

Ocotillo 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	Ocotillo Elementary School
Street	38737 Ocotillo School Drive
City, State, Zip	Palmdale, CA 93551
Phone Number	(661) 947-9987
Principal	Larry Lueck
E-mail Address	llueck@palmdalesd.org
Web Site	
Grades Served	K-6
CDS Code	19-64857-6021141

District Contact Information	
District Name	Palmdale Elementary
Phone Number	661.947.7191
Superintendent	Raul Maldonado
E-mail Address	djnardi@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.

Vision Statement: Ocotillo Elementary School provides a 21st Century world-class education which enables each child to be a self-motivated lifelong learner and a positive contributor to society.

Mission Statement: By addressing the needs of the total child, Ocotillo Elementary School develops academically and socially independent, self-motivated students who achieve excellence through rigorous standards in an engaging, encouraging atmosphere. Our students will be empowered to become literate life-long learners and responsible citizens.

Ocotillo Elementary School provides a curriculum that:

- Reflects real world experiences
- Immerses students in a rich learning environment
- Develops strong basic skills through project-based activities
- Allows all students to participate in a rigorous core curriculum based on state and district standards
- Provides opportunities for students to use a variety of higher level thinking skills

Ocotillo Elementary School is proud to have a highly trained and dedicated teaching staff offering a rigorous curriculum that is researched-based and proven to be highly effective. Teaching strategies focus on the various learning styles of our students to fully develop the academic, social, emotional and physical dimensions of every child.

Our current enrollment is 1060 students in grades K - 8. Ours is a diverse population. 75% of our students receive free or reduce lunches and we have a 20% mobility rate. Ocotillo supports seven special classes for students with Autism in grades Pre K-8 and one Special Day classes for students in grade 3. Gifted students are clustered by grade level with teachers who have or are attaining an appropriate certification.

At Ocotillo Elementary School we believe the teacher is the greatest influence on a child at school, and the parent is the greatest influence in a child's life. Therefore, a strong home-school connection is essential. In addition, Ocotillo has a good rapport with local businesses that actively support school activities.

Technology is a priority at Ocotillo. Ocotillo has 3 computer labs, 8 mobile laptop computer carts (20 laptops per cart), and all classrooms have interactive whiteboards with student responders and student computers. Ocotillo's library houses more than 16,000 books.

As a unified staff and academic community, Ocotillo Elementary focuses its efforts on maintaining a positive learning environment. We believe in:

- A positive environment in which challenging, engaging, and meaningful, learning occurs
- A commitment and accountability to high standards
- Collaboration among teachers, students, parents and administrators
- A physically, emotionally and intellectually safe community
- Rewards and celebrations that inspire and encourage

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

Grade Level	Number of Students
Kindergarten	135
Grade 1	144
Grade 2	133
Grade 3	147
Grade 4	152
Grade 5	136
Grade 6	151
Grade 7	6
Grade 8	5
Total Enrollment	1,009

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	16.5
American Indian or Alaska Native	1.7
Asian	1.1
Filipino	1
Hispanic or Latino	63.9
White	15
Two or More Races	0.9
Socioeconomically Disadvantaged	71.1
English Learners	17.1
Students with Disabilities	17.9
Foster Youth	3.3

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	45	46	54	664
Without Full Credential	0	0	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	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 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	85.7	14.3
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
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)

