

Vallemar Elementary School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Vallemar Elementary School
Street	377 Reina del Mar Ave
City, State, Zip	Pacifica, California 94044
Phone Number	(650) 738-6655
Principal	Monica Lobao
E-mail Address	mlobao@pacificasd.org
Web Site	http://pacificasd.org/VES
Grades Served	K-8
CDS Code	41 68932 6044051

District Contact Information	
District Name	Pacifica School District
Phone Number	(650) 738-6600
Superintendent	Wendy Tukloff
E-mail Address	wtukloff@pacificasd.org
Web Site	www.pacificasd.org

School Description and Mission Statement (Most Recent Year)

Vallemar School provides an enriching environment that cultivates character, fosters academic excellence, and develops future leaders. Our kindergarten through 8th grade program aims to fulfill the intellectual and academic development of each child in our ever changing world. We strive to help children master skills for continued learning, teach children to reason in a logical and objective manner, challenge each child to develop their full potential, and promote in students a sense of citizenship, community involvement, and personal responsibility. Vallemar develops powerful minds, healthy kids, and enriched lives in our kindergarten through 8th grade program. This is accomplished through an incredible partnership between our dedicated staff, our outstanding parent group, and our community.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	50
Grade 1	60
Grade 2	60
Grade 3	60
Grade 4	60
Grade 5	64
Grade 6	61
Grade 7	57
Grade 8	49
Total Enrollment	521

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.2
Asian	5.4
Filipino	4.8
Hispanic or Latino	23.2
Native Hawaiian or Pacific Islander	0.8
White	49.3
Two or More Races	15.5
Socioeconomically Disadvantaged	14.4
English Learners	6.1
Students with Disabilities	6.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	25	24	22	138.33
Without Full Credential	0	0	0	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	1

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: September 2015

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin, A Legacy of Literacy (K-5)/2003 Prentice Hall, Timeless Voices, Timeless Themes (6-8)/2002	Yes	0
Mathematics	Pearson, enVision (K-5)/2009 CPM Core Connections (6-8)/2014	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	FOSS California Edition (K-5)/2007 CPO Focus on Science, Earth Science (6), Life Science (7), Physical Science (8)/2007	Yes	0
History-Social Science	Houghton Mifflin, Social Studies (K-3)/2005 McGraw Hill, Adventures in Time & Place (4-5)/2002 TCI, History Alive! Ancient World (6), The Medieval World and Beyond (7), The US through Industrialism (8)/2005	Yes	0
Health	The Puberty Workshop (5)/2013 Glencoe Teen Health Course 1 & 2, Project Alert (6-8)/2005	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: January 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: January 2015				
Overall Rating	Exemplary	Good	Fair	Poor
	X			

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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	59	56	44
Mathematics	59	50	33

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.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	62	59	95.2	17	25	31	27
	4	60	60	100.0	22	18	23	37
	5	65	62	95.4	13	27	34	24
	6	61	60	98.4	15	33	45	3
	7	58	57	98.3	16	30	30	25
	8	51	49	96.1	10	12	45	31
Male	3	62	31	50.0	19	32	19	29
	4	60	31	51.7	29	19	19	32
	5	65	32	49.2	16	28	28	28
	6	61	29	47.5	24	31	41	3
	7	58	30	51.7	23	33	30	13
	8	51	20	39.2	15	10	45	30
Female	3	62	28	45.2	14	18	43	25
	4	60	29	48.3	14	17	28	41
	5	65	30	46.2	10	27	40	20
	6	61	31	50.8	6	35	48	3
	7	58	27	46.6	7	26	30	37
	8	51	29	56.9	7	14	45	31
Black or African American	5	65	1	1.5	--	--	--	--
	6	61	1	1.6	--	--	--	--
	7	58	1	1.7	--	--	--	--
	8	51	1	2.0	--	--	--	--
American Indian or Alaska Native	6	61	1	1.6	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Asian	3	62	1	1.6	--	--	--	--
	4	60	6	10.0	--	--	--	--
	5	65	3	4.6	--	--	--	--
	6	61	3	4.9	--	--	--	--
	7	58	1	1.7	--	--	--	--
	8	51	3	5.9	--	--	--	--
Filipino	3	62	1	1.6	--	--	--	--
	4	60	1	1.7	--	--	--	--
	5	65	3	4.6	--	--	--	--
	6	61	3	4.9	--	--	--	--
	7	58	3	5.2	--	--	--	--
	8	51	6	11.8	--	--	--	--
Hispanic or Latino	3	62	16	25.8	25	38	19	19
	4	60	9	15.0	--	--	--	--
	5	65	19	29.2	11	37	42	11
	6	61	15	24.6	7	33	53	0
	7	58	14	24.1	14	43	36	7
	8	51	13	25.5	23	8	31	38
Native Hawaiian or Pacific Islander	3	62	1	1.6	--	--	--	--
	4	60	1	1.7	--	--	--	--
	6	61	1	1.6	--	--	--	--
White	3	62	27	43.5	15	15	37	33
	4	60	25	41.7	12	16	24	48
	5	65	31	47.7	3	26	35	32
	6	61	33	54.1	18	36	39	6
	7	58	32	55.2	16	25	28	31
	8	51	21	41.2	10	14	43	33
Two or More Races	3	62	13	21.0	8	31	38	23
	4	60	18	30.0	11	22	28	39
	5	65	5	7.7	--	--	--	--
	6	61	3	4.9	--	--	--	--
	7	58	6	10.3	--	--	--	--
	8	51	5	9.8	--	--	--	--
Socioeconomically Disadvantaged	3	62	9	14.5	--	--	--	--
	4	60	10	16.7	--	--	--	--
	5	65	6	9.2	--	--	--	--
	6	61	7	11.5	--	--	--	--
	7	58	11	19.0	18	27	36	18

