

# Baldwin (Julia) Elementary School 2013-14 SCHOOL ACCOUNTABILITY REPORT CARD

Published During 2014-15

## Baldwin (Julia) Elementary

### Contact Information (School Year 2014-15)

280 Martinvale Ln.

San Jose, CA 95119-1840

(408) 226-3370

Principal:

Ms. Joyce Millner, Principal

Contact E-mail Address:

[jmillner@ogsd.net](mailto:jmillner@ogsd.net)

County-District-School (CDS) Code: 43696256095400

## Oak Grove Elementary Contact Information (School Year 2014-15)

(408) 227-8300

[www.ogsd.net](http://www.ogsd.net)

Superintendent:

Jose L. Manzo

Contact E-mail Address:

[jmanzo@ogsd.net](mailto:jmanzo@ogsd.net)



Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- 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 additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

### Additional Information

For further information regarding the data elements and terms used in the SARC see the 2013-14 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

## II. About This School

### District Contact Information - Most Recent Year

District Name	Oak Grove Elementary
Phone Number	(408) 227-8300
Superintendent	Jose L. Manzo
E-mail Address	jmanzo@ogsd.net
Web Site	www.ogsd.net

### School Contact Information - Most Recent Year

School Name	Baldwin (Julia) Elementary
Street	280 Martinvale Ln.
City, State, Zip	San Jose, CA 95119-1840
Phone Number	(408) 226-3370
Principal	Ms. Joyce Millner, Principal
E-mail Address	jmillner@ogsd.net
Web Site	www.ogsd.net
County-District-School (CDS) Code	43696256095400

## School Description and Mission Statement- Most Recent Year

Julia Baldwin Elementary School offers a warm and caring learning environment through the implementation of Positive Behavior Intervention Support (PBIS) where students and adults understand respect, responsibility and safety. Our mission is to eliminate the performance gap through rigorous instruction that is: child-centered, California Common Core Standards based, informed by on-going assessments, differentiated to meet individual needs, engaging, and relevant to each student's quality of life.

We are a very diverse community and we work to accomplish our mission through the implementation of balanced literacy that includes the four kinds of reading and writing. In addition, higher order thinking skills are taught in all subjects. You might find our students engaged in mental math, number talks, number bonds, and math claims as they address the new California Common Core Standards. Academically, teachers are preparing their students for college and careers by giving them preparation to understand rigorous texts and all kinds of informational reading materials. Extensive vocabulary instruction is daily that address tier 1, 2, and 3 words. Students are engaged in daily writing for content, process, spelling and conventions.

To ensure student success Baldwin's staff actively participates in Cycle of Inquiry (COI) and Continuous Equity Improvement work. This involves assessing student work, collecting and analyzing data, collaborating to reflect on teacher practices and sharing of signature practices for improvement. We do this to ensure all student needs are met regardless of ability, socio-economic status, race, ethnicity, and or special needs. In order to accelerate learning we purposefully work to differentiate instruction across the content areas. In addition to classroom instruction, we offer various after school opportunities like art classes and a Kids Club. Visual and Performing Arts is offered to grades 4-6. Baldwin students are focused on learning and bound for college.

Baldwin provides a place of discovery where students love to engage in the learning process, are not afraid to attempt challenges and feel successful and productive when they do. Our goal is to prepare students for higher education, careers, and a productive place in society, whatever they choose. We want our children to be able to compete, as well as collaborate, advance with excellence and pride, and to value life-long learning. In order to reach these goals, we stress a thorough and successful academic curriculum with support for students always available from a host of employees and community volunteers. Baldwin is a Positive Behavior Intervention Support (PBIS) School with a mantra of being safe, respectful, responsible and ready to learn. We value and enjoy a harmonious relationship within our racially, ethnically, linguistically, and economically diverse school community.

## Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Transitional Kindergarten	28
Kindergarten	60
Grade 1	43
Grade 2	58
Grade 3	62
Grade 4	47
Grade 5	52
Grade 6	54
Total Enrollment	404

## Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	11.1
American Indian or Alaska Native	0
Asian	12.2
Filipino	6
Hispanic or Latino	47.6
Native Hawaiian/Pacific Islander	1.4
White	14.4
Two or More Races	7.3
Socioeconomically Disadvantaged	51.6
English Learners	23.9
Students with Disabilities	9.2

## 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 2012-13	School 2013-14	School 2014-15	District 2014-15
With Full Credential	15	16	19	485
Without Full Credential	0	1	0	6
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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.

## Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	100
All Schools in District	96.73	3.27
High-Poverty Schools in District	99.28	0.72
Low-Poverty Schools in District	94.92	5.08

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 - Most Recent Year

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: September 2014

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Adopted in 2014/excellent quality/one per student	Engage New York	0%
Mathematics	Adopted in 2014/excellent quality/one per student	Engage New York at TK-6 College Preparatory Math at 7-8	0%
Science	Adopted in 2001/excellent quality/one per student	Harcourt School Publishers, Harcourt Science. Prentice Hall Publishers, Science Explorer.	0%
History-Social Science	Adopted in 1999/excellent quality/one per student	Mc Graw Hill, Adventures in Time and Place.	0%
Foreign Language			0%
Health		Harcourt Brace Jovanovich, HBJ Health	0%
Visual and Performing Arts		Silver Burdett & Ginn, World of Music	0%
Science Laboratory Equipment (grades 9-12)			0%

### School Facility Conditions and Planned Improvements - Most Recent Year

As per the Williams' settlement, all Oak Grove schools are maintained in a manner that assures a clean, safe, and functional site as determined by periodic evaluation.

Measure P: On November 4, 2014 the voters in Oak Grove School District approved the issuance of Measure P. Measure P authorized the issuance of \$89.8 million in bonds to benefit the Oak Grove School District. The funds are meant to be used to renovate, repair, acquire, construct and modernize classrooms and facilities, and increase student access to computers and technology.

After the approval and completion of Measure Q Bond program, the Oak Grove community approved Measure S in November 2008 that authorized an additional 125 million dollars to continue needed school modernization projects; construct two new intermediate school gymnasiums and consider solar technology systems throughout the district. Combined with local routine repair funds and State Deferred Maintenance funds, future facility improvements will insure that critical services continue to be provided for our students in years to come.

### School Facility Good Repair Status - Most Recent Year

Using the most recent 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

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

### Overall Facility Rate - Most Recent Year

	Exemplary	Good	Fair	Poor
Overall Rating	—		—	—

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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/ Standardized Testing and Reporting Results 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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	31%	47%	51%	61%	60%	61%	60%	59%	60%

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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 Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	61%
All Students at the School	51%
Male	52%
Female	50%
Black or African American	N/A
American Indian or Alaska Native	N/A
Asian	N/A
Filipino	N/A
Hispanic or Latino	39%
Native Hawaiian or Pacific Islander	N/A
White	N/A
Two or More Races	N/A
Socioeconomically Disadvantaged	44%
English Learners	N/A
Students with Disabilities	N/A
Students Receiving Migrant Education Services	N/A

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

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.

### Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	53%	57%	57%	57%	61%	60%	54%	56%	55%
Mathematics	60%	59%	57%	59%	62%	61%	49%	50%	50%
History-Social Science	N/A	N/A	N/A	50%	50%	52%	48%	49%	49%

Note: STAR Program was last administered in 2012-13. 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.

### Academic Performance Index Ranks - Three-Year Comparison

API Rank	2011	2012	2013
Statewide	5	5	6
Similar Schools	3	2	3

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.



### Academic Performance Index Growth by Student Group - Three-Year Comparison

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	18	2	3
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	48	-27	15
Native Hawaiian or Pacific Islander			
White	3	32	-23
Two or More Races			
Socioeconomically Disadvantaged	20	-3	8
English Learners	-1	-2	24
Students with Disabilities			

Note: 'N/D' means that no data were available to the CDE or LEA to report. 'B' means the school did not have a valid API Base and there is no Growth or target information. 'C' means the school had significant demographic changes and there is no Growth or target information.

### State Priority: Other Pupil Outcome

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

### California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	20.4%	13%	37%
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Research findings tell us that students do better academically when parents take an active role in their children's learning, and students are more successful in school when schools are responsive to the needs of the communities they serve.

At Baldwin, parents are truly welcome, highly valued, and actively involved. Most parents strive to give three hours of volunteer time per year for each student attending school. Parents have many ways to assist and contribute.

Some of these ways include:

,Reading to students, Project Cornerstone, Foster Grandparents, working with students at in-class centers clerical, copying, helping small groups of students, tutoring, sharing their hobbies, talents and skills in classrooms, workshops after school, and in assemblies.

