

# Buena Vista 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)**

<b>School Contact Information</b>	
<b>School Name</b>	Buena Vista Elementary School
<b>Street</b>	37005 Hillcrest Dr.
<b>City, State, Zip</b>	Palmdale, CA 93552-5347
<b>Phone Number</b>	661-285-4158
<b>Principal</b>	Chris O'Neill
<b>E-mail Address</b>	CONEill@palmdalesd.org
<b>Web Site</b>	<a href="http://www.palmdalesd.org">www.palmdalesd.org</a>
<b>Grades Served</b>	K-8
<b>CDS Code</b>	19648576108609

<b>District Contact Information</b>	
<b>District Name</b>	Palmdale Elementary School District
<b>Phone Number</b>	661-947-7191
<b>Superintendent</b>	Raul Maldonado
<b>E-mail Address</b>	RMaldonado@palmdalesd.org
<b>Web Site</b>	www.palmdalesd.org

### School Description and Mission Statement (Most Recent Year)

#### Palmdale School District Mission Statement

The mission of the Palmdale School District is to implement our vision with actions and services targeted to students, parents, and staff so our students can live their lives to their full potential.

Buena Vista supports the Palmdale School district mission to implement our vision with actions and services targeted to students, parents, and staff so our students can live their lives to their full potential by providing each child with a rigorous and relevant academic education, a safe learning environment, and the knowledge, skills, and attitudes necessary for success in the 21st century. Buena Vista's Staff believes that all students can learn. Students are held to high academic standards through the implementation of a standards-based curriculum that is differentiated to ensure equitable access. Additionally, Buena Vista students are taught to be responsible and respectful citizens with the necessary skills to succeed beyond the walls of the classroom. Through a partnership with the community, parents, and staff, Buena Vista students will be knowledgeable and successful citizens.

Buena Vista is an AVID school and encourages all students to look forward to attending college.

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

<b>Grade Level</b>	<b>Number of Students</b>
Kindergarten	115
Grade 1	84
Grade 2	108
Grade 3	110
Grade 4	125
Grade 5	115
Grade 6	131
Grade 7	4
Grade 8	2
<b>Total Enrollment</b>	<b>794</b>

### Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	17.3
American Indian or Alaska Native	0.4
Asian	0.3
Filipino	1.1
Hispanic or Latino	75.6
Native Hawaiian or Pacific Islander	0.3
White	4.9
Two or More Races	0.3
Socioeconomically Disadvantaged	86.1
English Learners	30.2
Students with Disabilities	18.3
Foster Youth	1.4

## 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	32	31	32	664
Without Full Credential	2	4	1	22
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	1	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
<b>This School</b>	72.9	27.1
<b>All Schools in District</b>	76.4	23.6
<b>High-Poverty Schools in District</b>	76.4	23.6
<b>Low-Poverty Schools in District</b>	0.0	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

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

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

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

Buena Vista's new campus opened on January 2, 2001. The school consists of 30 regular classrooms, a library, computer lab, teacher lounge, teacher workroom, media center, intersession room, cafeteria, music room, a full gym with stage, and a large office area. A medical facility for severely handicapped students is also housed on the campus with 8 classrooms for those with the most intense needs. The campus site is located on 20 acres of land at the intersection of Avenue S and 52nd Street East.

Our custodial staff performs cleaning operations in each classroom and other school facilities on a daily basis. Hallways and restrooms are monitored throughout the day. Teachers and support staff assist these efforts by requiring students to take responsibility for the cleanliness of their campus. Noon duty aides fill out a site inspection sheet on a weekly basis.

The phone system allows staff to contact other rooms on campus as well as providing access to outside phone lines. When staff members are unavailable to take calls, parents can leave messages with our office staff.

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

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

Year and month in which data were collected: March 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
<b>English Language Arts/Literacy</b>	34	30	44
<b>Mathematics</b>	22	19	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	107	105	98.1	38	30	18	11
	4	106	98	92.5	55	22	12	10
	5	123	105	85.4	40	18	24	17
	6	120	118	98.3	21	36	34	8
Male	3		59	55.1	49	31	10	10
	4		52	49.1	65	17	10	8
	5		41	33.3	49	20	22	10
	6		60	50.0	32	40	23	5
Female	3		46	43.0	24	30	28	13
	4		46	43.4	43	28	15	13
	5		64	52.0	34	17	25	22
	6		58	48.3	10	33	45	12
Black or African American	3		20	18.7	50	40	5	5
	4		14	13.2	64	14	7	14
	5		22	17.9	45	27	5	23
	6		17	14.2	24	29	47	0
American Indian or Alaska Native	5		2	1.6	--	--	--	--
Asian	3		1	0.9	--	--	--	--
	5		1	0.8	--	--	--	--
Filipino	5		2	1.6	--	--	--	--
	6		4	3.3	--	--	--	--
Hispanic or Latino	3		79	73.8	37	27	22	13
	4		77	72.6	57	21	13	9
	5		74	60.2	43	15	28	12
	6		94	78.3	22	39	31	7
White	3		5	4.7	--	--	--	--
	4		7	6.6	--	--	--	--
	5		4	3.3	--	--	--	--
	6		3	2.5	--	--	--	--
Two or More Races	5		0	0.0	--	--	--	--
	6		0	0.0	--	--	--	--
Socioeconomically Disadvantaged	3		86	80.4	43	31	10	13
	4		84	79.2	57	21	13	8
	5		93	75.6	43	19	25	12
	6		98	81.7	23	40	28	9

