most recent FIT report: September 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Reset thermostat in room C113 so the room is not so hot.
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Fair	Ants in room Preschool room A116, main office along the wall, room A209, and entire school.
Electrical: Electrical	Poor	Repair or replace the ballasts and bulbs in the MPR women's restroom. Broken bulbs in room K116 entrance area. Due to extreme heat fans are needed in room A205, A206, A207, A208, A209.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Girls 2nd floor restroom toilet (3rd stall) water continues to run and won't shut off and 1st stall toilet is clogged. Kitchen water is not hot enough.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Double doors in the cafeteria leading to the staff parking lot do not close all the way. Gate between the garden and cafeteria ramp does not close all the way.
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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	8	9	36	36	50	50
Mathematics (grades 3-8 and 11)	7	8	24	25	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	228	220	96.49	3.51	8.64
Male	109	105	96.33	3.67	10.48
Female	119	115	96.64	3.36	6.96
Black or African American	60	56	93.33	6.67	8.93
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	151	147	97.35	2.65	7.48
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	214	208	97.20	2.80	8.17
English Learners	140	134	95.71	4.29	6.72
Students with Disabilities	23	23	100.00	0.00	4.35
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	228	223	97.81	2.19	7.62
Male	109	108	99.08	0.92	8.33
Female	119	115	96.64	3.36	6.96
Black or African American	60	57	95.00	5.00	5.26
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	151	149	98.68	1.32	7.38
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	214	210	98.13	1.87	7.14
English Learners	140	137	97.86	2.14	5.84
Students with Disabilities	23	23	100.00	0.00	4.35
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 2018-19)

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	13.3	0	13.3

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2019-20)

PARENT INVOLVEMENT PROGRAMS:

- The required committees (SSC/ELAC) sponsor training for the parents and the community.
- The Guidelines for Coronado Cougar Behavior outlines Coronado's student expectations.
- SCHOOL SITE COUNCIL: Coronado has a School Site Council composed of five parents or community members, the principal, three classroom teachers, and one other staff member (Education Code Section 52852).
- AAPAC/AASAT African American Parent Advisory Council
- MONTHLY PARENT MEETINGS: For the past 20 years, Coronado has had monthly Parent Nights, where students with Perfect Attendance, Honor Roll, and Citizenship Awards are celebrated. In addition, parents receive valuable information about Back-to-School Night, Open House, Report Cards, Common Core Standards and our rigorous Academic Expectations, Literacy training, and Using Toolbox at home. All Parent Nights are conducted in both English and Spanish.
- MONTHLY CALENDAR in English and in Spanish which goes home to parents to keep parents informed of Coronado's activities with a Calendar of Events.
- STRONG AFTER-SCHOOL PROGRAM with tutoring by classroom teachers, and programs to build self-esteem such as Sports Leagues with other elementary schools.
- TRANSLATION IN ENGLISH/SPANISH is provided for all families regarding all school activities, forms, announcements, meetings, etc.
- PARENT VOLUNTEERS are encouraged and appreciated. Since the availability of more free fingerprinting from the district, our pool of Volunteers has greatly increased. If interested, please contact the office and/or the classroom teacher.
- SCHOOL-COMMUNITY OUTREACH WORKER who works to improve parent engagement for our school. In addition, she coordinates all parent involvement activities at Coronado.
- COMMUNITY HEALTH CENTER will open in 2016. Our community health center service is counseling. The Health Center has a full-time Coordinator.
- PARENT CLUB that meets monthly.
- MEET AND GREET MEETINGS WITH THE PRINCIPAL occurs quarterly.
- NUTRITION WORKSHOP FOR PARENTS.
- PARENT UNIVERSITY
- MONTHLY LITERACY WORKSHOPS for parents in grades TK-2 (however, other parents may attend).
- MONTHLY PARENT WORKSHOPS ON LITERACY (with childcare) for parents of children in TK-Grade 3.
- INFORMATION ABOUT COMMUNITY RESOURCES, including medical, therapy, and legal support for families.

Contact Information for Parental Involvement: Staff Community Engagement Office - 510-307-4526

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	6.9	7.4	6.1	5.9	5.8	5.6	3.6	3.5	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 2019-20)

The purpose of the School Site Safety Plan is to provide a unified template for school sites to respond and recover from an emergency, disaster, or event resulting in the disruption of normal school operations.

The School Site Safety Plan guides a coordinated school staff response to an emergency, disaster, or event and aids in directing emergency response activities toward reaching an agreed-upon goal. School Site Safety Plan procedures are scalable in order to address incidents that may develop over time and those that may occur without warning.

The objectives of the School Site Safety Plan are as follows:

1. Protect the safety and welfare of students, school staff, and visitors.
2. Provide for a safe and coordinated response to emergencies.
3. Protect the District's facilities and properties.
4. Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
5. Provide for the interface and coordination between sites and the District Emergency Operations Center (DEOC).
6. Provide for the interface and coordination between the District EOC and the Cities of Richmond, El Cerrito, San Pablo, Pinole, Hercules, and Contra Costa County Emergency Operations Center (EOC).
7. Provide for the orderly conversion of pre-designated District sites to mass care sites, when necessary.

