

Desert Rose Elementary School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

DataQuest

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

Internet Access

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

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	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	
Grades Served	K-6
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 (Most Recent Year)

Palmdale School District Mission Statement

The mission of the Palmdale School District is to provide 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.

Desert Rose Elementary School is committed to providing all students with a rigorous, standards-based educational program incorporated into the BEST Behavior Program. Together these programs will give each child the opportunity to fully achieve his or her academic, behavioral, and emotional potential in an ever-changing, multicultural interdependent world. Our core values help students develop safe, responsible and respectful behaviors which will enable them to become productive contributors to our society.

In order to provide our students with a rigorous education, Desert Rose Elementary School follows the Palmdale School District Vision:

"A place dedicated to each of our children, devoted to our whole community, defined by our ideals, and providing the finest elementary education in the Antelope Valley."

Desert Rose Elementary School also follows the Palmdale School District Mission:

"To provide each of our children with a rigorous academic education, a safe learning environment, and the knowledge, skills and attitudes necessary for success."

CORE VALUES:

EXCELLENCE: We will only accept excellence in our pursuit of student achievement.

ACCOUNTABILITY: We are responsible for unleashing the unlimited potential for each student, recognizing that we each play a critical role in his or her success and we are obligated to aspire to be our best as we pursue excellence in student achievement.

DIVERSITY: We embrace and celebrate the diversity in our community, valuing our cultural richness, multiple perspectives, and the varied contributions we all make to advance student achievement.

INTEGRITY: We treat each member of our whole community with dignity and respect, valuing relationships based on honesty and compassion, as we work collectively to advance student achievement.

COMMUNITY: We will be productive, honorable members of our community, advancing the interest of student achievement, civic pride and active participation in our democratic process.

TRANSPARENCY: We are dedicated to open and honest communication as we make all decisions impacting student achievement. We value input from our community as it relates to our pursuit of educational excellence.

At Desert Rose Elementary School, highly trained and dedicated staff will offer rigorous curriculum that is research-based and proven to be highly effective. Teaching strategies will capitalize on varied learning styles of students to develop the academic, social, emotional and physical dimensions of every child. School leadership, teachers, students, and parents will form a committee in order to create a community of learners working together to achieve world-class standards.

Students will acquire the cognitive skills that will enable them to participate successfully in the educational mainstream through extensive emphasis on language development, literacy and critical thinking skills. Students will develop interpersonal skills that will enable them to interact productively with children and adults of varied economic and/or cultural backgrounds through instructional programs that promote multicultural appreciation and cooperative learning. Students will also develop a high self-esteem and personal standards through the character education program.

Teaching and learning will be supported by optimum conditions in school facilities, climate and safety. Facilities are modern and technology will be advanced, incorporating equipment and other teaching tools that prepare students to enter higher education and /or the workplace with levels of competence for immediate success. Classrooms and campus will be clean, attractive and well maintained to provide an environment where students can achieve at the highest levels, and staff can deliver services at their maximum efficiency and effectiveness.

Parents are necessary partners and will be essential in making decisions and providing a high level of support for their students' learning. Students, staff, and parents will contribute services and work collaboratively to foster a sense of shared purpose in order to ensure that every child succeeds.

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

Grade Level	Number of Students
Kindergarten	153
Grade 1	146
Grade 2	128
Grade 3	147
Grade 4	133
Grade 5	128
Grade 6	150
Total Enrollment	985

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	14.6
American Indian or Alaska Native	0.5
Asian	0.4
Filipino	1.3
Hispanic or Latino	76.2
White	6
Two or More Races	0.7
Socioeconomically Disadvantaged	88.2
English Learners	34
Students with Disabilities	8.2
Foster Youth	3.5

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	41	41	36	664
Without Full Credential	0	0	0	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	0	0	1

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

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

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

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	86.1	13.9
All Schools in District	76.4	23.6
High-Poverty Schools in District	76.4	23.6
Low-Poverty Schools in District	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
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