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	8	51	9	17.6	--	--	--	--
Students with Disabilities	3	62	2	3.2	--	--	--	--
	4	60	3	5.0	--	--	--	--
	5	65	4	6.2	--	--	--	--
	6	61	5	8.2	--	--	--	--
	7	58	2	3.4	--	--	--	--
	8	51	5	9.8	--	--	--	--
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--
	6	--	--	--	--	--	--	--
	7	--	--	--	--	--	--	--
	8	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard	Standard	Standard	Standard
All Students	3	62	59	95.2	10	20	37	27
	4	60	60	100.0	8	28	37	25
	5	65	63	96.9	14	33	25	27
	6	61	60	98.4	15	37	32	17
	7	58	57	98.3	11	21	32	35
	8	51	48	94.1	15	23	19	42
Male	3	62	31	50.0	6	29	26	32
	4	60	31	51.7	13	32	29	26
	5	65	32	49.2	13	22	28	38
	6	61	29	47.5	21	34	28	17
	7	58	30	51.7	10	23	37	30
	8	51	20	39.2	15	10	25	50
Female	3	62	28	45.2	14	11	50	21
	4	60	29	48.3	3	24	45	24
	5	65	31	47.7	16	45	23	16
	6	61	31	50.8	10	39	35	16
	7	58	27	46.6	11	19	26	41
	8	51	28	54.9	14	32	14	36

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard	Standard	Standard	Standard
Black or African American	5	65	1	1.5	--	--	--	--
	6	61	1	1.6	--	--	--	--
	7	58	1	1.7	--	--	--	--
	8	51	1	2.0	--	--	--	--
American Indian or Alaska Native	6	61	1	1.6	--	--	--	--
Asian	3	62	1	1.6	--	--	--	--
	4	60	6	10.0	--	--	--	--
	5	65	3	4.6	--	--	--	--
	6	61	3	4.9	--	--	--	--
	7	58	1	1.7	--	--	--	--
	8	51	3	5.9	--	--	--	--
Filipino	3	62	1	1.6	--	--	--	--
	4	60	1	1.7	--	--	--	--
	5	65	3	4.6	--	--	--	--
	6	61	3	4.9	--	--	--	--
	7	58	3	5.2	--	--	--	--
	8	51	5	9.8	--	--	--	--
Hispanic or Latino	3	62	16	25.8	25	19	31	25
	4	60	9	15.0	--	--	--	--
	5	65	19	29.2	21	37	32	11
	6	61	15	24.6	20	40	27	13
	7	58	14	24.1	29	21	29	21
	8	51	13	25.5	31	23	0	38
Native Hawaiian or Pacific Islander	3	62	1	1.6	--	--	--	--
	4	60	1	1.7	--	--	--	--
	6	61	1	1.6	--	--	--	--
White	3	62	27	43.5	4	22	33	33
	4	60	25	41.7	8	20	36	32
	5	65	32	49.2	6	34	22	38
	6	61	33	54.1	12	39	36	12
	7	58	32	55.2	0	28	34	38
	8	51	21	41.2	5	24	33	38
Two or More Races	3	62	13	21.0	0	15	62	15
	4	60	18	30.0	0	33	39	28
	5	65	5	7.7	--	--	--	--
	6	61	3	4.9	--	--	--	--
	7	58	6	10.3	--	--	--	--
	8	51	5	9.8	--	--	--	--
Socioeconomically Disadvantaged	3	62	9	14.5	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard	Standard	Standard	Standard
	4	60	10	16.7	--	--	--	--
	5	65	6	9.2	--	--	--	--
	6	61	7	11.5	--	--	--	--
	7	58	11	19.0	18	9	45	27
	8	51	8	15.7	--	--	--	--
Students with Disabilities	3	62	2	3.2	--	--	--	--
	4	60	3	5.0	--	--	--	--
	5	65	4	6.2	--	--	--	--
	6	61	5	8.2	--	--	--	--
	7	58	2	3.4	--	--	--	--
	8	51	5	9.8	--	--	--	--
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--
	6	--	--	--	--	--	--	--
	7	--	--	--	--	--	--	--
	8	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	80	84	87	73	71	75	59	60	56

