El Marino Language 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	El Marino Language School
Street	11450 Port Road
City, State, Zip	Culver City CA 90230-5346
Phone Number	(310) 842-4241
Principal	Mina Shiratori
Email Address	minashiratori@ccusd.org
Website	elmarino.ccusd.org
County-District-School (CDS) Code	19644446012678

Entity	Contact Information
District Name	Culver City Unified School District
Phone Number	(310) 842-4220
Superintendent	Leslie Lockhart
Email Address	leslielockhart@ccusd.org
Website	www.ccusd.org

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

School Mission: The El Marino Language School staff and community are committed to the principle that all students can become functionally bilingual and bi literate during the elementary school years, while participating in a balanced educational program which promotes academic, social, physical and psychological growth. The school will foster and support creativity, inquiry, intrinsic rewards, individuality, self-discipline, a sense of personal worth, mutual respect, and an appreciation of different cultures

Program Goals: At EMLS, students will gain:

1. Language proficiency in both English and the target language: Spanish or Japanese

2. Academic Achievement in both English and the target language

3. Positive self-esteem, cultural awareness and sensitivity

School Description: El Marino Language School (EMLS) is one of five elementary schools in the Culver City Unified School District . Every student attending the school is enrolled in one of the school's two language immersion programs, the Spanish Immersion Program (SIP), founded in 1971, or the Japanese Immersion Program (JIP), founded in 1992. In both programs, students learn the District curriculum as in other CCUSD schools, but most of the instruction is conducted in the target language, Spanish or Japanese. Currently there are 34 classrooms in SIP and 12 classrooms in JIP. El Marino also serves as a site for the CCUSD Transitional Kindergarten program. EMLS serves 842 students: of these 24 participate in the TK class, which is an English program, 523 participate in the SIP and 264 participate in the JIP. El Marino draws its students from the entire district attendance area; the school is ethnically diverse. About one third of the students speak a language other than English at home. While English is the primary language of most of our students, we have a wide array of home languages, though Spanish and Japanese are the dominant ones. English Learners comprise 22.2% of our student population; when factoring in the former English Learners who are now Reclassified as Fluent English Proficient, the percentage increases to 31% of our student population. El Marino is made up of a positive cultural diversity, which is one of it s most distinguishing features. El Marino has been named in the past as a National Blue Ribbon School and a California Distinguished School, and has also been recognized for excellence in Arts Education. Parents, students, staff and community members work together to contribute to the school's success.

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

Grade Level	Number of Students
Kindergarten	163
Grade 1	138
Grade 2	139
Grade 3	137
Grade 4	135
Grade 5	130
Total Enrollment	842

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	4.4
Asian	15.9
Filipino	1
Hispanic or Latino	35.9
White	21.7
Two or More Races	21.1
Socioeconomically Disadvantaged	11.9
English Learners	24.2
Students with Disabilities	6.1
Homeless	

A. Conditions of Learning

State Priority: Basic
The SARC provides the following information relevant to the State priority: Basic (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	37	44	40	344
Without Full Credential	2	0	0	0
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	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	1	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: January 2020