A priority of Ocotillo Elementary School is to provide a safe, secure, and clean environment for learning. All entrances to the school remain locked during school hours and visitors must check in with the office prior to entering the campus. Our custodial staff performs basic cleaning operations in each classroom and other school facilities every day. As it is our policy to maintain our classrooms and restrooms in a clean and orderly manner, our staff monitors hallways and restrooms on a regular basis. The District policy is to make necessary repairs as quickly as possible to keep the facility functioning safely. 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	36	30	44
Mathematics	30	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	144	141	97.9	43	25	20	12
	4	156	155	99.4	47	26	16	11
	5	142	128	90.1	43	18	28	11
	6	142	139	97.9	21	33	35	11
Male	3		68	47.2	54	18	21	7
	4		73	46.8	51	30	12	7
	5		64	45.1	52	16	22	11
	6		70	49.3	23	30	37	10
Female	3		73	50.7	33	32	19	16
	4		82	52.6	44	22	20	15
	5		64	45.1	34	20	34	11
	6		69	48.6	19	36	33	12
Black or African American	3		24	16.7	58	25	0	17
	4		19	12.2	63	26	5	5
	5		17	12.0	53	29	18	0
	6		24	16.9	17	33	38	13
American Indian or Alaska Native	3		5	3.5	--	--	--	--
	4		2	1.3	--	--	--	--
	6		4	2.8	--	--	--	--
Asian	3		3	2.1	--	--	--	--
	4		3	1.9	--	--	--	--
	5		1	0.7	--	--	--	--
Filipino	3		2	1.4	--	--	--	--
	4		2	1.3	--	--	--	--
	5		1	0.7	--	--	--	--
	6		2	1.4	--	--	--	--
Hispanic or Latino	3		89	61.8	42	27	26	6
	4		109	69.9	50	25	16	10
	5		89	62.7	46	19	25	10

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	6		83	58.5	24	37	31	7
White	3		16	11.1	38	13	19	31
	4		16	10.3	25	38	6	31
	5		20	14.1	25	0	50	25
	6		25	17.6	20	20	44	16
Two or More Races	3		2	1.4	--	--	--	--
	4		4	2.6	--	--	--	--
	6		1	0.7	--	--	--	--
Socioeconomically Disadvantaged	3		101	70.1	50	25	17	8
	4		109	69.9	54	26	14	6
	5		85	59.9	54	21	18	7
	6		97	68.3	23	36	33	8
English Learners	3		45	31.3	47	31	13	9
	4		21	13.5	86	14	0	0
	5		16	11.3	94	6	0	0
	6		12	8.5	67	33	0	0
Students with Disabilities	3		21	14.6	81	5	14	0
	4		18	11.5	72	28	0	0
	5		12	8.5	67	8	25	0
	6		10	7.0	--	--	--	--
Students Receiving Migrant Education Services	4		2	1.3	--	--	--	--
	5		2	1.4	--	--	--	--
	6		2	1.4	--	--	--	--
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	144	141	97.9	38	25	31	6
	4	156	155	99.4	32	42	21	5
	5	142	128	90.1	49	32	14	5
	6	142	139	97.9	30	33	23	14
Male	3		68	47.2	37	22	34	7
	4		73	46.8	30	45	16	7
	5		64	45.1	50	30	16	5
	6		70	49.3	29	27	26	19
Female	3		73	50.7	38	27	29	5
	4		82	52.6	33	39	24	4
	5		64	45.1	48	34	13	5
	6		69	48.6	32	39	20	9
Black or African American	3		24	16.7	58	13	25	4
	4		19	12.2	63	21	11	5
	5		17	12.0	71	29	0	0
	6		24	16.9	25	38	25	13
American Indian or Alaska Native	3		5	3.5	--	--	--	--
	4		2	1.3	--	--	--	--
	6		4	2.8	--	--	--	--
Asian	3		3	2.1	--	--	--	--
	4		3	1.9	--	--	--	--
	5		1	0.7	--	--	--	--
Filipino	3		2	1.4	--	--	--	--
	4		2	1.3	--	--	--	--
	5		1	0.7	--	--	--	--
	6		2	1.4	--	--	--	--
Hispanic or Latino	3		89	61.8	38	26	30	6
	4		109	69.9	27	48	20	5
	5		89	62.7	51	34	11	4
	6		83	58.5	36	33	20	11
White	3		16	11.1	19	31	38	13
	4		16	10.3	38	19	31	13
	5		20	14.1	30	25	35	10
	6		25	17.6	20	28	32	20
Two or More Races	3		2	1.4	--	--	--	--
	4		4	2.6	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	6		1	0.7	--	--	--	--
Socioeconomically Disadvantaged	3		101	70.1	44	24	28	5
	4		109	69.9	32	47	17	5
	5		85	59.9	58	29	12	1
	6		97	68.3	33	38	21	8
English Learners	3		45	31.3	40	24	31	4
	4		21	13.5	52	43	5	0
	5		16	11.3	81	19	0	0
	6		12	8.5	67	33	0	0
Students with Disabilities	3		21	14.6	67	19	10	5
	4		18	11.5	67	22	0	6
	5		12	8.5	58	25	17	0
	6		10	7.0	--	--	--	--
Students Receiving Migrant Education Services	4		2	1.3	--	--	--	--
	5		2	1.4	--	--	--	--
	6		2	1.4	--	--	--	--
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)	53	60	62	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	62
Male	66
Female	59
Black or African American	64
Asian	--
Filipino	--
Hispanic or Latino	57
White	83
Socioeconomically Disadvantaged	--
English Learners	6
Students with Disabilities	55
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	18.90	18.90	19.70

