

# Bowers Elementary School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

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 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	Bowers Elementary School
<b>Street</b>	2755 Barkley Avenue
<b>City, State, Zip</b>	Santa Clara CA, 95051
<b>Phone Number</b>	(408) 423-1100
<b>Principal</b>	Lisa Blanc
<b>E-mail Address</b>	lblanc@scusd.net
<b>Web Site</b>	www.bowers-scusd-ca.schoolloop.com
<b>CDS Code</b>	43-69674-6048797

<b>District Contact Information</b>	
<b>District Name</b>	Santa Clara Unified School District
<b>Phone Number</b>	(408) 423-2000
<b>Superintendent</b>	Stanley Rose III, Ed.D.
<b>E-mail Address</b>	communications@scusd.net
<b>Web Site</b>	www.santaclarausd.org

### **School Description and Mission Statement (School Year 2018-19)**

Bowers School is a culturally diverse school located in central Santa Clara, next to Bowers Park. Bowers enjoys students who come from many backgrounds and speak nearly thirty languages. Members of our parent community work in local businesses, high technology companies, hospitality, and in the trades. We experience a large amount of student mobility. Bowers is one of seventeen elementary schools in the Santa Clara Unified School District and was the first school to institute a school uniform policy.

Bowers is fortunate to have a supportive PTA that financially supports the educational needs and goals of the school. Some of the ways that the PTA supports the school are by sponsoring multiple Bowers Book Fairs, supporting Starting Arts music for all, sponsoring community-building night events for parents and students, and providing assemblies for the entire student body. Bowers School is unique in that it has a very strong and committed veteran staff. The entire staff offers time, energy, experience, and expertise to the students of the school. The school has a part-time library/media center aide and a full-time computer lab manager and instructor. All students are provided with computer lab instruction twice a week. Upper-grade students are instructed in physical education by a certificated and paraprofessional team provided by the school district for 90 minutes every week.

Bowers School is committed to providing instruction and opportunity in the visual and performing arts. We offer choral music instruction for all students with a culmination performance at the end of instruction. All students at Bowers will be on stage performing throughout their time here. Many staff members (classified and certificated) assist in directing the annual school play in which nearly 80 students participate and perform.

Bowers School is committed to school-wide interventions to ensure early literacy success. We offer small group Kindergarten instruction with an additional credentialed teacher to assist struggling students. Grades 1-3 are also provided literacy support daily by both classroom teachers and our Literacy Intervention Teacher. Reading Recovery is offered to our most at-risk first grade readers to accelerate their learning in 16-20 weeks. We have four Reading Recovery teachers who provide this highly specialized instruction for students. Lessons are provided voluntarily before and after school five days a week for thirty minutes and are 1:1.

The mission of Bowers School is to develop self-motivated, responsible students by creating a learning environment that is safe, secure and nurturing. Bowers Elementary School strives to celebrate diversity and promote equity for all students with the following beliefs and values.

We believe that:

- \*All students deserve equal access to the core curriculum and have the innate desire to learn
- \*A safe, secure learning environment fosters independent thinkers, lifelong learners, and content students
- \* Kindness, respect, and responsibility are essential as we work, learn, grow and play together
- \* Home-school collaboration is essential in order to guarantee student success

We value:

- \*Enriched academic, creative, and social-emotional opportunities for all students
- \*Differentiated instruction and individualized support to ensure student progress and achievement
- \*Open, honest communication where opinions are valued and respected
- \*Lifelong learning and ongoing collaboration for all staff members

### Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	44
Grade 1	38
Grade 2	46
Grade 3	51
Grade 4	40
Grade 5	55
<b>Total Enrollment</b>	<b>274</b>

### Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	3.3
American Indian or Alaska Native	0.0
Asian	14.6
Filipino	4.0
Hispanic or Latino	54.4
Native Hawaiian or Pacific Islander	0.4
White	14.6
Socioeconomically Disadvantaged	71.9
English Learners	42.7
Students with Disabilities	7.7
Foster Youth	0.0

## 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			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	29	30	26	934
Without Full Credential	3	1	0	7
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
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 2018-19)

Year and month in which data were collected: May 2018

All textbooks and materials were adopted by the board of trustees in 2018 and are current, in good condition, and available to all students. A full list of core and supplemental textbooks and materials can be found on the District website at: <http://www.santaclarasud.org/InstructionalResources>.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	<a href="http://www.santaclarasud.org/InstructionalResources">www.santaclarasud.org/InstructionalResources</a> Board adopted: May 2018	Yes	0
Mathematics	<a href="http://www.santaclarasud.org/InstructionalResources">www.santaclarasud.org/InstructionalResources</a> Board adopted: May 2018	Yes	0
Science	<a href="http://www.santaclarasud.org/InstructionalResources">www.santaclarasud.org/InstructionalResources</a> Board adopted: May 2018	Yes	0
History-Social Science	<a href="http://www.santaclarasud.org/InstructionalResources">www.santaclarasud.org/InstructionalResources</a> Board adopted: May 2018	Yes	0
Foreign Language	<a href="http://www.santaclarasud.org/InstructionalResources">www.santaclarasud.org/InstructionalResources</a> Board adopted: May 2018	Yes	0
Health	<a href="http://www.santaclarasud.org/InstructionalResources">www.santaclarasud.org/InstructionalResources</a> Board adopted: May 2018	Yes	0
Visual and Performing Arts	<a href="http://www.santaclarasud.org/InstructionalResources">www.santaclarasud.org/InstructionalResources</a> Board adopted: May 2018	Yes	0
Science Laboratory Equipment (grades 9-12)	<a href="http://www.santaclarasud.org/InstructionalResources">www.santaclarasud.org/InstructionalResources</a> Board adopted: February 2016	Yes	0

