

Dayton 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	Dayton Elementary School
Street	1500 Dayton Ave.
City, State, Zip	San Leandro, CA 94579
Phone Number	(510) 317-3600
Principal	Kevin Moore
Email Address	kmoore@slzusd.org
Website	dayton.slzusd.org
County-District-School (CDS) Code	01-61309-6002547

Entity	Contact Information
District Name	San Lorenzo Unified School District
Phone Number	(510) 317-4690
Superintendent	Daryl Camp, Ed.D.
Email Address	dcamp@slzusd.org
Website	https://www.slzusd.org/

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

Principal's Message

Dayton Elementary School is located in the Washington Manor area of San Leandro. Although within the city limits of San Leandro, Dayton is part of the San Lorenzo Unified School District. In September 1998, Dayton re-opened as a K–5 elementary school. Students who attend Dayton primarily are from single-family homes in the area. A number of apartment complexes also claim Dayton as their home school.

The students enrolled at Dayton reflect many cultures and represent a wide ethnic diversity. This diverse population is serviced by a well-qualified group of teachers and other educational specialists. The Dayton School staff continues to be committed to providing a well-balanced educational program that promotes a high level of academic achievement while simultaneously building on each student's sense of self-worth. Using Responsive Classroom and Restorative Justice practices, the Dayton community continually supports students' social-emotional needs.

Students receive a strong foundation in English/Language Arts and Mathematics. They also receive instruction in Science, History/Social Studies, Physical Education, Music, Art, and Technology. For the past several years, Dayton Staff has been actively involved in professional development opportunities to strengthen our understanding of the Common Core State Standards (CCSS) and how to best improve our instructional practices to meet 21st-century learning needs and prepare students for college and career readiness. In addition to analyzing the CCSS and planning lessons that align with these standards, the staff reviews multiple assessment systems including F&P Reading Assessment Benchmarks, NWEA, and CAASPP and adjusting current practices to best support students to ensure success on the new assessments.

The school provides many enrichment activities, such as assemblies and field trips that build self-esteem and enable students to become good decision-makers and responsible citizens. Throughout the school year, Dayton teachers plan activities that focus on cultural awareness and appropriate behavior. These activities are organized in order to help students gain an understanding and appreciation of the rich community and personal heritage that students bring to the school campus. To better understand us, we invite you to visit classes and attend school-sponsored events including Wednesday Morning Gatherings, School Site Council (SSC), English Learner Advisory Committee (ELAC), Back-To-School Night, Open House, Walk-a-Thon, PTO meetings, and other special events.

Dayton Elementary Mission Statement:

All Dayton students are valued and appreciated for their unique talents and backgrounds. Dayton School challenges our students to become independent thinkers, responsible citizens, and lifelong learners, by providing an interactive and mutually respectful learning environment. The Dayton staff works toward bettering our understanding of how our behaviors and practices are linked to our expectations of student achievement. We acknowledge that having conversations about equity and the achievement gap are uncomfortable, yet through these discussions, we further build our skills and strategies in teaching all students within our diverse student body. We understand that moments of discomfort may also be moments for great learning. We use multiple data sets to create new tools and improve old ones, while continually remaining flexible. Dayton School remains focused on our students and the community we serve.

Equity Mission

Equity in the San Lorenzo Unified School district is acknowledging historical biases and changing the way they are addressed in terms of closing the achievement and opportunity gap. We define our approach to the work of equity as providing for each student the academic, emotional and social supports needed to increase the achievement of underserved subgroups at an accelerated rate while additionally increasing overall student performance.

District Mission Statement

The San Lorenzo Unified School District teachers and staff will collaborate with families and the community to cultivate safe learning environments and ensure equitable opportunities and outcomes for all students. All students will become engaged community members contributing to, and becoming good stewards of our changing world. All students will reach their highest potential as creative and critical thinkers prepared for college, career and lifelong learning.

District Vision

Students will become creative, collaborative, compassionate, resilient, well-informed and socially responsible advocates for equity and social justice as a result of their education, experience, and support from educators, families and the community.

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

Grade Level	Number of Students
Kindergarten	85
Grade 1	60
Grade 2	64
Grade 3	80
Grade 4	83
Grade 5	77
Total Enrollment	449

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	5.6
American Indian or Alaska Native	0.2
Asian	39.9
Filipino	7.6
Hispanic or Latino	34.3
Native Hawaiian or Pacific Islander	0.9
White	6.9
Two or More Races	3.8
Socioeconomically Disadvantaged	60.6
English Learners	44.5
Students with Disabilities	8.2
Foster Youth	0.2
Homeless	0.9

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	25	22	22	473
Without Full Credential	0	0	0	19
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	2	2
Total Teacher Misassignments*	0	2	2
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: November 2019

Schools in the San Lorenzo Unified School District (SLZUSD) are supplied with all instructional materials needed for student learning. Textbooks are reviewed and adopted to coincide with the district-adopted curriculum adoption cycle. The SLZUSD Board of Education approves texts and instructional materials selections. The Instructional Materials Evaluation Oversight Committee (IMEOC) certifies that the District's instructional materials adoption policies have been followed before texts and materials are brought to the School Board for adoption.