Note: Scores are not shown 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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	75
All Student at the School	87
Male	84
Female	89
Black or African American	--
Asian	--
Filipino	--
Hispanic or Latino	80
White	90
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	--
Foster Youth	--

Note: Scores are not shown 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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18.80	25.00	42.20
7	12.30	38.60	31.60

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

Vallemar School has an active PTO, with many parents and teachers participating. The PTO raises between \$80,000 and \$90,000 for the school each year. In addition, parents provide hundreds of hours of volunteer support for school programs, activities, and fund-raisers. We have the "What a Difference a Day Makes" program, encouraging each family to give at least 24 hours of volunteer time a year. Already we have seen more hands-on involvement, with more parents helping in classrooms, on field trips, and in the library. Parents are also included on our School Site Council, PTO Board, and many of the other PTO positions. Vallemar's VIP (Vallemar's Informational Packet) is the school's newsletter, which we send home electronically every Wednesday. It contains general news about our school, any upcoming events, fund-raisers, and information contributed by individual classrooms. The contact person for this is our principal, Monica Lobao and school secretary, Barbara Fascenda. They can be reached at (650) 738-6655.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	2.43	1.63	3.27	1.94	2.29	2.77	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.00	0.03	0.00	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

We conduct monthly emergency drills and maintain emergency supplies, including food and water. Every year the district also conducts an emergency drill in which the Pacifica police and fire departments often participate. Because the district is located along a major fault line, the drills have focused on safety procedures during and following an earthquake. Drills include evacuating the building, practicing search and rescue, and establishing communication protocols. After each drill, the district conducts a formal evaluation and revises emergency guidelines accordingly. The school grounds are monitored informally by all staff. All visitors must sign in at the front desk in the main office before coming on campus, wear a visitor's badge, and sign out when they leave. We lock the perimeter of the school after drop off so that there is only one main entry point at the front of the school during school hours. As an added precaution, we also encourage teachers to keep their exterior doors locked during the school day. We revise our School Safety Plan in September of every school year, and it is available for review at the school and on school website. There also is an emergency plan, with action items for all staff clearly outlined.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	No	Yes
Met Participation Rate: English-Language Arts	Yes	No	Yes
Met Participation Rate: Mathematics	Yes	No	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	24		3		23		3		21	1	2	
1	24		2		24		2		24		2	
2	25		2		24		2		24		2	
3	24		3		24		3		24		3	
4	32		2		32		2		30		2	
5	32		2		32		2		32		2	
6	28		10	1	30		11		31		10	1

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	32		2	2	27		4		27		4	
Mathematics	32		2	2	22	1	4					
Science	32		2	2	27		4		27		4	
Social Science	32		2	2	27		4		27		4	

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

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	.5	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.69	N/A
Psychologist	.40	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	0	N/A
Other	0	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	4333	34	4298	58388
District	N/A	N/A	5585	\$59,122
Percent Difference: School Site and District	N/A	N/A	-23.0	-5.1
State	N/A	N/A	\$5,348	\$69,086
Percent Difference: School Site and State	N/A	N/A	-19.6	-16.2

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

Types of Services Funded (Fiscal Year 2014-15)

PTO Funded for 2014-15: Library Clerk K-8th, Office Support, Release time for Teachers to plan/collaborate/assess, Supplemental Curriculum, Art K-8th, Positive School Climate Support, Music K-4th, Field Trips, Supplies, PE/Recess Equipment

Site Funded for 2014-15: Computer Lab Aide K-8th, PE Program K-5th, Math Combo Support Aide, Crossing Guard, School Assistants, Reading Support Intervention, Release time for Teachers to plan/collaborate/assess, Website Manager, Student Agendas, Supplies, Supplemental Curriculum

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$36,838	\$42,723
Mid-Range Teacher Salary	\$58,589	\$65,936
Highest Teacher Salary	\$75,693	\$84,545
Average Principal Salary (Elementary)	\$99,397	\$106,864
Average Principal Salary (Middle)	\$101,821	\$110,494
Average Principal Salary (High)		\$103,499
Superintendent Salary	\$196,854	\$159,133
Percent of Budget for Teacher Salaries	35%	40%
Percent of Budget for Administrative Salaries	7%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

The district provides us, yearly, with three staff development days. In addition, classes are dismissed early on Wednesdays for onsite staff development. For the last several years, we have focused professional development on literacy training and are now focusing on math. Our staff continues to participate in staff training, both on and off campus, to learn about and implement the best practices in language arts and math instruction. Whenever the district adopts new materials in other subject areas, our teachers receive training from experts sent from the publisher as well as the district. For the previous three school years, we had three days each year dedicated to staff and professional development.