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
English Learners	3		49	45.8	39	29	22	8
	4		23	21.7	87	9	0	4
	5		23	18.7	74	22	4	0
	6		22	18.3	45	45	9	0
Students with Disabilities	3		12	11.2	67	33	0	0
	4		10	9.4	--	--	--	--
	5		12	9.8	67	17	17	0
	6		11	9.2	82	0	18	0
Students Receiving Migrant Education Services	6		1	0.8	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	107	106	99.1	41	36	17	6
	4	106	98	92.5	39	39	16	6
	5	123	105	85.4	58	25	10	6
	6	120	118	98.3	41	34	18	8
Male	3		60	56.1	50	27	17	7
	4		52	49.1	38	40	13	8
	5		41	33.3	54	29	12	5
	6		60	50.0	47	28	18	7
Female	3		46	43.0	28	48	17	4
	4		46	43.4	39	37	20	4
	5		64	52.0	61	22	9	6
	6		58	48.3	34	40	17	9
Black or African American	3		21	19.6	62	33	5	0
	4		14	13.2	71	14	14	0
	5		22	17.9	68	27	0	5
	6		17	14.2	53	24	18	6

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
<b>American Indian or Alaska Native</b>	5		2	1.6	--	--	--	--
<b>Asian</b>	3		1	0.9	--	--	--	--
	5		1	0.8	--	--	--	--
<b>Filipino</b>	5		2	1.6	--	--	--	--
	6		4	3.3	--	--	--	--
<b>Hispanic or Latino</b>	3		79	73.8	37	37	20	5
	4		77	72.6	32	45	16	6
	5		74	60.2	59	23	12	4
	6		94	78.3	40	37	16	6
<b>White</b>	3		5	4.7	--	--	--	--
	4		7	6.6	--	--	--	--
	5		4	3.3	--	--	--	--
	6		3	2.5	--	--	--	--
<b>Two or More Races</b>	5		0	0.0	--	--	--	--
	6		0	0.0	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	3		86	80.4	47	34	14	5
	4		84	79.2	40	40	14	5
	5		93	75.6	61	26	8	4
	6		98	81.7	46	35	14	5
<b>English Learners</b>	3		49	45.8	45	33	20	2
	4		23	21.7	43	57	0	0
	5		23	18.7	91	9	0	0
	6		22	18.3	77	23	0	0
<b>Students with Disabilities</b>	3		12	11.2	75	17	0	8
	4		10	9.4	--	--	--	--
	5		12	9.8	83	17	0	0
	6		11	9.2	82	0	18	0
<b>Students Receiving Migrant Education Services</b>	6		1	0.8	--	--	--	--
<b>Foster Youth</b>	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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
<b>Science (grades 5, 8, and 10)</b>	46	42	28	48	48	49	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	49
All Students at the School	28
Male	21
Female	32
Black or African American	22
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	25
White	--
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	9
Students with Disabilities	24
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	24.10	21.40	19.60

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)

Parents are always welcome at Buena Vista and encouraged to volunteer at the school and be an active part of their child's education.

The School Site Council is an elected committee of parents, teachers, other staff members, and the principal. The purpose of this committee is to review and assess the effectiveness of the Buena Vista Single Plan for Student Achievement, including the allocation of resources. SSC meetings are held on the first Monday of each month. All parents and community members are encouraged to attend.

The English Learner Advisory Committee meets monthly eight times a year. Their role is to advise the School Site Council, staff, and administration on programs and services for support for English learning students. All parents and community members are welcome to attend ELAC meetings.

Buena Vista hosts a 7 session Parent Academy to help parents navigate school district policies and procedures facilitated by a certificated teacher with translations offered. Parenting Partners, workshops that combine parenting and leadership skills that empower parents to become vital contributors to their children's academic success is also offered.

The Parent Teacher Association is very involved in school activities. The PTA engages in many fundraising and extra curricular activities for students and their families as well as coordinating a volunteer program at the school. PTA periodically holds Family Nights that support the home to school connection. Regular meetings are held each month.

Buena Vista conducts ESL classes for parents wishing to learn English.

