

Tumbleweed 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	Tumbleweed Elementary School
Street	1100 East Ave. R-4
City, State, Zip	Palmdale, CA 93550
Phone Number	(661) 273-4166
Principal	Dr. Victor Torres
E-mail Address	vmtorres@palmdalesd.org
Web Site	
Grades Served	K-6
CDS Code	19648576021190

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.

Mission - Tumbleweed Elementary School is committed to establishing a balanced, comprehensive, and rigorous education program that sets high expectations and mutual respect to empower students, parents, teachers, and staff.

Vision - Tumbleweed School, operating as a collaborative Professional Learning Community, will provide a learning environment where all students will achieve academic success. Tumbleweed School is committed to the following core beliefs:

- Students have the right to learn in a safe and attractive setting that encourages educational and personal growth.
- The school climate should be pleasant and nurturing in order to provide a productive environment for learning and working.
- Effective teaching involves the whole child emotional, academic, and physical elements.
- Each individual is valuable and must have the opportunity to learn in a way that allows for differences, fosters self-esteem, promotes empathy, and instills a respect for diversity.
- Students are lifelong learners and are able to participate in our democratic process.
- Providing students with a rigorous and balanced curriculum that encourages them to work at their highest level will prepare them for a successful future.
- Effective communication between parents, teachers, community members and the school is essential in building an effective program.
- Children learn by example and must be provided with positive role models.
- A well structured environment with consistent expectations and consequences for behavior will impart to students the skills and knowledge to reinforce and reflect the community's core values.
- All staff, administrators, support staff, parents, and students are equal partners in the educational process.

These 10 core beliefs are aligned with the mission of the Palmdale School District which is:

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

At Tumbleweed 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. Teachers, students, and parents will form 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 student's 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	194
Grade 1	138
Grade 2	162
Grade 3	165
Grade 4	145
Grade 5	132
Grade 6	138
Total Enrollment	1,074

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	17.9
American Indian or Alaska Native	0.5
Asian	0.5
Filipino	0.6
Hispanic or Latino	76.3
Native Hawaiian or Pacific Islander	0.1
White	3.4
Two or More Races	0.7
Socioeconomically Disadvantaged	94.9
English Learners	35.2
Students with Disabilities	8.4
Foster Youth	2.8

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	44	40	34	664
Without Full Credential	0	1	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	80.5	19.5
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)

Tumbleweed School strives to provide a safe, secure, comfortable, 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 enhanced voice mail phone system allows all staff to contact to all other rooms on campus as well as immediate access to outside phone lines. Supervisory staff is clearly identified. Students are supervised before and after school and crossing guards are stationed at marked crosswalks. Our custodial staff performs basic cleaning operations throughout the school on a regular basis. We take pride in keeping our school grounds and buildings 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 campus and restrooms on a regular basis. The district policy is to make necessary repairs as quickly as possible to keep the facilities in 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	portable exterior siding repairs required, scheduled for summer 2015
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	29	30	44
Mathematics	18	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	186	173	93.0	52	25	18	5
	4	147	137	93.2	49	28	19	4
	5	130	124	95.4	41	25	27	6
	6	139	133	95.7	36	27	28	9
Male	3		97	52.2	59	21	16	4
	4		68	46.3	46	32	18	4
	5		64	49.2	41	27	25	8
	6		55	39.6	44	16	33	7
Female	3		76	40.9	43	32	20	5
	4		69	46.9	52	23	20	4
	5		60	46.2	42	23	30	5
	6		78	56.1	31	35	24	10
Black or African American	3		31	16.7	61	26	13	0
	4		24	16.3	67	25	8	0
	5		14	10.8	43	29	21	7
	6		21	15.1	48	29	14	10
American Indian or Alaska Native	3		1	0.5	--	--	--	--
	6		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	4		0	0.0	--	--	--	--
	5		2	1.5	--	--	--	--
Filipino	3		2	1.1	--	--	--	--
	5		1	0.8	--	--	--	--
	6		2	1.4	--	--	--	--
Hispanic or Latino	3		127	68.3	47	27	20	6
	4		108	73.5	45	29	22	4
	5		103	79.2	40	25	28	7
	6		101	72.7	35	27	30	9
White	3		10	5.4	--	--	--	--
	4		5	3.4	--	--	--	--
	5		4	3.1	--	--	--	--
	6		6	4.3	--	--	--	--
Two or More Races	6		1	0.7	--	--	--	--
Socioeconomically Disadvantaged	3		156	83.9	51	27	17	4
	4		126	85.7	48	28	20	4
	5		115	88.5	42	25	27	6
	6		123	88.5	37	27	28	8
English Learners	3		67	36.0	57	24	18	1
	4		32	21.8	81	13	6	0
	5		37	28.5	70	14	16	0
	6		36	25.9	67	28	6	0
Students with Disabilities	3		24	12.9	100	0	0	0
	4		8	5.4	--	--	--	--
	5		10	7.7	--	--	--	--
	6		7	5.0	--	--	--	--
Students Receiving Migrant Education Services	5		1	0.8	--	--	--	--
	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	186	176	94.6	60	24	14	1
	4	147	139	94.6	40	38	17	4
	5	130	124	95.4	58	24	7	7
	6	139	133	95.7	44	36	17	3
Male	3		99	53.2	60	23	15	2
	4		69	46.9	32	42	20	6
	5		64	49.2	55	23	8	13
	6		55	39.6	44	36	15	5
Female	3		77	41.4	61	26	13	0
	4		70	47.6	49	34	14	3
	5		60	46.2	62	25	7	2
	6		78	56.1	44	36	19	1
Black or African American	3		31	16.7	71	19	10	0
	4		24	16.3	63	29	0	8
	5		14	10.8	86	7	7	0
	6		20	14.4	45	40	15	0
American Indian or Alaska Native	3		1	0.5	--	--	--	--
	6		2	1.4	--	--	--	--
Asian	4		1	0.7	--	--	--	--
	5		2	1.5	--	--	--	--
Filipino	3		2	1.1	--	--	--	--
	5		1	0.8	--	--	--	--
	6		2	1.4	--	--	--	--
Hispanic or Latino	3		130	69.9	56	27	15	2
	4		109	74.1	37	40	21	2
	5		103	79.2	55	24	8	9
	6		102	73.4	44	33	19	4
White	3		10	5.4	--	--	--	--
	4		5	3.4	--	--	--	--
	5		4	3.1	--	--	--	--
	6		6	4.3	--	--	--	--
Two or More Races	6		1	0.7	--	--	--	--
Socioeconomically Disadvantaged	3		160	86.0	61	26	13	1
	4		128	87.1	41	37	18	4
	5		115	88.5	59	24	6	7
	6		122	87.8	43	37	16	3

