

Desert Rose Elementary School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 <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 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

Contact Information (School Year 2016-17)

| School Contact Information | |
|-----------------------------------|---|
| School Name | Desert Rose Elementary School |
| Street | 37730 27th Street East |
| City, State, Zip | Palmdale, CA 93550-5580 |
| Phone Number | (661) 272-0584 |
| Principal | Melanie Pagliaro |
| E-mail Address | mjpagliari@palmdalesd.org |
| Web Site | http://www.palmdalesd.org/Domain/14 |
| CDS Code | 19648576105621 |

| District Contact Information | |
|-------------------------------------|-------------------------------------|
| District Name | Palmdale Elementary School District |
| Phone Number | (661) 947-7191 |
| Superintendent | Raul Maldonado |
| E-mail Address | DNardi@palmdalesd.org |
| Web Site | www.palmdalesd.org |

School Description and Mission Statement (School Year 2016-17)

The vision of Desert Rose Elementary School is that stakeholders will:

- * Create and maintain a climate of collaboration
- * Develop intrinsic learners through inquiry based instruction
- * Instill high expectations and embrace risk-taking

When these are established, all will be prepared to be successful to meet the demands of the future.

At Desert Rose Elementary School, highly trained and dedicated educators will offer a rigorous and relevant standards based curriculum. School staff will also develop positive working relationships with their students and families. Teaching strategies will capitalize on varied learning styles of students to develop academic, social, emotional, and higher level critical thinking skills. Students will develop interpersonal skills that will enable them to interact productively with classmates of varied backgrounds through cooperative learning. School leadership, teachers, students, and parents will work together to create a community of successful learners. Students will also develop high self-esteem through character education programs and AVID. Teaching and learning will be supported by a campus that is safe, clean, and well maintained to provide an environment where students and teachers can succeed at the highest levels.

School Programs at Desert Rose include:

- * AVID
- * Imagine Learning schoolwide
- * Big Brainz
- * Latino Family Literacy Project
- * Parent Involvement Programs
- * Cyberquest
- * After School Programs

Student Enrollment by Grade Level (School Year 2015-16)

| Grade Level | Number of Students |
|-------------------------|---------------------------|
| Kindergarten | 189 |
| Grade 1 | 115 |
| Grade 2 | 153 |
| Grade 3 | 129 |
| Grade 4 | 135 |
| Grade 5 | 137 |
| Grade 6 | 132 |
| Total Enrollment | 990 |

Student Enrollment by Group (School Year 2015-16)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 14 |
| American Indian or Alaska Native | 0.4 |
| Asian | 0.4 |
| Filipino | 0.9 |
| Hispanic or Latino | 77.8 |
| Native Hawaiian or Pacific Islander | 0.2 |
| White | 5.5 |
| Two or More Races | 0.8 |
| Socioeconomically Disadvantaged | 89.9 |
| English Learners | 32.5 |
| Students with Disabilities | 9.9 |
| Foster Youth | 3.7 |

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 |
|--|---------|---------|---------|----------|
| | 2014-15 | 2015-16 | 2016-17 | 2016-17 |
| With Full Credential | 41 | 36 | 39 | 810 |
| Without Full Credential | 0 | 0 | 1 | 31 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2014-15 | 2015-16 | 2016-17 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments * | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 1 | 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 2015-16)

| Location of Classes | Percent of Classes In Core Academic Subjects | |
|---|--|---|
| | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| This School | 94.0 | 6.0 |
| All Schools in District | 88.8 | 11.2 |
| High-Poverty Schools in District | 89.0 | 11.0 |
| Low-Poverty Schools in District | 61.9 | 38.1 |

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 2016-17)

Year and month in which data were collected: September 2015

All students are provided with appropriate textbooks in each curriculum area.

| Subject | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|-------------------------------|---|----------------------------|---|
| Reading/Language Arts | K-6 ELA/ELD: Houghton Mifflin Medallions 2010 7-8 ELA: Pearson Literature California 2010 7-8 ELD: Pearson Language Central 2010 4-8 Core Replacement: Cambium Learning Group - Language! 2010 | Yes | 0 |
| Mathematics | Math K-5: Eureka/Engage New York Math 2015 Math 6 – 8: Houghton Mifflin Math Big Ideas 2015 | Yes | 0 |
| Science | K-6: Harcourt California Edition Science 2007 7-8: Holt, Rinehart, & Winston 2007 | Yes | 0 |
| History-Social Science | K-6: Macmillan McGraw Hill 2007 7-8: McDougal Littell 2006 | Yes | 0 |
| Foreign Language | 7-8: Pearson Learning 2011 | Yes | 0 |

School Facility Conditions and Planned Improvements (Most Recent Year)

Desert Rose is able to provide all students in regular classrooms. The campus of Desert Rose includes 45 classrooms, a library, a computer lab, and a multipurpose room.

