

# Cornell Elementary

## California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/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](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

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

## Heather Duncan, Principal

 Principal, Cornell Elementary

### About Our School

At Cornell, we support the district's mission, values and beliefs by:

- Offering a safe and supportive learning environment that allows all of our students to thrive in their academic achievement and social-emotional growth.
- Valuing the diversity of our population, embracing the unique qualities of each student, and building students' understanding and acceptance of these differences between one another.
- Targeting our work to ensure our students have a deep understanding of the essential knowledge and skills taught at their grade level, develop critical-thinking skills, produce high-quality work, are adept at applying their learning, and are thoughtful and caring members of our community.

### Contact

*Cornell Elementary*  
920 Talbot Ave.  
Albany, CA 94706-2020

Phone: 510-558-3700  
E-mail: [hduncan@ausdk12.org](mailto:hduncan@ausdk12.org)

# About This School

## Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)		School Contact Information (School Year 2017-18)	
<b>District Name</b>	Albany City Unified	<b>School Name</b>	Cornell Elementary
<b>Phone Number</b>	(510) 558-3750	<b>Street</b>	920 Talbot Ave.
<b>Superintendent</b>	Valerie Williams	<b>City, State, Zip</b>	Albany, Ca, 94706-2020
<b>E-mail Address</b>	<a href="mailto:vwilliams@ausdk12.org">vwilliams@ausdk12.org</a>	<b>Phone Number</b>	510-558-3700
<b>Web Site</b>	<a href="http://www.ausdk12.org">http://www.ausdk12.org</a>	<b>Principal</b>	Heather Duncan, Principal
		<b>E-mail Address</b>	<a href="mailto:hduncan@ausdk12.org">hduncan@ausdk12.org</a>
		<b>County-District-School (CDS) Code</b>	01611276090146

*Last updated: 12/1/2017*

## School Description and Mission Statement (School Year 2017-18)

The strength of our school lies with the staff who are knowledgeable, thoughtful and caring and share the belief that all students can learn. Our teaching faculty of highly qualified, fully credentialed and Crosscultural Language and Academic Development (CLAD) certified teachers is dedicated to teaching students a core academic curriculum based on Common Core State Standards. Staff collaborates regularly to produce a focused approach to instruction.

Cornell Elementary School is made up of a diverse student body. Currently, there are 544 students enrolled with more than 28 different languages spoken. The school serves students in grades K-5 with 23 general education classrooms and three special-education classrooms. Additional resources are allocated to serve students in need of reading and math intervention, English-language development instruction, speech and language support, special-education resource services, adapted physical education, occupational therapy, and counseling. Students also participate in music, physical education, science and library classes taught by specialists. These specialists provide instruction that enhances the classroom curriculum.

The Cornell teaching faculty, staff and parents are committed to providing an educational program in which the school's resources and services are effectively coordinated to meet the needs of all students. Through the Student Success Team (SST) and Individualized Education Plan (IEP) process, we identify students who have special needs and then determine specific strategies that will best support their academic, social and emotional growth. The staff strives to provide students with a curriculum that is rigorous, meaningful, relevant, appropriately challenging and allows students to develop their critical-thinking skills. Instruction is focused on state standards, and all students are making progress toward mastery of these standards. Cornell teachers differentiate their instruction to meet the individual learning needs of their students. Recognizing the need to focus on the whole child, our teaching faculty provides learning experiences which foster social and emotional growth as well as develop students' communication and collaboration skills.