Some parents have active roles:

on the School Site Council, District Advisory Council, Home and School Club, GATE parents, Walkathons, Harvest Festivals, Book Faires, Latino Parent Groups, teaching Folkloric dancing, Slug Run, African/African American Koffee Klatch groups

Some strategies to increase parent involvement include:

materials sent home in one or more languages as needed; Parent Education events/workshops; Family Math Night/Science Night; school site and District committees and school social events (concerts, performances, etc.), Awards assemblies three times per year and Dads and Donuts with the principal.

School Site Council:

Parents serve on this council along with teachers and other staff to guide the distribution of SIP funds in alignment with the School Plan. They study curriculum and student needs to determine how best to use categorical funds. It is comprised of community and staff members and also coordinates efforts with our Home and School Club in unified support of student learning and success. They co-fund support for technology, touchstone books, and instructional monies for teachers.

District Advisory members attend district level meetings, while other parents serve on the District English Learner Advisory Committee. All serve as liaisons among staff, parents, and community in reporting information at school site meetings and in our community newsletter and our school's website.

Home and School Club is an active volunteer organization for parents to support the programs at Baldwin School. Their financial assistance from fundraisers supports field trips, assemblies, library books, classroom reading material, technology, and student awards. They actively support the Walk to School, Book Fairs, Family Dinners, Giftwrap and Candy Sales, Drug-Free Run, Spring Walkathon and Carnival, and other community events. Home and School also acts as a forum for parent communications, ideas and safety issues. They coordinate volunteer services for the school and students.

Parent Committees:

Parents are encouraged to attend various District and site committees such as GATE Parent Committee and the District Advisory Committee to provide liaison information to parents of Baldwin students. At African-American and Latino meetings, parents participate in regular forums for student success by receiving information and giving input.

Volunteer Program:

Along with Home and School Club and School Site Council, parents are invited to volunteer time in the classrooms tutoring students or assisting teachers. They also volunteer time for campus projects, sponsoring clubs, chaperoning field trips, family learning nights, talent show, science fair, and class-room presentations. We invite all family members to participate in "Three for Me," an opportunity to volunteer three hours per year for each student. Many families feel this is easy and parent participation is robust.

## 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		
	2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014
<b>Suspensions</b>	1.8	0.9	2.2	4.1	2.8	4.1	4.4	5.1	5.7
<b>Expulsions</b>	0	0	0	0.1	0	0.1	0.1	0.1	0.1

## School Safety Plan - Most Recent Year

Providing a safe school environment is a high priority at Baldwin Elementary. To this end, there are continuous improvement processes and collaborative efforts that provide comprehensive health education and a strong academic foundation within a safe and secure learning environment that ensures success for all students.

Prevention education at Baldwin includes supplemental programs and policies including Positive Behavior Intervention Support (PBIS), Project Cornerstone, Foster Grandparents Program, assemblies such as The Power of One, drug, gangs, alcohol, substance abuse, bullying, harassment, graffiti, tobacco prevention education, and the Wellness Policy including physical education and nutritional education. In summary, Baldwin is a Positive Behavior Intervention Support school with common expectations for being safe, responsible, respectful, and ready to learn. This is a systemic data driven decision making plan to support positive behavior.

Attendance is closely monitored and students with unexcused absences of 10% or more receive law/school district/partnership intervention. Truancy abatement is a common goal of the school/district and other agency collaborative partnerships. Currently Baldwin has instituted an Attendance Incentive Program, which is targeting attendance and tardies.

In order to reduce the number of incidents of bullying and harassment among students and to ensure that students feel neither intimidated nor threatened by bullying or harassment, Baldwin has an ongoing program that specifically addresses issues of race, ethnicity, gender, sexual orientation, perceived sexual orientation, and perceptions which commonly surface in bullying/harassment incidences. All staff and students have been trained in bully proofing our campus and strategies are implemented daily.

We also have ongoing classroom instruction and use social settings inside and outside the classroom to focus on the life skills of empathy, anger management, and problem solving.

Each year staff is educated, trained, and practices the concepts of the National Emergency Management System which includes fire drills, earthquake evacuation, lockdown, first aid procedures, communicable disease action plan, and emergency evacuation maps.