The Comprehensive School Safety Plan is updated annually. Our school safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative in January 2020. A copy of the Comprehensive School Safety plan will be available for review on the district's website in February 2020.

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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	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+
K	21	2	2		20	2	2		24		4	
1	20	2	1		22	1	1		23		2	
2	24		2		24		3		22		3	
3	20	1	2		24		2		21	2	1	
4	33		1	1	33			2	32		1	
5	33			2	32		2		33			2
6	31		2		33		1	1	33			2
Other**												

*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 Academic Counselors to Pupils (School Year 2018-19)

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 2018-19)

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)	1.0
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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,880.94	\$1,459.15	\$5,421.79	\$66,742.40
District	N/A	N/A	\$7,641.88	\$70,833.00
Percent Difference - School Site and District	N/A	N/A	-34.0	-5.9
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-32.3	-21.0

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 2018-19)

The following are programs/services available at the school that support and assist students:

- AMAZON.COM
- ANDERSON'S
- B & H PHOTO VIDEO IN
- BART
- BAY AREA DISCOVERY M
- BERKELEY CHESS SCHOO
- CALIFORNIA ACADEMY O
- COMM USA
- CROWN TROPHY PETALUM
- CURRICULUM ASSOCIATE
- DATA MANAGEMENT INC
- DOVETAIL LEARNING IN
- FOLLETT SCHOOL SOLUT
- FRECKLE EDUCATION
- FUN EXPRESS
- HONORS GRADUATION, L
- LAKESHORE LEARNING
- MICHAELS TRANSPORTAT
- OAKLAND ATHLETICS
- OAKLAND YOUTH CHORUS
- OAKLAND ZOO
- PARENT INSTITUTE
- READ ALOUD
- SCHOLASTIC INC
- SCHOOL MATE
- SOUTHERN COMPUTER WA
- SOUTHWEST SCHOOL & O
- SPINITAR
- SWANK MOVIE LICENSIN
- YMCA OF THE EAST BAY

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,360	\$48,612
Mid-Range Teacher Salary	\$72,730	\$74,676
Highest Teacher Salary	\$94,500	\$99,791
Average Principal Salary (Elementary)	\$106,868	\$125,830
Average Principal Salary (Middle)	\$116,689	\$131,167
Average Principal Salary (High)	\$129,673	\$144,822
Superintendent Salary	\$260,000	\$275,796
Percent of Budget for Teacher Salaries	27%	34%
Percent of Budget for Administrative Salaries	5%	5%

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	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	21	21	21

Every other Wednesday, the staff is trained on a variety of issues. Teachers meet with their grade level colleagues to share successful teaching strategies, review student data, plan instruction, and plan intervention. We also have Monthly Staff Meetings where teachers and other staff receive important training and staff development. In addition, we have a strong, collaborative Instructional Leadership Team that facilitates instructional leadership, plans staff development for teachers, and brainstorms solutions to issues at school (i.e., ways for teachers to better collaborate, train staff by having veteran teachers provide workshops, find smoother processes for recess and lunchroom supervision, etc.) All staff members are encouraged to attend as many district training and workshops as is possible, and we have most of our teachers attending workshops during the summer to prepare for the upcoming school year. Our two areas of focus for this year are:

- 1) Language Arts: Increasing student discourse/collaborative conversations, and increasing vocabulary; and
- 2) Multiple Methods for Math.

We have several teachers who are informally and formally mentoring our new teaching staff.

Quality instruction and instructional leadership are at the heart of the district's achievement efforts. To ensure this, the Academic Support Division engages teachers, administrators, and other personnel in ongoing professional development focused on improving teaching and learning. Training is provided to principals and other administrators to improve their ability to provide strong instructional leadership and guide teaching and learning at school sites. The principal, in turn, provides support to teachers through staff conferences, opportunities for collaborative study and planning, and individual coaching based on ongoing classroom observations. Teachers and other staff are provided with both on and off-site professional development in all standards-based curriculum content areas. Beyond the content areas, professional development is provided in English Language Development, Gifted and Talented Education (GATE), differentiated instruction, educational technology, the incorporation of music into the core content areas, and Toolbox/Mindful Life training. In addition, training is made available in classroom management/restorative practices and the effective use of assessment data and teacher data teams in meeting the needs of all students. A primary goal of the professional development program is ensuring that all students are served by skilled, highly qualified teachers and that teachers are supported by strong, knowledgeable instructional leaders.

Professional Development Days: 2017-18, 2018-19, and 2019-2020 include 2 days before the school year, 30 hours and 12 self-directed hours.

2 Days before the school year - The school has a 2-day (full school days) Professional Development course/meeting for teachers and staff to attend prior to the 1st day of school.

30 hours (PD/GLC) - The 30 hours are used 1.5 hrs meetings every other Wednesday (15 sessions) *The sessions are focused on ELA, PBIS, Math, and Technology.

12 self-directed hours - *Self-directed hours are primarily focused on Social Emotional Learning, Math, "Building a Culture of Reading", and STEM