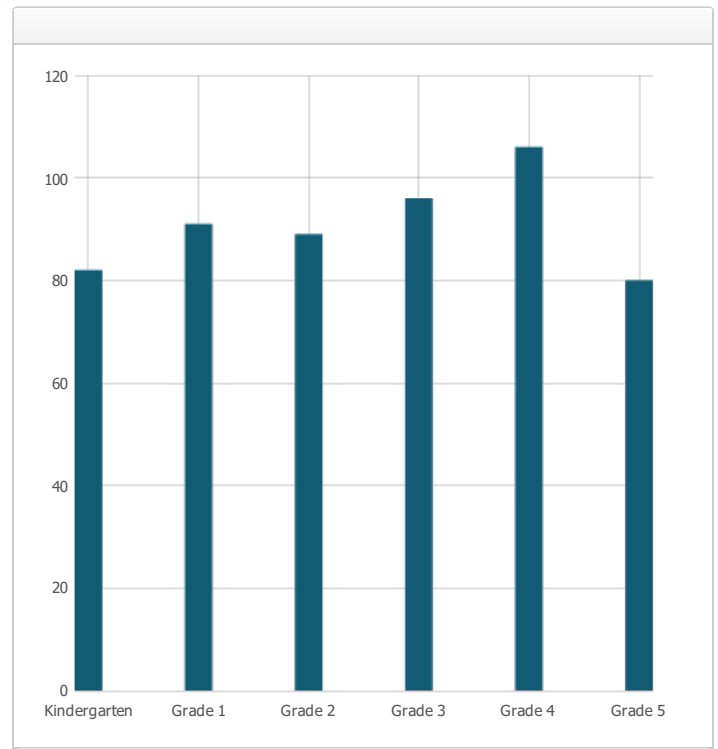
We offer a fee-based enrichment program to students during the Early Bird and Late Bird reading periods in grades 1-3. One enrichment class that is offered is chess. Inquiries about this class should be directed to our office at (510) 558-3700. Our campus also offers an after-school child-care program focused on Chinese language and culture. This program serves students in grades K-3. Inquiries regarding the Chinese after-school program should be directed to Anna Mansker, director of the Children's Center, at (510) 559-6590.

At Cornell Elementary School, our mission is to create a community of self-sufficient lifelong learners who are cooperative, respectful and responsible. We create safe, inclusive and engaging classrooms as places of exploration and creativity. We have routines and procedures that foster students taking responsibility for learning and achieving their personal best. Students reflect on themselves as learners in the roles of readers, writers, mathematicians, scientists, historians, sociologists, athletes and artists. Our students see their own individual strengths and set goals for their learning. They develop the skills to empathize with others through active listening and group work. This helps them see themselves as unique and part of a larger diverse society. As we tend to their learning, we emphasize critical thinking, problem solving and the ability to express themselves clearly. All of our students are moving toward mastering the essential skills and grade-level standards so that they can thrive as learners in school and throughout their lives.

*Last updated: 12/7/2017*

**Student Enrollment by Grade Level (School Year 2016-17)**

Grade Level	Number of Students
Kindergarten	82
Grade 1	91
Grade 2	89
Grade 3	96
Grade 4	106
Grade 5	80
<b>Total Enrollment</b>	<b>544</b>



Last updated: 12/7/2017

**Student Enrollment by Student Group (School Year 2016-17)**

Student Group	Percent of Total Enrollment
Black or African American	2.6 %
American Indian or Alaska Native	0.0 %
Asian	29.8 %
Filipino	1.7 %
Hispanic or Latino	11.2 %
Native Hawaiian or Pacific Islander	0.2 %
White	37.3 %
Two or More Races	17.1 %
Other	0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	11.6 %
English Learners	23.2 %
Students with Disabilities	7.7 %
Foster Youth	0.0 %