### School Facility Conditions and Planned Improvements (Most Recent Year)

#### General

Santa Clara Unified School District (SCUSD) takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, SCUSD uses a facility survey instrument developed by the State of California OPSC. The results of this survey are available by request made to the SCUSD's Facilities department at (408) 423-2061.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

**Maintenance and Repair**

SCUSD maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

**Cleaning Process and Schedule**

The governing board has adopted cleaning standards for all schools in SCUSD, Board Policy 3514. The policy can be found online at [www.santaclarausd.org/BoardPolicies](http://www.santaclarausd.org/BoardPolicies). The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

**Deferred Maintenance**

SCUSD participates in the State School Deferred Maintenance Program to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

**Modernization Projects**

SCUSD strives to be a model of financial responsibility, making every effort to spend taxpayer dollars wisely. At the same time, ongoing bond programs are necessary in a district this large, with so many students, teachers, and facilities needs. Bond funds allow the District to maintain safe, modern school facilities and bring in updated technology essential to student achievement. Measure B 1997 improvements included new elementary school play structures, new high school science classrooms and outdoor athletic facilities, the major renovation of eleven elementary schools, an ambitious roof replacement program, and two high school performing arts buildings. Measure J 2004 generated funds to modernize buildings and classrooms for middle schools, high schools, and the adult education campus. Measure H 2010 upgraded fire, safety and security systems, renovated and reopened a closed elementary school, installed solar panels to decrease energy costs, purchased the Agnews campus property, and expanded overcrowded schools. Measure H 2014 funds construction of three new schools on the Agnews campus, expands overcrowded schools, and addresses critical facility needs such as replacing roofs and adding air conditioning to elementary school classrooms. Measure BB 2018 funds the construction of three new schools, reconstructs fields, replaces aging play structures and playground paving, adds shade structures, and upgrades fencing and gates, among many other crucial projects. More: [www.santaclarausd.org/bond](http://www.santaclarausd.org/bond)

**Age of School Buildings**

The main campus of Bowers School was built in 1957 and 1959. Additions were made in 1961 and portables added in 1997 for class size reduction. This school has 30 classrooms, including a professional development room, two computer labs, a multipurpose room, a library and an administration building.

**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

<b>School Facility Good Repair Status (Most Recent Year)</b>		
<b>Year and month of the most recent FIT report: April 2018</b>		
<b>System Inspected</b>	<b>Repair Status</b>	<b>Repair Needed and Action Taken or Planned</b>
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	Any necessary remediation was minor and addressed immediately or during routine maintenance over the summer 2018 break.
<b>Interior:</b> Interior Surfaces	Good	Any necessary remediation was minor and addressed immediately or during routine maintenance over the summer 2018 break.

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: April 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	Any necessary remediation was minor and addressed immediately or during routine maintenance over the summer 2018 break.
<b>Electrical:</b> Electrical	Good	Any necessary remediation was minor and addressed immediately or during routine maintenance over the summer 2018 break.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	Any necessary remediation was minor and addressed immediately or during routine maintenance over the summer 2018 break.
<b>Safety:</b> Fire Safety, Hazardous Materials	Fair	Any necessary remediation was minor and addressed immediately or during routine maintenance over the summer 2018 break.
<b>Structural:</b> Structural Damage, Roofs	Good	Any necessary remediation was minor and addressed immediately or during routine maintenance over the summer 2018 break.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Any necessary remediation was minor and addressed immediately or during routine maintenance over the summer 2018 break.

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: April 2018	
Overall Rating	Good

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	40.0	41.0	58.0	58.0	48.0	50.0
Mathematics (grades 3-8 and 11)	41.0	40.0	49.0	51.0	37.0	38.0

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	147	146	99.32	41.10
Male	79	79	100.00	36.71
Female	68	67	98.53	46.27
Black or African American	--	--	--	--
Asian	19	19	100.00	47.37
Filipino	--	--	--	--
Hispanic or Latino	83	82	98.80	30.49
Native Hawaiian or Pacific Islander	--	--	--	--
White	20	20	100.00	55.00
Two or More Races	15	15	100.00	66.67
Socioeconomically Disadvantaged	105	104	99.05	36.54
English Learners	85	84	98.82	29.76
Students with Disabilities	17	17	100.00	11.76
Students Receiving Migrant Education Services	--	--	--	--

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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	147	146	99.32	40.41
Male	79	79	100	43.04
Female	68	67	98.53	37.31
Black or African American	--	--	--	--
Asian	19	19	100	52.63
Filipino	--	--	--	--
Hispanic or Latino	83	82	98.8	29.27
Native Hawaiian or Pacific Islander	--	--	--	--
White	20	20	100	55
Two or More Races	15	15	100	60
Socioeconomically Disadvantaged	105	104	99.05	33.65
English Learners	85	84	98.82	33.33
Students with Disabilities	17	17	100	11.76
Students Receiving Migrant Education Services	--	--	--	--

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**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.