The Safe School Plan was developed by the Desert Rose Safety Committee and is continually updated.

We take pride in keeping our school grounds and buildings consistently clean. It is our policy to maintain our classrooms and restrooms in a clean and orderly manner on a daily basis with the support of the day and evening custodial staff. Our staff monitors the hallways and restrooms on a regular basis.

The district policy is to make necessary repairs as quickly as possible, to keep the facilities in a safe and working condition. A work order process is in place to assist in providing these services.

School Facility Good Repair Status (Most Recent Year)

| School Facility Good Repair Status (Most Recent Year) | | | | |
|---|---------------|------|------|---|
| Year and month of the most recent FIT report: July 2016 | | | | |
| 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 of the most recent FIT report: July 2016 | | | | |
|---|-----------|------|------|------|
| 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] 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
|---------------------------------------|--|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| English Language Arts/Literacy | 21 | 21 | 29 | 31 | 44 | 48 |
| Mathematics | 14 | 11 | 19 | 19 | 34 | 36 |

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 Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

| Student Group | Grade | Number of Students | | Percent of Students | |
|--|-------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| All Students | 3 | 135 | 133 | 98.5 | 12.0 |
| | 4 | 148 | 146 | 98.7 | 26.7 |
| | 5 | 139 | 138 | 99.3 | 15.2 |
| | 6 | 138 | 136 | 98.5 | 30.1 |
| Male | 3 | 72 | 71 | 98.6 | 8.4 |
| | 4 | 68 | 66 | 97.1 | 19.7 |
| | 5 | 67 | 66 | 98.5 | 13.6 |
| | 6 | 73 | 72 | 98.6 | 20.8 |
| Female | 3 | 63 | 62 | 98.4 | 16.1 |
| | 4 | 80 | 80 | 100.0 | 32.5 |
| | 5 | 72 | 72 | 100.0 | 16.7 |
| | 6 | 65 | 64 | 98.5 | 40.6 |
| Black or African American | 3 | 21 | 21 | 100.0 | |
| | 4 | 15 | 15 | 100.0 | 13.3 |
| | 5 | 20 | 20 | 100.0 | |
| | 6 | 25 | 24 | 96.0 | 12.5 |
| Hispanic or Latino | 3 | 104 | 103 | 99.0 | 13.6 |
| | 4 | 121 | 119 | 98.3 | 26.9 |
| | 5 | 113 | 112 | 99.1 | 17.0 |
| | 6 | 105 | 104 | 99.0 | 31.7 |
| Socioeconomically Disadvantaged | 3 | 117 | 115 | 98.3 | 12.2 |
| | 4 | 130 | 130 | 100.0 | 24.6 |
| | 5 | 121 | 120 | 99.2 | 15.0 |
| | 6 | 117 | 115 | 98.3 | 27.8 |
| English Learners | 3 | 29 | 28 | 96.5 | 3.6 |
| | 4 | 44 | 42 | 95.5 | 7.1 |
| | 5 | 32 | 32 | 100.0 | 3.1 |
| | 6 | 28 | 27 | 96.4 | 3.7 |
| Students with Disabilities | 3 | 27 | 26 | 96.3 | |
| | 4 | 11 | 11 | 100.0 | 18.2 |
| | 5 | 16 | 15 | 93.8 | |
| | 6 | 11 | 11 | 100.0 | |

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 on the CAAs divided by the total number of students who participated in both assessments.