Last updated: 12/7/2017

## A. Conditions of Learning

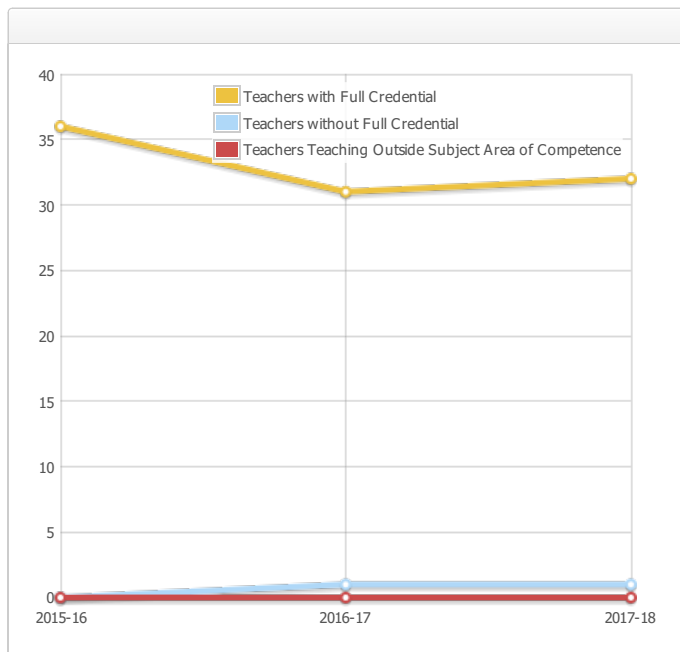
### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

#### Teacher Credentials

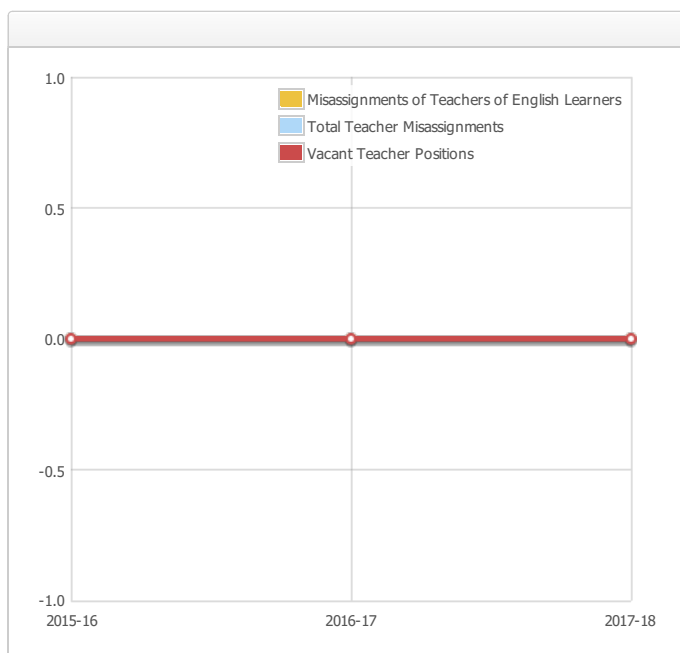
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	36	31	32	213
Without Full Credential	0	1	1	2
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2



Last updated: 12/7/2017

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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.

Last updated: 12/7/2017

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)**

Year and month in which the data were collected: October 2017

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	Units of Study in Writing, Lucy Calkins, et al.	No	0.0 %
Mathematics	TK-3rd Grade: Investigations in Number, Data, and Space (Pearson) 3rd-5th Grade: Math Expressions, Common Core (Houghton Mifflin)	No	0.0 %
Science	Full Option Science System (DELTA)	No	0.0 %
History-Social Science	K-1st Grade: History Social Science (Houghton-Mifflin) 2nd-5th Grade: Reflections: California Series (Harcourt)	No	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 12/7/2017

## School Facility Conditions and Planned Improvements

A Facilities Master Plan was approved in 2014. Plans are in progress to utilize Bond Measures B & E approved by Albany voters in June 2016. In general, our district needs to prepare for anticipated growth in enrollment and the addition and/or replacement of existing facilities.

The safety of students and staff is a primary concern at Cornell Elementary School. The school site safety plan is updated annually. The key element of the school site safety plan encompasses student safety and evacuation procedures. Fire, earthquake and lockdown drills are conducted on a regular basis.

To ensure student safety, staff members supervise students at all times before and after school, during recess and lunch. Any visitors to the campus are required to check in at the school's office.