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		69	37.1	62	25	12	1
	4		33	22.4	70	18	12	0
	5		37	28.5	78	19	0	0
	6		36	25.9	75	25	0	0
Students with Disabilities	3		24	12.9	92	8	0	0
	4		8	5.4	--	--	--	--
	5		10	7.7	--	--	--	--
	6		7	5.0	--	--	--	--
Students Receiving Migrant Education Services	5		1	0.8	--	--	--	--
	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)	55	51	55	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	55
Male	60
Female	50
Black or African American	38
Asian	--
Filipino	--
Hispanic or Latino	58
White	--
Socioeconomically Disadvantaged	--
English Learners	19
Students with Disabilities	52
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	7.30	41.90	13.70

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)

Tumbleweed School has an active Parent-Teacher Association (PTA). This association is headed by a President and board members including parents, staff members and a school administrator which meet monthly. The PTA provides the community the opportunity to support and participate in the operation of Tumbleweed School. Parents are actively involved in the decision-making process as a part of the School Site Council (SSC) and the English Learners Advisory Committee (ELAC). Parent representatives attend district meeting such as the Parent Involvement Committee, the District Advisory Committee, the Superintendent's Advisory Committee, the District ELAC Committee, and district parent GATE meetings. Information is brought back to the SSC by parent representatives attending these meetings. Our school community is involved by volunteering in the classroom, accompanying students on off campus learning opportunities and assisting teachers. In addition, the School Messenger phone program and school marquee is used to keep parents informed of upcoming school and community events. Communication is made in English and Spanish. Tumbleweed School also hosts family nights on high interest topics, such as family math night, and the new California State Standards. Additionally, Tumbleweed parents are kept informed of district parent workshops and encouraged to attend. For more information on becoming involved at Tumbleweed School, contact the school office at (661) 273-4166.

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	10.20	9.73	9.62	7.14	6.41	5.58	5.07	4.36	3.80
Expulsions	0.21	0.07	0.08	0.05	0.05	0.04	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

Tumbleweed School has developed a comprehensive disaster preparedness plan with scheduled disaster / fire drills monthly. The plan was last reviewed and updated in September. All staff members are required to become familiar with the plan and their particular duties in case of emergency. All classrooms are stocked with a disaster bag filled with first aid and emergency supplies. Monthly safety meetings are held to discuss district safety information and to review the site plan and information with the site safety committee. This committee is chaired by the school site safety representative and members include an administrator, teachers, the custodian and the school health aide. Each month a safety report is given to the School Site Council for review. Safety issues are included each month at a staff meeting including discussion and handout information. Additionally, site safety inspections are conducted on a monthly basis to ensure safety throughout the school.

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	2013-2014	2004-2005
Year in Program Improvement*	Year 1	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	28	1	5	1	30		7		17	16	7	
1	27		6		25	1	6		28		10	
2	29		6		30		6		27	2	10	
3	31		5		29		6		24	2	12	
4	30		5		29		5		29		10	
5	28		6		33		1	4	26		10	
6	28		6		33			5	35			8

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)	.5	N/A
Library Media Services Staff (Paraprofessional)	1	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	\$329.94	\$293.37	\$36.57	\$70,572.25
District	N/A	N/A	\$85.08	\$67,409
Percent Difference: School Site and District	N/A	N/A	-57.0	6.4
State	N/A	N/A	\$5,348	\$72,993
Percent Difference: School Site and State	N/A	N/A	-99.2	-0.3

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

Types of Services Funded (Fiscal Year 2014-15)

Tumbleweed School is able to provide all students with a rich and balanced curriculum during, before and after school intervention and enrichment opportunities. The following programs are funded to ensure that all students have full access to the core curriculum: Title 1 and LCFF concentration grant supplemental funds (funds for at-risk students to supplement the core academic program), and English Learner Program (funds to assist limited English speaking students to acquire English), help support the additional support staff, increased professional development, increased family involvement, and enhanced school culture.

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, AVID and intervention programs. Administration training focuses on the development of professional learning communities.

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.