

California 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	California Elementary School
Street	1125 Bainbridge Avenue
City, State, Zip	West Covina, CA 91790
Phone Number	(626) 939-4800
Principal	Lori Wilds
Email Address	lwilds@wcusd.org
Website	http://california.wcusd.org/
County-District-School (CDS) Code	19-65094-6023410

Entity	Contact Information
District Name	West Covina Unified School District
Phone Number	(626) 939-4600
Superintendent	Charles Hinman, Ed.D.
Email Address	chinman@wcusd.org
Website	http://www.wcusd.org/

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

Welcome to California Elementary School - Home of the Cheetahs! Our mission statement: We exist to ensure all our students achieve at high levels of learning. Our dedicated teachers and support staff work together and are committed to developing each child, socially, emotionally, physically, and intellectually. Last school year, our school was selected as a Capturing Kids' Hearts National Showcase School. In addition to welcoming students to school each day, our families are encouraged to be involved in our school community. The academic success of every student and providing a safe and productive learning experience are our top priorities. Our comprehensive educational programs focus on the school's mission to provide all students with meaningful and rigorous instruction within a nurturing, child-centered learning environment.

Our educational programs include a standards-aligned core curriculum, targeted reading groups for fluency and comprehension, i-Ready Reading for individualized reading instruction, Achieve3000 for targeted nonfiction comprehension, i-Ready Math for targeted math instruction, and Reflex Math for math fluency. In addition, our school has support services for special education, foster youth, homeless youth, and English Learners. Students in need of specialized instruction are mainstreamed as much as possible into the general education setting per their IEP goals. The Special Education Teacher works collaboratively with the general education teachers to plan instructional opportunities aligned with the core curriculum. Modifications are made to make the core curriculum accessible to students. In addition, as appropriate, our special education students attend an Extended School Year (ESY) program in the summer to help maintain the knowledge learned during the regular school year. The Foster Youth Liaison has welcome meetings with foster youth to ensure they have all the necessary resources to be successful. Moreover, she monitors their academic progress and recommends intervention as needed to help address any achievement gaps. We also have a program targeting health and fitness with our 100 Mile Running Club.

Our School Goals for 2019-2020:

1. Maintain the honor of being selected as a National Showcase School with Capturing Kids' Hearts
2. Implement focused, strategic learning rotations targeting reading fluency and reading comprehension for intervention and/or enrichment within the school day
3. Ensure high levels of professional collaboration and communication using the principles of Professional Learning Communities (PLCs) with dedicated release time to align standards and curriculum, develop common assessments, analyze data results, and determine the next steps for mastery of skills and concepts
4. Plan and organize focused professional development to support rigorous lesson design, targeted instructional strategies, and best practices with school and district initiatives
5. Provide all students with 1:1 technology and learning opportunities to support educational programs and digital literacy skills
6. Continue to increase the number of students meeting or exceeding standards in English Language Arts and mathematics as measured by multiple measures including the California Assessment of Student Performance and Progress (CAASPP)
7. Maintain high levels of parent and community involvement using a variety of activities and methods of communication to strengthen the home/school connection

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

Grade Level	Number of Students
Grade 3	55
Grade 4	82
Grade 5	81
Grade 6	91
Total Enrollment	309

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.3
Asian	12
Filipino	3.6
Hispanic or Latino	77
Native Hawaiian or Pacific Islander	0.6
White	3.2
Two or More Races	0.3
Socioeconomically Disadvantaged	83.8
English Learners	6.5
Students with Disabilities	17.8
Foster Youth	0.3
Homeless	23.3

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	17	14	406
Without Full Credential	0	0	0	7
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1