The school was built in 1948, and the last building was added in 1974. There are a total of 23 K-5 general-education classrooms, with 10 of them being portables. The school is in good overall condition.

There are sufficient classroom, playground and staff spaces to support teaching and learning. The school has a multipurpose room, a library, two play areas and sufficient classrooms to meet current needs. The principal works with custodial staff members to ensure the cleaning of the school is maintained to provide a clean and safe school.

District maintenance staff members ensure the repairs necessary to keep the school in good repair, and work orders are completed in a timely manner. A work-order process is used to ensure efficient service and the highest priority to emergency repairs.

*Last updated: 12/7/2017*

## School Facility Good Repair Status

Year and month of the most recent FIT report: November 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Several areas have missing ceiling tiles and paint peeling. Maintenance work orders have been created and work is in progress.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

Year and month of the most recent FIT report: November 2017

Overall Rating	Good
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*Last updated: 12/7/2017*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

#### CAASPP Test Results in ELA and Mathematics for All Students

##### Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	78%	76%	77%	79%	48%	48%
Mathematics (grades 3-8 and 11)	71%	74%	73%	73%	36%	37%

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.

*Last updated: 12/7/2017*

**CAASPP Test Results in ELA by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	283	276	97.53%	75.52%
Male	153	148	96.73%	72.97%
Female	130	128	98.46%	78.91%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	91	90	98.9%	74.44%
Filipino	--	--	--	--
Hispanic or Latino	33	31	93.94%	54.84%
Native Hawaiian or Pacific Islander	--	--	--	--
White	102	100	98.04%	82%
Two or More Races	46	45	97.83%	82.22%
Socioeconomically Disadvantaged	41	39	95.12%	56.41%
English Learners	81	79	97.53%	77.22%
Students with Disabilities	40	37	92.5%	24.32%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 12/5/2017*



**CAASPP Test Results in Mathematics by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	283	278	98.23%	74.46%
Male	153	149	97.39%	73.83%
Female	130	129	99.23%	75.19%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	91	91	100%	81.32%
Filipino	--	--	--	--
Hispanic or Latino	33	32	96.97%	50%
Native Hawaiian or Pacific Islander	--	--	--	--
White	102	100	98.04%	77%
Two or More Races	46	45	97.83%	80%
Socioeconomically Disadvantaged	41	40	97.56%	57.5%
English Learners	81	81	100%	79.01%
Students with Disabilities	40	38	95%	34.21%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 12/5/2017*

**CAASPP Test Results in Science for All Students****Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	89.0%	85.0%	82.0%	82.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

*Last updated: 12/5/2017*

# State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

## California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	7.6%	16.5%	64.6%

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.

*Last updated: 12/7/2017*

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

#### Opportunities for Parental Involvement (School Year 2017-18)

At Cornell, we value and enjoy a high level of parent and community involvement. The school works in partnership with parents to support students, staff and our instructional programs. Opportunities for parent involvement include the School Site Council; Parent-Teacher Association (PTA); English Learner Advisory Committee; Cornell Crew; Traffic Safety/Walking School Bus Committee; Albany Music Fund; Albany Education Foundation; SchoolCARE; PTA Enrichment Giving Campaign; and as volunteers in the classroom, office and leaders of noontime activities. Communication between the school and home is accomplished through weekly school wide newsletters as well as classroom newsletters, phone calls, emails, meetings, report cards and conferences. The PTA supports a number of the school's instructional programs as well as enrichment activities. The PTA also offers parent education nights, funds our supplemental programs, hosts community-building events and coordinates many fundraising activities. Along with the PTA, these organizations and other community resources provide support to our school in a number of ways, such as funding personnel and programs, supplying instructional materials for classrooms, offering enrichment activities for our students, and coordinating improvements to our school. The members of our School Site Council discuss our students' achievement and help monitor the implementation of our site plan. In addition, our teachers and students also benefit greatly from support and assistance provided by parent volunteers. For more information on how to become involved, contact PTA President Lucy Chen at [president@cornellpta.org](mailto:president@cornellpta.org).