We balance the school discipline plan with positive incentives, as well as appropriate alternative consequence plans. School-wide rules are posted in each classroom. Positive incentives are offered for positive behavior/attitude, good attendance, positive wellness, and practices, academics. For every corrective, we expect 5 praises for our students and adults. Alternatives reviewed as options to positive discipline include campus clean-up, campus projects, incentives, community services, behavior plans/contracts, site or off-site group or individual counseling, and/or alternative placements.

We strive to improve the system of communications to the school community which will include or focus on student awards/recognition, rewards, parents newsletters, school activities, assemblies, and announcements.

## 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 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate - English-Language Arts		
Met Participation Rate - Mathematics		
Met Percent Proficient - English-Language Arts		
Met Percent Proficient - Mathematics		
Met Graduation Rate		

### Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	100%

Note: Cells with NA values do not require data.

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2011-12 Number of Classes*			Avg. Class Size	2012-13 Number of Classes*			Avg. Class Size	2013-14 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	26.3	0	3	0	21	1	2		22	1	1	
1	25.5	0	2	0	21	1	2		17	2	1	
2	25.5	0	2	0	19	2	1		19	2	1	
3	22.7	1	2	0	18	2	1		24	1	1	
4	34	0	0	2	19	2	1		29		2	
5	35	0	0	1	19	2	1		18	2		1
6	35	0	0	2	30		1	1	29		1	1
Other												

\* 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	Avg. Class Size	2011-12 Number of Classes*			Avg. Class Size	2012-13 Number of Classes*			Avg. Class Size	2013-14 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

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\* 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 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
<b>Academic Counselor</b>		
<b>Counselor (Social/Behavioral or Career Development)</b>		N/A
<b>Library Media Teacher (Librarian)</b>		N/A
<b>Library Media Services Staff (Paraprofessional)</b>		N/A
<b>Psychologist</b>		N/A
<b>Social Worker</b>		N/A
<b>Nurse</b>		N/A
<b>Speech/Language/Hearing Specialist</b>		N/A
<b>Resource Specialist (non - teaching)</b>		N/A
<b>Other</b>		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 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	N/A	N/A	N/A	N/A
District	N/A	N/A	N/A	\$67,700
Percent Difference - School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	\$4,690	\$70,788
Percent Difference - School Site and State	N/A	N/A	N/A	N/A

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

### Types of Services Funded (Fiscal Year 2013-14)

Programs funded by categorical or "extra student" funds include:

1. Extended Day Programs
2. Remedial Services provided by teachers
3. Intern Counseling Services
4. Counseling Services
5. Additional library clerk services
6. Community Liaison Services
7. Coaching (mentoring for staff development)
8. Categorical Program Specialist time to support budget process
9. Instructional supplies
10. Visual and Performing Arts
11. After School Sports program
12. Programs for high achievers

### Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,374	\$41,507
Mid-Range Teacher Salary	\$67,887	\$67,890
Highest Teacher Salary	\$83,287	\$86,174
Average Principal Salary (Elementary)	\$113,418	\$109,131
Average Principal Salary (Middle)	\$116,090	\$111,937
Average Principal Salary (High)	\$0	\$109,837
Superintendent Salary	\$205,139	\$185,462
Percent of Budget for Teacher Salaries	40%	42%
Percent of Budget for Administrative Salaries	6%	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

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Our school provides extensive training for teachers in the implementation of Common Core and Content standards, development of effective assessment, and understanding the Closing the Achievement Gap Plan. There are numerous opportunities for participation in district in-services, out-of-district conferences, workshops, and committees. Currently much emphasis at the site level has been dedicated to understanding the precepts of Writer's Workshop and Step Up to Writing and implementation of the Houghton Mifflin Language Arts Program supplemented with Guided Reading. New training accompanied the newly adopted Math series this year. Most staff have also been trained in providing systematic English Language Development to the students learning English and Frontloading. We have a leadership team/continuous improvement team that leads site staff development around analyzing student work, developing effective strategies for the classroom, and using grade level time to improve instruction. Entire staff is engaged in implementing number talks as part of Common Core.

Our staff has three days of professional development in August, January and May. We also use our adjusted Tuesday for eleven hours of professional development, eleven hours of individual teacher planning and finally, eleven hours of grade level planning. Teachers are trained in methods of instruction to close the achievement gap for our students of color. Cycles of Inquiry occur at each grade level in order to meet the needs of ALL students.