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)

Ocotillo Elementary School has an active and strong PTA (approximately 250 members) which provides many services for all students and teachers. Parents serve on our School Site Council (SSC), the English Language Advisory Committee (ELAC) and the Gifted and Talented Education (GATE) Advisory Committee. Parents are also invited to volunteer in various capacities. Ocotillo holds regular Family Nights to encourage families to learn and have fun together. We also hold an annual Readers Are Leaders Day and invite community members to read with our students and also to share their areas of expertise.

PTA can be contacted by email at ocotillopta@palmdalesd.org. The current president is Jessica Burke.

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	3.21	3.17	4.02	7.14	6.41	5.58	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.05	0.05	0.04	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

Ocotillo strives to provide a safe, secure, comfortable and clean environment for learning. Our school has a comprehensive Emergency Preparedness Plan and regularly practices its components to ensure that we are in a state of readiness should a situation arise. Fire drills are held monthly, while earthquake and lockdown drills are held each year. The Emergency Preparedness Plan is reviewed and updated annually. The Emergency Preparedness Plan was reviewed with staff on September 1, 2012 and October 18, 2012. Once a month staff reviews parts of the safety plan to ensure staff understanding. Adequate supplies and emergency equipment is on site and replenished and organized annually.

Ocotillo use use the BEST Behavior Expectations, a positive behavior support program to ensure a Safe, Responsible and Respectful environment. Staff is motivated to use four positives for every one negative correction. Students are rewarded and praised for exhibiting appropriate behavior expectations.

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	2010-2011	2004-2005
Year in Program Improvement*	Year 4	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	25	1	5		24	1	5		24	1	10	
1	25		5		27		5		27		10	
2	29		5		31		4		25		10	
3	23	2	4		25	1	5		26	3	8	
4	28		5		19	3	4		29		10	
5	28		5		35			4	22	4	6	2
6	32		5		30		5		27	1	10	
Other	8	6			8	5			8	3		

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)	.5	N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	3	N/A
Social Worker		N/A
Nurse	1	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	\$270.15	\$218.33	\$51.82	\$67,136.06
District	N/A	N/A	\$85.08	\$67,409
Percent Difference: School Site and District	N/A	N/A	-39.1	1.2
State	N/A	N/A	\$5,348	\$72,993
Percent Difference: School Site and State	N/A	N/A	-98.9	-5.2

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

Types of Services Funded (Fiscal Year 2014-15)

Ocotillo Elementary School is able to provide all students with a rich and balanced curriculum. The following programs are funded to ensure that all students have full access to the core curriculum: Title 1 (funds for at-risk students), Intervention Program, English Learners Program, Special Education, Resource Specialist Program, Family Involvement Programs and School Improvement Program and Learning Specialist Teacher.

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 in grade level Professional Learning Communities (PLC) and vertically across grade levels to analyze data, plan lessons focused on the Common Core State Standards (CCSS), coordinate instruction, and other student and education related topics. PLCs are an integral part of our professional development and teachers participate a least once a week with their PLC grade level teams with a focus on student learning and academic achievement. 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 (CSTP), 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 CCSS (Common Core State Standards), English Language Arts, Mathematics, AVID (Advancement Via Individual Determination), RtI (Response to Intervention), PBS (Positive Behavior Support), and the learning-instruction process. Administration training focuses on the development of PLC and CCSS.

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. Conferences include CABE (California Association of Bilingual Education), Mini-CABE, Solution Tree - PLC Institutes, AVID, and Southern California Kindergarten.