**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
<b>Suspensions</b>	2.69	2.35	2.92	7.14	6.41	5.58	5.07	4.36	3.80
<b>Expulsions</b>	0.00	0.00	0.00	0.05	0.05	0.04	0.13	0.10	0.09

**School Safety Plan (Most Recent Year)**

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The Buena Vista staff members work together to provide a safe and secure environment for students to learn. The Site Safety Team meets periodically to disseminate information, review procedures, and discuss safety issues. All entrances to the school with the exception of the front office remain locked during school hours. Supervisory staff are clearly identified and all visitors must check in with the office and obtain a visitor's pass.

Buena Vista has a full-time Health Aide who assists students who have become ill or hurt while at school. Due to the large Special Education population at Buena Vista, there is a full time RN on campus.

The Buena Vista Safety Plan is updated and reviewed by staff annually and can be reviewed in the school's office. Emergency drills are held at least once a month.

The entire Buena Vista School staff participates in disaster training that prepares them to handle emergency care in the event of earthquakes and other disasters. The School has an organized disaster plan and necessary supplies. The Site Safety Plan was reviewed and updated in October. At the staff development on October 14 the plan was shared and discussed with the entire staff. We conduct monthly fire/emergency drills, weekly site inspections and periodic Safety Team meetings. We took part in the statewide "Great Shakeout" On October 15, 2015. Our Safety Plan includes the roles of all staff members during an emergency, including Search and Rescue, First Aid, Student-Parent Request and Reunion, Facilities Inspections, and Communications.

## 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	No	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	No	Yes	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	In PI
First Year of Program Improvement	2007-2008	2004-2005
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	24
Percent of Schools Currently in Program Improvement	N/A	88.9

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	19	2	3		12	3	3		23	2	8	
1	30		3		27		3		16	4	6	
2	16	2	3		29		3		22	2	6	
3	17	2	3		18	2	3		27	1	8	
4	26	1	3		26		3		25	3	3	3
5	30		3		25	1	3		26	3	5	3
6	20	3	4		24	1	3		26	3	5	3
Other					9	3			12	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												
Mathematics												
Science												
Social Science												

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		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	.5	N/A
Psychologist	1.3	N/A
Social Worker		N/A
Nurse	.8	N/A
Speech/Language/Hearing Specialist	1.8	N/A
Resource Specialist	1.5	N/A
Other		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	\$294.18	\$205.67	\$88.52	\$56,523.56
District	N/A	N/A	\$85.08	\$67,409
Percent Difference: School Site and District	N/A	N/A	4.0	-14.8
State	N/A	N/A	\$5,348	\$72,993
Percent Difference: School Site and State	N/A	N/A	-98.1	-20.2

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

### Types of Services Funded (Fiscal Year 2014-15)

Title I - for at-risk students in the areas of reading and math

LCAP Funds to implement district, local accountability plan.

EIA/LEP and ELAP- English Language Development for students identified as English Language Learners.

GATE - Gifted and Talented Education for identified students.

Resource: Instructional program for students who have been identified as learning disabled.

Adaptive PE: Modified Physical Education Program based on individual physical needs of qualifying students.

Speech: Instructional program for speech and language development based on individual needs of qualifying students.

SDC: Special Day Class. Special Education Services are delivered in a self contained classroom for the majority of the school day. Individual students are mainstreamed to regular education programs as appropriate and specified in an Individual Education Plan (IEP).

Migrant ED: Supplemental educational services for students whose families qualify as migrant.

Extended Learning Opportunities: Before/After school programs may be available to students for either remediation, enrichment, or English Language Development.

#### Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$35,620	\$43,091
Mid-Range Teacher Salary	\$64,831	\$70,247
Highest Teacher Salary	\$77,482	\$89,152
Average Principal Salary (Elementary)	\$106,769	\$112,492
Average Principal Salary (Middle)	\$104,400	\$116,021
Average Principal Salary (High)		\$117,511
Superintendent Salary	\$195,000	\$192,072
Percent of Budget for Teacher Salaries	36%	41%
Percent of Budget for Administrative Salaries	5%	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)

Teachers meet frequently within and across grade levels in Lesson Study and grade level Professional Learning Communities to plan, discuss, and reflect on strategies, lesson plans, best practices and how to coordinate instruction. A teacher survey is taken at the end of the school year that guides site professional development and in-service selection decisions. Student data is also used to determine professional development offerings. Sites design specific 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.

Professional development is also offered during the summer months on content specific and professional areas such as SIOP, CAFE, Teacher Leaders, AVID, English Language Arts, Mathematics workshops, unpacking standards, and intervention programs. Administration training focuses on the development of professional learning communities and leadership skills.

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

Mathematics and Language Arts Facilitators attend district professional development and train grade levels on site using Common Core Novel Units and the Standards for Mathematical Practice.

AVID training is provided for all 4th -6th grade teachers.

Math and ELA facilitators in each grade level attend district provided professional development and disburse this training at the site.

Chromebook training and Tech Tuesday are offered by the district on various technology topics.

Footsteps to Brilliance- TK-3rd grade