### State Priority: Pupil Engagement

*Last updated: 12/7/2017*

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

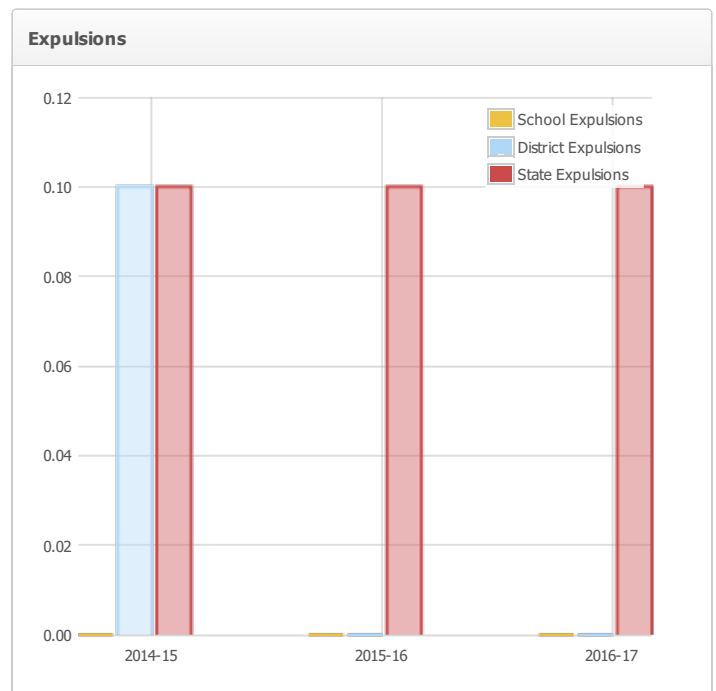
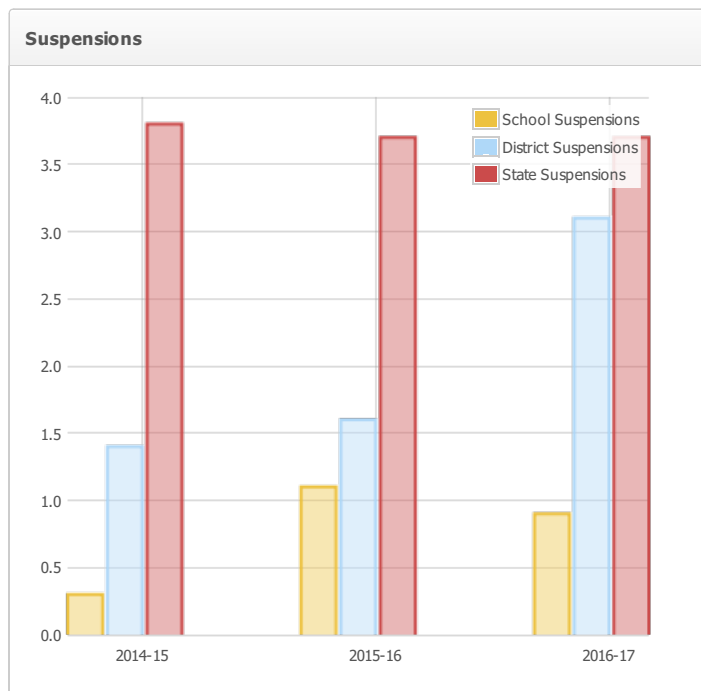
# State Priority: School Climate

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

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

## Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.3%	1.1%	0.9%	1.4%	1.6%	3.1%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 12/1/2017

## School Safety Plan (School Year 2017-18)

Safety is a priority at Cornell School. We have implemented a schoolwide positive-behavior program called BEST. Using the BEST program as our guide, Cornell staff has developed behavior expectations for common areas around the school. Classroom and common-area behavior expectations are framed around three core ideas, which serve as our Big Three Rules: Be Safe, Be Responsible and Be Respectful. We have also developed and annually update the Peaceful Playground Handbook which specifies the guidelines for safe and cooperative play on the play structure and playground. In addition, our school has a Conflict Manager program, where 3rd-5th grade students assist their peers in resolving conflicts at recess. In the classroom, Cornell teachers integrate the Welcoming Schools anti-bias curriculum into their instructional programs to address issues of bullying, diversity and accepting differences.