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: September 2019

WCUSD elects to report data in a tabular format which includes all the information requested in the SARC guidelines.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Education Company, Benchmark Advance (2017) National Geographic Learning & Cengage Learning (2017)	Yes	0%
Mathematics	Great Minds, LLC, Eureka Math (2015) <ul style="list-style-type: none"> Not selected from the 2014 list of standards-based materials adopted by the State Board of Education. Materials have not been adopted by the SBE but are aligned with the state academic content standards and/or the Common Core Standards. McGraw-Hill, California Math (2015) <ul style="list-style-type: none"> Not selected from the 2014 list of standards-based materials adopted by the State Board of Education. Materials that have not been adopted by the SBE but are aligned with the state academic content standards and/or the Common Core Standards are being evaluated and piloted. 	No	0%
Science	Macmillan/McGraw Hill, California Science (2008) Prentice Hall, Focus on Science (2008) <ul style="list-style-type: none"> Not selected from the 2018 list of standards-based materials 	No	0%

	<p>adopted by the State Board of Education.</p> <ul style="list-style-type: none"> • New materials from the list have not been evaluated and piloted. • Instructional staff adapts materials in alignment with 2016 standards and framework. 		
History-Social Science	<p>Pearson Scott Foresman, California History-Social Science (2006)</p> <ul style="list-style-type: none"> • Not selected from the 2017 list of standards-based materials adopted by the State Board of Education. • New materials from the list have not been evaluated and piloted. • Instructional staff adapts materials in alignment with 2016 standards and framework. <p>Glencoe, Discovering our Past (2007)</p> <ul style="list-style-type: none"> • Not selected from the 2017 list of standards-based materials adopted by the State Board of Education. • New materials from the list have not been evaluated and piloted. • Instructional staff adapts materials in alignment with 2016 standards and framework. 	No	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

California Elementary School conducts monthly facility inspections. Our school facility is in good condition. The cleanliness of our campus is constantly complimented on by visitors and the grounds are maintained weekly by district staff and on a daily basis by custodial staff. The safety conditions of the campus are addressed through work orders, to fix, repair, or replace materials.

In August 2018 our campus received updated improvements with new asphalt on our parking lot and playground areas. Part of this improvement included a shaded area for students on the main playground. In October 2019 our back gate was replaced for safety. The district conducted a wireless upgrade and network upgrade (network cabinets, switches, and battery backups) by December 2019. Network improvements and new telephone systems are anticipated to be installed by the summer of 2020. Our campus has ongoing maintenance and repair to ensure safe and clean campus.

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: June 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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)	46	58	53	51	50	50
Mathematics (grades 3-8 and 11)	35	49	38	37	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	300	296	98.67	1.33	58.11
Male	163	161	98.77	1.23	55.28
Female	137	135	98.54	1.46	61.48
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	34	34	100.00	0.00	85.29
Filipino	--	--	--	--	--
Hispanic or Latino	235	232	98.72	1.28	53.88
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	258	255	98.84	1.16	56.86
English Learners	74	72	97.30	2.70	54.17
Students with Disabilities	52	52	100.00	0.00	17.31
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	73	73	100.00	0.00	54.79

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	300	298	99.33	0.67	48.66
Male	163	161	98.77	1.23	47.83
Female	137	137	100.00	0.00	49.64
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	34	34	100.00	0.00	82.35
Filipino	--	--	--	--	--
Hispanic or Latino	235	233	99.15	0.85	44.64
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	258	257	99.61	0.39	47.86
English Learners	74	74	100.00	0.00	47.30
Students with Disabilities	52	52	100.00	0.00	13.46
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	73	73	100.00	0.00	42.47

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	12.2	18.3	39.0

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)