## 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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	7.3	29.1	34.5

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 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 2018-19)

The Bowers PTA is an enthusiastic group of parents who support the students in a variety of ways. Recently, the PTA has created and supported events to bring the community together such as family movie nights. The PTA supports the goals, objectives, and the needs of the students while offering a variety of volunteer opportunities to parents. In addition to working in the classrooms, parents may help in the office, at school events, with fundraising, and in preparing materials for the teachers and office staff. The PTA also creates an exemplary yearbook at an affordable price for students.

Visitors to the Bowers campus often comment about what a nice feel our school maintains, highlighted by a dedicated and friendly staff, active parents and grandparents, and respectful and happy students. We believe that the students at Bowers School LOVE their school and take full advantage of the many academic, social, and enrichment opportunities available to them.

### 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			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	1.7	1.8	1.4	4.0	4.1	2.9	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.1	0.2	0.1	0.1	0.1	0.1

### School Safety Plan (School Year 2018-19)

All California public schools kindergarten and grades one through twelve must develop a comprehensive school safety plan, per California Education Code sections 32280-32289. School safety plans assess school climate and safety, identifying goals and actions to improve safety and climate. The safety plan is written and developed with collaboration from students, parents, community, and law enforcement. It is reviewed and updated annually with the School Site Council (SSC).

We are committed to providing a safe, responsible and respectful school environment for all students, staff, and community. We support and promote building a sense of community and belonging where every child feels included and valued, teaching children positive social skills and attitudes including resolving conflicts without violence, and preparing for and responding appropriately to emergencies and disasters to keep children safe.

The school safety plan is available for review in the school office and was approved by the School Site Council in 2018.

## 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	2015-16				2016-17				2017-18			
	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	18	1	2		18	1	2		22		2	
1	26		2		21	1	1		19	2		
2	28		2		21	1	2		23		2	
3	18	3			22		2		26		2	
4	30		2		27		2		20	2		
5	24		2		27		2		28		2	
Other					5	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.

### Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist (non-teaching)	0	N/A
Other	3	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$12,215	\$4,193	\$8,022	107473
District	N/A	N/A	7390	\$100,971
Percent Difference: School Site and District	N/A	N/A	8.2	6.2
State	N/A	N/A	\$7,125	\$79,665
Percent Difference: School Site and State	N/A	N/A	11.8	29.7

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 2017-18)

Bowers Elementary School receives the following categorical funding:

- \* Title I - to ensure that all children have a fair, equal, and significant opportunity to obtain a high quality education, and reach minimum proficiency on the state content standards and assessments.
- \* Targeted Funds - to help educationally disadvantaged students, English Learners and Foster Youth to succeed in the regular education program.
- \* Carry-over EIA funding to support English Learners and socially economically disadvantaged students.

### Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$66,873	\$49,512
Mid-Range Teacher Salary	\$101,093	\$77,880
Highest Teacher Salary	\$119,850	\$96,387
Average Principal Salary (Elementary)	\$149,931	\$123,139
Average Principal Salary (Middle)	\$168,390	\$129,919
Average Principal Salary (High)	\$167,917	\$140,111
Superintendent Salary	\$274,577	\$238,324
Percent of Budget for Teacher Salaries	38.0	36.0
Percent of Budget for Administrative Salaries	5.0	5.0

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)

Staff development activities and expenditures are tied to District and school goals including the SPSA, WASC, LCAP, and District Strategic Plan. Staff development time continues to support teachers in self-reflection, analysis of student achievement data, and collaboration activities designed to help reach achievement goals. We believe in modeling lifelong learning for our students by engaging in collaborative sessions and professional development opportunities that align with the school's Single Plan for Student Achievement (SPSA) goals and support student achievement in content standards and Expected Schoolwide Learning Results (ESLRs). District and school staff development programs support meeting the academic, social, and emotional needs of all students by providing opportunities for teachers to advance their skills, develop teaching strategies, and create curriculum. During staff in-service days, teachers share information about instructional practices, cognitive development and learning disabilities, and best practices for English Language Learners. These presentations and workshops help us understand who our students are so we can better support them with individual counseling, curriculum design, and instructional practices.

There are five days dedicated to professional development in the 2018-2019 school year. There were eight days of professional development in the 2017-2018 school year and there were eight days of professional development in the 2016-2017 school year. In addition, there is professional development happening on the school campus through professional learning communities, where teachers meet to discuss best practices while assessing student work.