All students at El Marino receive state- and district-adopted curricular materials to support the instructional program. Where available in the target languages of Spanish or Japanese, many of these materials are provided in the target language. Materials that are provided in English are supplemented with target-language resources to allow for target language instruction.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	The Culver City Unified School District uses Journeys from Houghton Mifflin Harcout, 2017 as its English reading and language arts core instructional program in grades K-5. For Target Language Arts, Spanish Immersion teachers uses Adelante (Benchmark Publishing) to teacher Spanish Language Arts. Japanese Immersion teachers at El Marino Language School use locally designed Content-Based Integrated Immersion units that support the Common Core State Standards. Each grade level has identified essential standards for reading, writing, written and oral English language conventions, listening, and speaking. Students are provided instruction at their grade level with differentiation for those that are struggling or are above grade level. Reading and writing are assessed throughout the year using publisher and district benchmark assessments. English Language Development (ELD) is provided to English language learners, with targeted instruction aimed at advancing their English language levels.	Yes	0%
Mathematics	Culver City Unified adopted Bridges Mathematics as their math K-5 curriculum while utilizing CGI (Cognitively Guided Instruction) as a mathematical approach to build on students' problem solving skills.	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	Scott Foresman	No	0%
History-Social Science	Houghton Mifflin	No	0%
Foreign Language	Spanish Language Arts- Benchmark Adelante	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The District provides a safe and clean environment for learning and growing. All sites have adequate classroom space, office facilities, libraries, and computer labs that support the instructional program. In 2007 El Marino benefited from the renovation of our school library, which doubled its size and added a media center to allow students to conduct research on the Internet. In the summer of 2018, the computer lab was converted into a new Makerspace Lab with new furniture. Summer 2019, a former office space of an alternative HS was newly remodeled to function as specialist room/Learning Center. All sites have emergency plans in place with procedures for staff and students in case of fire, earthquakes, and other disasters. Emergency drills are held routinely. Staff members supervise all playgrounds during school hours. In order to ensure a safe environment at all sites, district security personnel monitor campuses on a daily basis. Maintenance is an on-going process provided by the district maintenance and operational department. All staff members have identification badges.

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: May 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Nothing to report.
Interior: Interior Surfaces	Good	Carpet worn in room 27 and 28.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Boys restroom floor dirty and epoxy failing. Kitchen very dirty. Floor dirty in girls restroom. Dirty and strong odor in boys restroom. Floor dirty in girls restroom. Custodian/heater room dirty and disorganized.
Electrical: Electrical	Good	Nothing to report.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Nothing to report.
Safety: Fire Safety, Hazardous Materials	Fair	High storage at the vault in the office. Access panel open in room 5 book room. Extension cords and power strip-to-power strip in rooms 8, 10, 23

System Inspected	Rating	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	Nothing to report.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Nothing to report.
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)	80	77	69	70	50	50
Mathematics (grades 3-8 and 11)	81	80	56	56	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	402	399	99.25	0.75	77.19
Male	193	192	99.48	0.52	72.40
Female	209	207	99.04	0.96	81.64
Black or African American	16	16	100.00	0.00	56.25

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
American Indian or Alaska Native					
Asian	61	58	95.08	4.92	75.86
Filipino	--	--	--	--	--
Hispanic or Latino	166	166	100.00	0.00	72.89
Native Hawaiian or Pacific Islander					
White	77	77	100.00	0.00	87.01
Two or More Races	81	81	100.00	0.00	81.48
Socioeconomically Disadvantaged	62	61	98.39	1.61	65.57
English Learners	136	133	97.79	2.21	62.41
Students with Disabilities	36	36	100.00	0.00	58.33
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	402	401	99.75	0.25	79.80
Male	193	192	99.48	0.52	80.73
Female	209	209	100.00	0.00	78.95
Black or African American	16	16	100.00	0.00	50.00
American Indian or Alaska Native					
Asian	61	60	98.36	1.64	86.67
Filipino	--	--	--	--	--
Hispanic or Latino	166	166	100.00	0.00	68.67
Native Hawaiian or Pacific Islander					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
White	77	77	100.00	0.00	87.01
Two or More Races	81	81	100.00	0.00	96.30
Socioeconomically Disadvantaged	62	62	100.00	0.00	62.90
English Learners	136	136	100.00	0.00	72.79
Students with Disabilities	36	35	97.22	2.78	60.00
Students Receiving Migrant Education Services					
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	13.2	27.9	49.6

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)