Parental involvement is critical to student success; therefore, our teachers and staff work extremely hard to keep parents informed of their child's progress. Our site works with several parent advisory committees; School Site Council, English Language Advisory Committee, and Parent Teacher Association (PTA). Our PTA is actively involved in the health, safety, and welfare of all our students and is very supportive of the educational programs at California Elementary School. Our school's PTA provides many family events, programs, and activities throughout the school year giving parents the opportunity to be involved. PTA sponsors study field trips and/or assemblies for all grade levels, Red Ribbon Week, Family Nights, Book Fairs, and other school events. Parent Workshops are offered by school and district staff at different times throughout the school year and at different times of the day providing family members training to support their child's academic success. Parents are given the opportunity to evaluate the workshop and provide possible topics of interest for future parent workshops. Parent workshop topics this year have included: Reading Comprehension with Text Evidence, Math Strategies, Technology Programs and Online Safety, Capturing Kids' Hearts, and the CAASPP Assessment Program. To promote parent involvement in their children's education, we have a Special Education Parent Liaison who helps parents navigate the special education process. We have a Foster Youth Liaison who monitors foster students and facilitates meetings between all the stakeholders in the child's education. Our district's unique Family Resource Center provides a range of services and assistance, such as tutoring, enrichment programs, and community resources.

To find out how you can volunteer at our school, contact the school office at (626) 939-4800.

School Administrator - Lori Wilds

Teacher on Special Assignment and Foster/Homeless Youth Liaison - Amber Spina

Office Manager - Beverly Oates

School Psychologist - Shelby Sangadeo

Speech Pathologist - Maggie Moon

PTA Board President - Katherine Angeles

P.T.A. Board Representatives- Amber Spina, Natalie Hernandez, Ellen Bezair

Staff SSC Representatives - Jorge Alonso, Shaye Smith, Natalie Hernandez, Lisa Hotaling

Gate Coordinator - Mariah Cheng

EL Coordinator - Yadira Leyva Munoz

Special Education Parent Liaison - Linda Nguyen

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	0.5	0.5	0.6	1.7	1.3	0.7	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)

California Elementary School's Comprehensive Safety Plan is located in our main office and reviewed annually. The plan was last reviewed and approved on December 19, 2019, by our School Site Council. The safety plan was up for review and available at a public safety hearing on December 10, 2019, before the plan was submitted for review and approval by our school site council on December 19, 2019. The plan was discussed with a 6th-grade student representative on December 11, 2019. This year the site safety plan and emergency teams were discussed with staff on August 28, 2019. As site staffing may change each year, our emergency teams are revised annually. A site safety team meeting occurred on November 13, 2019, to discuss safety practice drills and provide input to the plan. Our district office also conducts safety walks annually.

The Comprehensive Safety Plan includes an emergency command system staffed by site employees, an evacuation map of the school campus, emergency references for earthquake, fire, lockdown, and armed intruder on campus. Our plan also includes a crisis response plan and risk assessment. Emergency preparedness safety drills are held regularly and the record of drills is kept in our safety plan. This log is submitted annually to our district office. The key elements of our plan focus on earthquake awareness and preparedness, fire safety, evacuation area for student safety and supervision, lockdown and/or intruder responses, and communication during an emergency. Every room at California Elementary is equipped with a lockdown kit, red emergency bag with supplies, and red clipboard with documents for quick reference during an emergency. Our students and staff report feeling safe on our campus as measured on our annual Climate Survey and our school has also been selected as a National Showcase School with Capturing Kids' Hearts.

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+
3	21	2	2		21	2	2		17	3		
4	26	1	3		21	1	3		26		3	
5	22	1	3		24	1	3		19	1	3	
6	23	6	18		18	11	18		18	12	18	
Other**	6	1			6	1			4	1		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

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	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.8

*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	\$8,351	\$2,441	\$5,910	\$72,279
District	N/A	N/A	\$6,661	\$77,818.00
Percent Difference - School Site and District	N/A	N/A	-11.9	-7.6
State	N/A	N/A	\$7,506.64	\$78,059.00
Percent Difference - School Site and State	N/A	N/A	-23.5	-4.8

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)

Funds from our Supplemental Concentration (SC) and Title 1 allocations support programs and services for our significant subgroups, special populations, and parent involvement.