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	Math K-5: 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 in which data were collected: March 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 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
English Language Arts/Literacy	21	30	44
Mathematics	14	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	153	147	96.1	49	30	16	5
	4	143	136	95.1	58	25	11	5
	5	134	128	95.5	49	26	19	6
	6	151	150	99.3	51	25	22	2
Male	3		70	45.8	59	21	16	3
	4		64	44.8	73	14	8	3
	5		70	52.2	57	23	17	3
	6		70	46.4	59	26	14	1
Female	3		77	50.3	40	38	16	6
	4		72	50.3	44	35	14	7
	5		58	43.3	40	29	21	10
	6		80	53.0	45	24	29	3
Black or African American	3		16	10.5	88	6	0	6
	4		17	11.9	76	12	12	0
	5		18	13.4	44	50	0	6
	6		24	15.9	71	17	13	0
American Indian or Alaska Native	3		1	0.7	--	--	--	--
	4		2	1.4	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Asian	3		1	0.7	--	--	--	--
	4		1	0.7	--	--	--	--
Filipino	3		2	1.3	--	--	--	--
	5		1	0.7	--	--	--	--
	6		4	2.6	--	--	--	--
Hispanic or Latino	3		116	75.8	45	34	16	4
	4		107	74.8	58	27	11	3
	5		101	75.4	52	23	18	7
	6		111	73.5	49	26	23	2
White	3		9	5.9	--	--	--	--
	4		8	5.6	--	--	--	--
	5		8	6.0	--	--	--	--
	6		8	5.3	--	--	--	--
Two or More Races	3		2	1.3	--	--	--	--
	4		1	0.7	--	--	--	--
	6		1	0.7	--	--	--	--
Socioeconomically Disadvantaged	3		131	85.6	51	29	15	5
	4		117	81.8	58	25	11	5
	5		103	76.9	50	25	17	7
	6		130	86.1	49	26	22	2
English Learners	3		61	39.9	44	39	16	0
	4		51	35.7	69	24	4	2
	5		42	31.3	79	17	2	2
	6		24	15.9	83	13	4	0
Students with Disabilities	3		24	15.7	83	13	4	0
	4		8	5.6	--	--	--	--
	5		11	8.2	64	27	9	0
	6		11	7.3	91	9	0	0
Students Receiving Migrant Education Services	5		1	0.7	--	--	--	--
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	153	148	96.7	60	22	14	3
	4	143	137	95.8	58	30	8	3
	5	134	129	96.3	66	22	11	2
	6	151	150	99.3	51	33	13	3
Male	3		71	46.4	61	21	13	3
	4		64	44.8	70	19	6	3
	5		70	52.2	66	26	9	0
	6		70	46.4	60	26	13	1
Female	3		77	50.3	60	22	16	3
	4		73	51.0	48	40	10	3
	5		59	44.0	66	17	14	3
	6		80	53.0	44	39	14	4
Black or African American	3		17	11.1	88	6	0	6
	4		17	11.9	76	24	0	0
	5		18	13.4	83	11	6	0
	6		24	15.9	71	21	4	4
American Indian or Alaska Native	3		1	0.7	--	--	--	--
	4		2	1.4	--	--	--	--
Asian	3		1	0.7	--	--	--	--
	4		1	0.7	--	--	--	--
Filipino	3		2	1.3	--	--	--	--
	5		1	0.7	--	--	--	--
	6		4	2.6	--	--	--	--
Hispanic or Latino	3		116	75.8	58	25	14	3
	4		108	75.5	60	28	8	3
	5		102	76.1	67	23	9	2
	6		111	73.5	50	35	14	1
White	3		9	5.9	--	--	--	--
	4		8	5.6	--	--	--	--
	5		8	6.0	--	--	--	--
	6		8	5.3	--	--	--	--
Two or More Races	3		2	1.3	--	--	--	--
	4		1	0.7	--	--	--	--
	6		1	0.7	--	--	--	--
Socioeconomically Disadvantaged	3		132	86.3	62	23	11	3
	4		117	81.8	58	30	8	3

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5		104	77.6	67	21	10	2
	6		130	86.1	52	32	14	2
English Learners	3		61	39.9	59	26	13	2
	4		51	35.7	73	22	2	2
	5		42	31.3	88	10	2	0
	6		24	15.9	88	13	0	0
Students with Disabilities	3		24	15.7	92	0	8	0
	4		8	5.6	--	--	--	--
	5		11	8.2	82	9	9	0
	6		11	7.3	82	18	0	0
Students Receiving Migrant Education Services	5		1	0.7	--	--	--	--
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.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	24	31	23	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	23
Male	22
Female	25
Black or African American	13
Filipino	--
Hispanic or Latino	22
White	--
Socioeconomically Disadvantaged	--
English Learners	10
Students with Disabilities	24
Students Receiving Migrant Education Services	--
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	19.70	27.60	16.50

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)

Desert Rose parents are active and involved. We believe school/community relations 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 will acquaint parents with the instructional programs, grade level standards, policies and procedures; Parent Conferences are held two times per year (or by request) to set goals, determine needs, and assess student progress.

Desert Rose has many parent volunteers that assist and tutor students. Desert Rose parents also have access to: Parent Room in which parents have access to computers and support from our Program Liaison, ESL classes, Latino Literacy Project classes, weekly classroom letters, weekly call-outs to parents and GATE parent nights.

None of these activities at Desert Rose could continue without the support of the parents.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	4.72	3.74	5.69	7.14	6.41	5.58	5.07	4.36	3.80
Expulsions	0.00	0.14	0.00	0.05	0.05	0.04	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

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

Monthly Safety Committee meetings are held at Desert Rose. 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 campus is safe and in proper working order. Items needed to be fixed are put on a work order and submitted to district personnel. Staff is informed of changes via staff meetings and emails.

Desert Rose installed a security fence in the front patio area. The fence is situated to have all visitors go through the office before going on campus. This has enabled Desert Rose to remain a "closed/secure" campus, which has provided added security.

Disaster supplies are checked annually to ensure proper quantities of supplies are available. Staff members and students participate in monthly practice drills for fires, earthquakes, and lockdowns, as well as the annual 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.

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

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	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	2003-2004	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	30		5		30		6		26		12	
1	32		3	1	30		4		30		10	
2	26	1	6		25	2	5		26	2	8	
3	28	1	4	1	28	1	5		25	2	10	
4	30		6		30		6		27		10	
5	34			5	30		6		32		8	
6	31		5		31		6		31		9	1
Other	32		1		31		1					

Note: 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 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)	1	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		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	\$367.24	\$322.20	\$45.04	\$67,718.16
District	N/A	N/A	\$85.08	\$67,409
Percent Difference: School Site and District	N/A	N/A	-47.1	2.1
State	N/A	N/A	\$5,348	\$72,993
Percent Difference: School Site and State	N/A	N/A	-99.0	-4.3

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

Types of Services Funded (Fiscal Year 2014-15)

- Supplemental instructional materials
- Technology and equipment
- Extended Learning Opportunities
- Intervention programs
- Family nights
- Clerical assistance

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 specific institutes to plan and discuss what they are doing 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.

Trainings are also offered during the summer months on content specific and professional areas such as SIOP, Teacher Leaders, English Language Arts, mathematics workshops, unpacking standards, and 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 observe other professionals, engage in peer coaching and work with mentors and grade level or departmental colleagues.