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 2015-16)**

| Student Group | Grade | Number of Students | | Percent of Students | |
|--|----------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| All Students | 3 | 135 | 133 | 98.5 | 12.0 |
| | 4 | 148 | 147 | 99.3 | 15.0 |
| | 5 | 139 | 138 | 99.3 | 7.3 |
| | 6 | 137 | 136 | 99.3 | 11.0 |
| Male | 3 | 72 | 71 | 98.6 | 9.9 |
| | 4 | 68 | 67 | 98.5 | 14.9 |
| | 5 | 67 | 66 | 98.5 | 7.6 |
| | 6 | 72 | 71 | 98.6 | 11.3 |
| Female | 3 | 63 | 62 | 98.4 | 14.5 |
| | 4 | 80 | 80 | 100.0 | 15.0 |
| | 5 | 72 | 72 | 100.0 | 6.9 |
| | 6 | 65 | 65 | 100.0 | 10.8 |
| Black or African American | 3 | 21 | 21 | 100.0 | |
| | 4 | 15 | 15 | 100.0 | 13.3 |
| | 5 | 20 | 20 | 100.0 | |
| | 6 | 25 | 24 | 96.0 | 4.2 |
| Hispanic or Latino | 3 | 104 | 103 | 99.0 | 14.6 |
| | 4 | 121 | 120 | 99.2 | 13.3 |
| | 5 | 113 | 112 | 99.1 | 8.0 |
| | 6 | 104 | 104 | 100.0 | 11.5 |
| Socioeconomically Disadvantaged | 3 | 117 | 115 | 98.3 | 11.3 |
| | 4 | 130 | 130 | 100.0 | 14.6 |
| | 5 | 121 | 120 | 99.2 | 5.8 |
| | 6 | 116 | 115 | 99.1 | 10.4 |
| English Learners | 3 | 29 | 28 | 96.5 | 7.1 |
| | 4 | 44 | 43 | 97.7 | |
| | 5 | 32 | 32 | 100.0 | |
| | 6 | 27 | 27 | 100.0 | |
| Students with Disabilities | 3 | 27 | 26 | 96.3 | |
| | 4 | 11 | 11 | 100.0 | |
| | 5 | 16 | 15 | 93.8 | |
| | 6 | 11 | 11 | 100.0 | |

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 on the CAAs divided by the total number of students who participated in both assessments.

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

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
|--------------------------------------|---|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Science (grades 5, 8, and 10) | 31 | 23 | 12 | 48 | 49 | 40 | 60 | 56 | 54 |

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

| Student Group | Total Enrollment | # of Students with Valid Scores | % of Students with Valid Scores | % of Students Proficient or Advanced |
|--|------------------|---------------------------------|---------------------------------|--------------------------------------|
| All Students | 139 | 138 | 99.3 | 11.6 |
| Male | 67 | 66 | 98.5 | 13.6 |
| Female | 72 | 72 | 100.0 | 9.7 |
| Black or African American | 20 | 20 | 100.0 | 5.0 |
| Hispanic or Latino | 113 | 112 | 99.1 | 11.6 |
| Socioeconomically Disadvantaged | 121 | 120 | 99.2 | 10.8 |
| English Learners | 32 | 32 | 100.0 | |
| Students with Disabilities | 16 | 15 | 93.8 | 13.3 |

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | 25 | 19.9 | 27.9 |

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 (School Year 2016-17)

Desert Rose parents are active and involved in our school program. We believe that school, family, and community relationships are very important. Parents and community members are encouraged to actively participate on various committees that plan, implement, and evaluate the curricular programs. The following committees are established at Desert Rose: School Site Council, Parent Academy, Parenting Partners, PTA, ELAC and Family Nights.

There are many activities that are scheduled for parents and families to attend; Parent Academy classes, Parenting Partners, Back-To-School Night which acquaints parents with the instructional programs, grade level standards, classroom policies and procedures, Parent Conferences which are held two times per year (or by request) to set goals, determine student needs, and assess student progress.

Desert Rose has many parent volunteers that assist and work with students. Desert Rose parents have access to our Parent Room, in which parents have access to computers and valuable support from our Program Liaison. We also offer ESL classes within the district, the Latino Literacy Project classes and GATE parent nights. Our school also communicates frequently with parents through weekly classroom letters and periodic call-outs to parents. .

We are fortunate to have such valuable parent volunteers here at Desert Rose to help support and enrich our student's school experiences.

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 | | |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Suspensions | 3.7 | 5.7 | 6.1 | 6.4 | 5.6 | 5.3 | 4.4 | 3.8 | 3.7 |
| Expulsions | 0.1 | 0.0 | 0.0 | 0.1 | 0.0 | 0.1 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2016-17)

Desert Rose updates its disaster plan annually to accommodate for personnel and/or facility changes. Community input is also sought in the development of the plan.

Monthly Safety Committee meetings are held at Desert Rose. In 2016, the Safety Plan was reviewed and updated on October 11th and discussed with staff members on October 19th. A member of the Desert Rose Safety Committee also represents our school at the monthly district Safety Committee meetings. In addition, staff members are encouraged to report safety hazards and/or concerns to our Safety Suggestion Box as needed. Monthly and weekly inspections are also conducted by Desert Rose's custodians and noon-duties to ensure that our campus is safe and that all systems are in proper working order. Items needed to be repaired are put on a work order which is submitted to district personnel. Staff is informed of changes in the safety plan via staff meetings and emails.

To make certain that we are prepared, disaster supplies are checked annually to ensure proper quantities of supplies are available. Staff members and students also participate in monthly practice drills for fires, earthquakes, and lockdowns, as well as the Southern California Great Shake Out disaster drill.