English Learners:

Students identified as English Learners (ELs) take the English Language Proficiency Assessments for California (ELPAC). In addition to these scores, student data from multiple measures are monitored to ensure academic achievement. English Learners also receive daily English Language Development (ELD) instruction for 30 minutes. Our EL Coordinator trains staff on strategies to support our English Learners, oversees the documentation and progress of students in our EL program, and communicates with parents of English Learners to ensure their involvement.

Intervention:

California Elementary School offers additional assistance to students struggling to meet grade-level standards. Small group support is offered during the instructional day as well as Saturday Schools for attendance recovery and after-school tutoring. Classroom teachers monitor student data, and when students are not making adequate progress with classroom accommodations and supports, students are referred for a Student Success Team (SST) meeting to document progress, create goals, and develop actions to help support individual students and as needed refer for psychoeducational assessment.

Special Education:

Students with special needs are accommodated with a variety of services in the least restrictive environment. The school psychologist and educational specialists work together with classroom teachers and parents to design supports for students. Based on eligibility for special education services, the team develops an Individual Education Plan (IEP) for students with learning, emotional, social, and/or developmental disabilities. The IEP defines the individualized instruction a student will receive, which may include sessions with an Educational Specialist, services in a special education class, speech and language services, and/or further specialized support services. Our site also has a Special Education Parent Liaison to support parents who have children in our special education program.

Gifted and Talented Education/Enrichment:

The Gifted and Talented Education (GATE) program is offered to students in grades three through six who have met eligibility through district criteria. Students in the GATE program receive in-class differentiated instruction and/or optional assignments/projects as made available through the classroom teacher. Students may also participate in additional after-school enrichment activities as organized through our GATE Coordinator.

Foster/Homeless Youth:

Supports for foster and homeless youth may include small academic support groups depending on individual academic needs and resources made available through our Family Resource Center. Our Teacher on Special Assignment (TOSA) is our site liaison for foster and homeless youth. She is available to support the student and family and meets annually with our students/families to develop a plan of support and make connections for resources as available. In addition, our site administrator and TOSA have a monthly check-in with the students who are in foster care or in a homeless situation to be sure the student feels safe and connected at school.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$49,169	\$49,084
Mid-Range Teacher Salary	\$79,590	\$76,091
Highest Teacher Salary	\$98,477	\$95,728
Average Principal Salary (Elementary)	\$125,157	\$118,990
Average Principal Salary (Middle)	\$129,176	\$125,674
Average Principal Salary (High)	\$151,022	\$137,589
Superintendent Salary	\$291,164	\$230,096
Percent of Budget for Teacher Salaries	33%	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	38	40	40

All professional development at California Elementary School revolves around the California State Frameworks, the integration of the California State Standards, and the implementation of district and school initiatives. Teachers, administration, and support staff participate in a variety of professional development activities. Annually teachers and support staff are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. Every Wednesday is a shortened day, allowing teachers to attend regularly scheduled staff professional development.

Teachers and the administrator review achievement data (state assessments, district benchmarks, classroom assessments, and intervention data) to determine the focus for site professional development. The site principal completes learning walks (classroom visits) regularly and opportunities are provided for staff to reflect and share out on best teaching practices. Teachers are supported with coaching, teacher-principal meetings, and PLC release time.

The focus for staff professional development for the last three years has included:

Capturing Kids' Hearts and CKHs Recharge Training

K-4 Reading Initiative lead by our District and Site Teachers on Special Assignments (TOSAs)

Professional Learning Community (PLC) Conferences and site-based collaboration on Learning by Doing: A Handbook for Professional Learning Communities at Work by DuFours

Eureka Math (Grades 3-5) and Carnegie Math (Grade 6)

i-Ready Program for Math and Reading with Diagnostics and Online Instruction

Achieve3000 Training and Lesson Demonstrations

My Access for Writing

Educating with Empathy: Learning and the Brain Conference