The instructional materials evaluation process includes evaluations of materials by teachers, parents, students, and administrators, as well as a public notice and a two-week public display period. Instructional materials are purchased to provide all core texts and also to provide supplemental materials to enrich and support all curricular areas.

Each pupil has access to his or her own copy of the Standards-aligned textbooks (approved by the local Board of Education) in the core curriculum areas of reading/language arts, math, science, history/social science, foreign language, and health to use in class and to take home.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reading, Fountas and Pinnell Classroom Grades TK - 3rd, Adopted in 2018 Grades 4 & 5, Adopted in 2019 Writing, Lucy Calkins Units of Study Adopted in 2013	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Mathematics	Mathematics, Scott Foresman enVision, 2009 Adopted in 2012	Yes	0%
Science	California Science, Houghton Mifflin, 2007 Adopted in 2008	Yes	0%
History-Social Science	History/Social Science for California, Scott Foresman, 2006 Adopted in 2007	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Dayton Elementary School, which was built in 1956, consists of 25 "permanent" classrooms, including a computer lab and our large library. We also have one room for our music program. Dayton has one double portable which is used for our Resource Program as well as our Literacy/Intervention program. In addition, Dayton has a speech room, a school psychologist room, and a staff room. The main office houses the principal, two office staff, a mailroom, and a teacher workroom. There is also space designated for a nurse and vice-principal, although these positions are not funded/filled. One classroom is used by our on-site preschool, Kidango, and another room is used for our Special Education preschool. In 2014, Dayton added 2 more portable classrooms to accommodate increased enrollment and class size reduction.

All classrooms have been wired to allow for Internet and phone access. Although it is an older site, it was upgraded when it reopened in 1998. All rooms in the buildings are kept clean and all restrooms have working toilets. As a result of the passage of Measure E, most of the school's restrooms were renovated in the summer of 2006.

The Dayton playground is a designated mini-park for the City of San Leandro. As a part of this project, the city donated new playground structures, benches, and picnic tables to be used both by our students and by the community.

Dayton Elementary School has been allocated 75 hours of custodial time per week and the services of a District maintenance crew ensure that the school and grounds are clean and well maintained.

Our school has guidelines for managing emergencies such as earthquakes and fires. Staff supervisors monitor students while on the playground during recesses or other assigned outdoor activities.

- Dayton has a beautiful fenced-in school garden with planter boxes and benches/tables.
- Dayton School had the exterior painted in the summer of 2015.
- The old wooden handrails were replaced with powder-coated railings in the summer of 2016
- A traffic mitigation loop was installed in front of the school in the fall of 2016.

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: 11/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Classrooms need ceiling tile repairs and repainted.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Fair	Bathroom floors need power scrubbed. Clutter in classrooms needs removed.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Poor	Bathroom floors and stalls need to be scrubbed.
Safety: Fire Safety, Hazardous Materials	Fair	Personal small appliances need removed as they are not safety compliant.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Exterior wall cracks need filling and playground needs more fill.
Overall Rating	Fair	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 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)	43	47	39	37	50	50
Mathematics (grades 3-8 and 11)	33	38	27	26	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	240	238	99.17	0.83	47.06
Male	135	134	99.26	0.74	43.28
Female	105	104	99.05	0.95	51.92
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	83	83	100.00	0.00	69.88
Filipino	19	19	100.00	0.00	31.58
Hispanic or Latino	88	88	100.00	0.00	37.50
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	20	20	100.00	0.00	35.00

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	15	13	86.67	13.33	38.46
Socioeconomically Disadvantaged	144	142	98.61	1.39	40.85
English Learners	134	134	100.00	0.00	47.01
Students with Disabilities	24	24	100.00	0.00	16.67
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	240	237	98.75	1.25	38.40
Male	135	133	98.52	1.48	37.59
Female	105	104	99.05	0.95	39.42
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	83	83	100.00	0.00	61.45
Filipino	19	19	100.00	0.00	31.58
Hispanic or Latino	88	87	98.86	1.14	25.29
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	20	20	100.00	0.00	35.00
Two or More Races	15	13	86.67	13.33	15.38
Socioeconomically Disadvantaged	144	142	98.61	1.39	33.80
English Learners	134	134	100.00	0.00	40.30
Students with Disabilities	24	24	100.00	0.00	12.50
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	19.2	30.1	17.8

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)

Dayton offers parents multiple opportunities to become involved in their child’s education. The Dayton PTO is a cooperative effort of parents/guardians, teachers, and the community, joining together for the purpose of providing children with a quality education.