Our leadership structures provide a multitude of opportunities for parents, staff and community members to work together to advance our school vision. Within each structure are focused efforts to develop certain features of the EM vision of bilingualism, bi-literacy and multicultural appreciation through a balanced educational program that promotes academic, social, physical and psychological growth. The School Site Council (SSC), a decision-making body comprised of five parents, three teachers, one support staff member and the principal, meets bi-monthly to monitor the implementation of the goals to support student achievement in the SPSA and modify any goals or activities when necessary. All pertinent school decisions are made based on objectives articulated in our Site Plan, designed to complement the District LCAP. The English Learners Advisory Committee (ELAC), made up of parents, teachers and district staff, monitor the achievement data and articulate the needs of English Learners. They monitor the progress that El Marino students are making toward meeting and/or exceeding state standards and recommend additional support services to the School Site Council as needed. EM parents also serve on the District ELAC committee, obtaining information and providing additional input for programs. Through collaborative efforts through the PTA, parent volunteers have plethora of opportunities to support initiatives that support integration of curriculum and community by bringing in their expertise and/or cultural knowledge to the forefront. As the name of our booster club states, Advocates for Language Learning El Marino (ALLEM), ALLEM supports our school by providing enrichment activities and providing parental groups to embrace and advocate Japanese and Spanish/Latin heritage and cultural opportunities. Stemming off of ALLEM, are 2 subgroups-Japanese Heritage Cultural Committee (JCHC) that advocates for Japanese Cultural Awareness within our community by bringing cultural workshops and funding to support program wide events. Similarly, Comite de Herencia Cultural (CHC) is the counter part, parents/guardians advocating for awareness for the Latin cultures.

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	0.4	0.1	0.2	1.4	1.7	1.6	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 School Safety Plan is presented to the Board of Education outlining the District's plan and purpose. There are essentially two components: School Social Emotional Climate (strategies to maintain a caring climate) and Physical Environment (attributes of a hospitable and safe environment). The district's priority has: a) updated the individual school plans; b) provided training on curriculum that supports positive school environments such as Second Step, PBIS, and overall review through of school systems with the Multi Tiered Systems of Support (MTSS) Committee; c) updated the physical environment; and d) developed a strategic plan. Each site has an emergency plan with a clear set of procedures.

El Marino's Safety Plan is developed and updated annually by a group of stakeholders including parents and staff. The School Site Council will recently reviewed the Safe School Plan drafted for this current 2019-2020 school year, which included demolishing and replacing our cactus garden, and upgrading outdoor lighting (Physical Safety) and Social Emotional Climate goal focused on increased meaningful participation by students. This goal focused on first getting student input/feedback on their perception of "meaningful" participation and providing training to our noon-duty supervisors so as to improve adult/student interactions.

For this coming year, 2020-2021, School Site Council drafted a Safety Plan on January 16, 2020 focused on Physical Climate Goal 1:Ensure that all students and staff members are trained for emergencies and have working knowledge of how to respond in differing situations- fire, earthquake, lockdown, and modified lockdown/ shelter-in-place. and Goal 2: Social and Emotional Safety:Continue to create a robust and systemic Multi-Tiered System of Support (MTSS) that addresses the academic, behavioral, and Social Emotional Learning needs of students by providing current and researched based practices training and support to staff.

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	23		7		23		7		23		7	
1	23		6		23		6		23		6	
2	22		6		23		6		23		6	
3	23		6		23		6		23		6	
4	26		5		27		5		27		5	
5	25	1	4		27		5		26		5	
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*	842.0

*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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	

Title	Number of FTE* Assigned to School
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.6
Other	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	$544.6	$477.2	$4967.4	$77.0
District	N/A	N/A	$6482.3	$82,239.00
Percent Difference - School Site and District	N/A	N/A	1.8	-2.5
State	N/A	N/A	$7,506.64	$78,059.00
Percent Difference - School Site and State	N/A	N/A	-23.2	-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 2018-19)

EM's mission, to provide a "balanced educational program, which promotes academic, social, physical and psychological growth," underscores our belief that success comes by supporting the whole child. Community stakeholders, staff, and parents work in partnership to ensure that all students have the resources and services needed to support our children's development in all areas.