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.

Federal Intervention Program (School Year 2016-17)

| Indicator | School | District |
|---|-----------|-----------|
| Program Improvement Status | In PI | In PI |
| First Year of Program Improvement | 2003-2004 | 2004-2005 |
| Year in Program Improvement* | Year 5 | Year 3 |
| Number of Schools Currently in Program Improvement | N/A | 23 |
| Percent of Schools Currently in Program Improvement | N/A | 88.5 |

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

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2013-14 | | | | 2014-15 | | | | 2015-16 | | | |
|-------------|-----------------|-------------------|-------|-----|-----------------|-------------------|-------|-----|-----------------|-------------------|-------|-----|
| | 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 | 30 | | 6 | | 26 | | 12 | | 25 | 1 | 5 | 0 |
| 1 | 30 | | 4 | | 30 | | 10 | | 30 | 0 | 4 | 0 |
| 2 | 25 | 2 | 5 | | 26 | 2 | 8 | | 28 | 0 | 5 | 0 |
| 3 | 28 | 1 | 5 | | 25 | 2 | 10 | | 28 | 0 | 4 | 0 |
| 4 | 30 | | 6 | | 27 | | 10 | | 35 | 0 | 0 | 4 |
| 5 | 30 | | 6 | | 32 | | 8 | | 34 | 0 | 0 | 4 |
| 6 | 31 | | 6 | | 31 | | 9 | 1 | 35 | 0 | 0 | 4 |
| Other | 31 | | 1 | | | | | | 11 | 2 | 0 | 0 |

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

Academic Counselors and Other Support Staff (School Year 2015-16)

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | | |
| Counselor (Social/Behavioral or Career Development) | | N/A |
| Library Media Teacher (Librarian) | | N/A |
| Library Media Services Staff (Paraprofessional) | | N/A |
| Psychologist | 1 | N/A |
| Social Worker | | N/A |
| Nurse | | N/A |
| Speech/Language/Hearing Specialist | 1 | N/A |
| Resource Specialist | 1 | N/A |
| Other | 1 | 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 2014-15)

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|--|------------------------|-----------------------------|------------------------|------------------------|
| | Total | Supplemental/ Restricted | Basic/ Unrestricted | |
| School Site | \$367.24 | \$322.20 | \$45.04 | \$67,718.16 |
| District | N/A | N/A | \$85.08 | \$71,737 |
| Percent Difference: School Site and District | N/A | N/A | -47.1 | 0.5 |
| State | N/A | N/A | \$5,677 | \$75,137 |
| Percent Difference: School Site and State | N/A | N/A | -99.2 | -7.2 |

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

Types of Services Funded (Fiscal Year 2015-16)

- Supplemental instructional materials
- Technology, equipment, and software
- School wide Imagine Learning Language Arts practice
- Big Brainz math skills practice
- Footsteps to Brilliance (District provided)
- Extended Learning Opportunities
- Intervention programs
- Family nights
- Clerical assistance

Teacher and Administrative Salaries (Fiscal Year 2014-15)

| Category | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$37,935 | \$44,573 |
| Mid-Range Teacher Salary | \$69,045 | \$72,868 |
| Highest Teacher Salary | \$82,275 | \$92,972 |
| Average Principal Salary (Elementary) | \$110,473 | \$116,229 |
| Average Principal Salary (Middle) | \$108,565 | \$119,596 |
| Average Principal Salary (High) | | \$121,883 |
| Superintendent Salary | \$200,850 | \$201,784 |
| Percent of Budget for Teacher Salaries | 34% | 39% |
| Percent of Budget for Administrative Salaries | 5% | 5% |

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)

Teachers meet frequently within and across grade levels in lesson study and grade specific institutes to plan and discuss what they are doing and how to coordinate instruction. A teacher survey guides site professional development and in-service decisions. Student data is also used to determine professional development needs. Sites design professional development based on academic content standards, the California Standards for the Teaching Profession, and research-based practices.

Educational Services, Special Education, English Learners, Student Assessment and Accountability, and Teacher Support departments participate in the planning and implementation of District staff development activities. Courses are offered throughout the year on week nights and Saturdays. Trainings are also offered during the summer months on content specific and professional areas such as SIOP, AVID, Teacher Leaders, English Language Arts, mathematics workshops, unpacking standards, intervention programs, and meeting the needs of GATE students. Administration training focuses on the development of learning communities.

Conference and convention attendance, in-service meetings and staff collaboration offer additional opportunities for professional growth. Teachers are given opportunities to observe other professionals, engage in peer coaching, and to work with mentors and grade level colleagues.