The Dayton SSC is a community-based committee, which helps to make budgetary decisions and serves in an advisory and decision-making capacity. It is made up of parents/guardians, teachers, classified staff, and administrators, and is committed to providing the best possible education for all of our students.

The purpose of the Dayton ELAC is to assist parents in becoming informed about and comfortable with our district's Master Plan for English Learners and our school's School Plan for Student Achievement. Parents who attend ELAC meetings receive information and materials to assist them in meeting their legal responsibilities for understanding and participating in the development of the school's plan regarding English Learner programs. ELAC meetings are open to the public; all parents are encouraged to attend.

Parents may also become involved at Dayton by volunteering in their child's classroom(s), working with the PTO at the school's carnival, participating in our annual Walk-a-thon, assisting during the winter and spring musical presentations and assisting with school pictures and health screenings.

For more information on how to become involved, leave a message for our PTO President at (510) 317-3600.

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	1.0	0.6	0.6	4.5	4.9	4.5	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Our Dayton School Safety Plan was developed with input from both parents and staff. Each year, the Dayton Safety Team and the Dayton SSC review and approve an updated version of the plan. Periodically throughout the year, we reinforce with the staff, both in training and in written form, each of their responsibilities in the event of an emergency. All staff members have a safety handbook that details their responsibilities as well as descriptions of each of those tasks. In the event of an emergency, all members have assigned responsibilities.

All school staff members are expected to wear identification badges. All visitors are required to sign in at the office and obtain a visitor sticker, which they must wear while on campus.

We work with the City of San Leandro and the County of Alameda, who perform safety checks to ensure that the school facilities meet fire and structural safety standards. Each classroom has an outside telephone line with voicemail. Classified and/or certificated employees supervise the activities of the students before school, during recess, lunch, and at dismissal. Dayton School continuously reviews the School Safety Plan and conducts monthly safety drills.

The School Safety Plan was most recently reviewed, updated, and discussed with school faculty in October 2019.

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	20	2	2		18	2	3		17	4	1	
1	28		3		21		3		24		2	
2	22	1	3		25		3		25		3	
3	22		4		26		3		26		3	
4	31		2		30		2		31		2	
5	26	1	3		26	1	3		26	1	3	
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)	.7
Psychologist	.4
Social Worker	.2
Nurse	.15
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0

*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.

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	6217	245	5972	76698
District	N/A	N/A	1913	\$82,585.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference - School Site and District	N/A	N/A	103.0	-7.4
State	N/A	N/A	\$7,506.64	\$78,059.00
Percent Difference - School Site and State	N/A	N/A	-22.8	-1.8

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)

These programs and supplemental services are provided at the school either through categorical funds or other sources that support and assist students:

- Title I
- Title II (Part A)

* Title III (for Limited English Proficient students)

- Economic Impact Aid/State Compensatory Education (EIA/SCE)
- Special Education
- National School Lunch Program

* Gifted and Talented Education

- Teacher Induction Program (TIP)

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$52,296	\$49,084
Mid-Range Teacher Salary	\$76,526	\$76,091
Highest Teacher Salary	\$103,173	\$95,728
Average Principal Salary (Elementary)	\$125,448	\$118,990
Average Principal Salary (Middle)	\$131,390	\$125,674
Average Principal Salary (High)	\$141,012	\$137,589
Superintendent Salary	\$304,479	\$230,096
Percent of Budget for Teacher Salaries	36%	35%
Percent of Budget for Administrative Salaries	6%	6%

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			

In addition to ongoing site-based professional development, including twice-monthly Staff Professional Development Meetings which focus upon teaching strategies, curriculum development, and equity work, all teachers have the opportunity to improve their skills by taking college courses, workshops at the District's training center, and in-services or other workshops offered by the County Office of Education or other organizations. Teachers have opportunities to attend professional conferences supported by site or District funding. Staff members also take advantage of release time to observe colleagues teaching and debrief best practices.

Dayton Staff is currently focusing our Professional Development sessions on the Common Core State Standard, the new literacy curriculum Fountas and Pinnell Classroom, Balanced Literacy (including Guided Reading and Fountas & Pinnell running record assessments), better supporting our English Language Learners with both designated and integrated language strategies, using Evidence-Based Practices in our instruction, and implementing Restorative Practices throughout the school.

Since the integration of technology is important to student success, teachers also have access to technology integration workshops at the District's training center; these workshops are offered monthly and also during the summer. The District regularly offers professional development on how to integrate technology to support standards and learning as well as professional collaboration.

Professional Development for New Teachers:

Through participation in the East Bay Beginning Teacher Support and Assessment (BTSA) Induction Program, the District secures support providers to work with new teachers. Through this BTSA Induction Program, new teachers are also afforded the opportunity to take university-level courses at a reduced tuition cost. This program offers training to new teachers for two years, as they sharpen their skills as educators. The induction portion of this program leads them to acquire their clear credential through the Commission on Teacher Credentialing.