Services to assist students include: one-to-one assistance by classroom teacher; individual assistance by paraprofessional; small group reinforcement within the regular day. Academic interventions help students gain proficiency in content standards. During the day, flexible grouping and small group instruction can be observed in classrooms to help meet the needs of individual students. In addition, through district funds, an Intervention Support staff has been hired for intensive intervention in English Reading. Most of our teachers have been trained in providing differentiated instruction for our gifted students. Strategies such as compacting, challenge menus, depth and complexity, and higher order questions and activities help keep students challenged and stimulated. Teachers team in subjects such as language arts, where student instruction and accountability can be shared amongst grade level teachers. Teachers communicate student achievement using a common rubric and student groupings are kept flexible throughout the year. Supplemental software supports direct instruction by teachers; differentiated practice is provided through the STMath and RAZKids programs, both web-based programs that can be accessed both at school and in the home.

With the keen understanding that students learn best when their physical and emotional needs are met, EM has a variety of processes, both formal and informal, designed to identify, refer, and supply students w it h necessary support services. Some of these processes target all children, or groups of children, in an effort to identify any referrals. A Student Support Team (SST) referral process assists monitors student progress both academically and behaviorally. In addition, a school-site counselor is available 5 days a week for students who may benefit from social emotional support. Health screenings are provided in partnership with District nursing services and community based organizations such as the Lions Club and Rotary Club. Results of these screenings are immediately communicated to the parents by our District nurses, who are able to refer parents to available support services such as Culver City Youth Health Center and Venice Family Clinic, to provide free or low cost services. Parent volunteers from each classroom also conduct monthly lice screenings to ensure a healthy and focused academic and social environment.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$52,143	$49,084
Mid-Range Teacher Salary	$81,874	$76,091
Highest Teacher Salary	$101,382	$95,728
Average Principal Salary (Elementary)	$124,933	$118,990
Average Principal Salary (Middle)	$125,492	$125,674
Average Principal Salary (High)	$142,430	$137,589
Superintendent Salary	$225,000	$230,096
Percent of Budget for Teacher Salaries	36%	35%
Percent of Budget for Administrative Salaries	5%	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		40	45

Site leadership teams study student achievement, analyze needs, and identify areas for staff development. Additionally guidance is given from the District's Department of Educational Services as to where the focus may be. These identified needs become the focus of professional development for the following year for an ongoing comprehensive staff development program.

District Wide Professional Development:
Professional Development Series- All teachers participate in 3 sessions with a focus on one of the following areas; Education, Arts, and Social-Emotional Learning, See Saw: Student Portfolios, Formative Insight, and Family Communication all in one place, Dual Immersion Setting: Interactive and Hands-On Activities to Help Engage Students during the Bridge, Second Step In the Elementary Classroom, Rethinking Picture Books: Using Picture Books to Welcome ALL students into the classroom, A Deeper Dive into CGI: Grades 3-5, Makerspace Technology for Robotics and Classroom Use, or Restorative Practices in the Classroom

Inclusive Education- In addition to the keynote speaker, all staff participated in two of the three break out sessions. Proactive & practical strategies for positive behavior, Introduction to UDL, or Working with other adults to differentiate for student needs

Calibration of Fountas and Pinell Running Records Assessment Data: 3 part series utilizing our Wednesday professional development time.

Site Focused Professional Development:
ELD Instruction: Differentiating our needs based on the 2 language programs, our Spanish Program is learning about Teaching for Biliteracy, how to maximize their instructional time by understanding transference and making metacognition more explicit to students. Meanwhile, the Japanese Program is learning the Keystone Pedagogies from WestEd's ELD institute with the goal of utilizing these strategies during a more explicit integrated ELD instructional time.

Instructional Support- We have 1.8 FTE Teaching and Learning Partner (TLP-similar to an instructional coach). Teachers can self-select to meet with the coach for book study, planning, observation, co-teaching, and/or debrief. Fortunately, our TLPs have taken advantage of being an alumni of COTSEN, and have been awarded several alumni grants with focused work on understanding and implementing Word Work.

Culture and Equity: In collaboration with UCLA's Dr. Tonikiaa Orange, staff are building deeper understanding of culture and equity. In a 4 part series for this year, teachers explore how our own identify impacts the way in which we view and interact with students and how we include others in the sphere of success.