We maintain a comprehensive school safety plan that meets local and state guidelines. Practice drills for fire, earthquakes and other emergencies are held with the staff and students on a monthly basis. Emergency kits are located in all classrooms, and additional emergency supplies are stored on-site. As part of our safety plan, we have established emergency response teams, each with specific responsibilities, so that we respond effectively and efficiently in the event of a crisis situation.

The school safety plan was last reviewed, updated and discussed with the school faculty in October.

Last updated: 12/7/2017

## 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.

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	75.0%

Last updated: 12/1/2017

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.0	2	2	0	21.0	2	2	0	21.0	2	2	0
1	23.0	0	4	0	21.0	0	4	0	23.0	0	4	0
2	23.0	0	4	0	25.0	0	3	0	22.0	0	4	0
3	24.0	0	4	0	23.0	0	5	0	24.0	0	4	0
4	26.0	0	4	0	28.0	0	3	0	27.0	0	4	0
5	26.0	0	4	0	27.0	0	4	0	27.0	0	3	0
6	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 12/1/2017

### Academic Counselors and Other Support Staff (School Year 2016-17)

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)	1.0	N/A
Library Media Services Staff (Paraprofessional)	0.3	N/A
Psychologist	0.5	N/A
Social Worker	0.2	N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	3.5	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.

*Last updated: 12/5/2017*

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9040.0	\$2825.0	\$6215.0	\$77623.0
District	N/A	N/A	\$7028.0	\$70558.0
Percent Difference – School Site and District	N/A	N/A	-12.3%	9.5%
State	N/A	N/A	\$6574.0	\$69649.0
Percent Difference – School Site and State	N/A	N/A	-5.6%	10.8%

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

*Last updated: 12/7/2017*

## Types of Services Funded (Fiscal Year 2016-17)

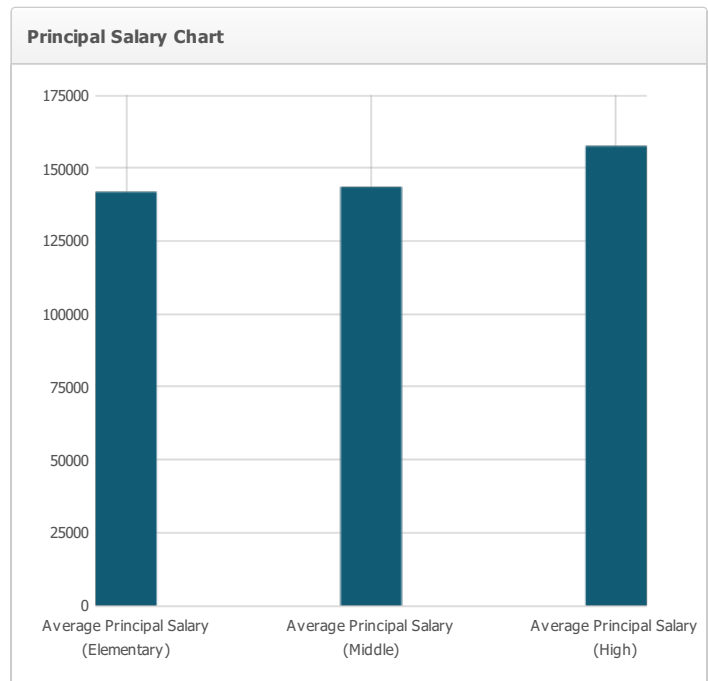
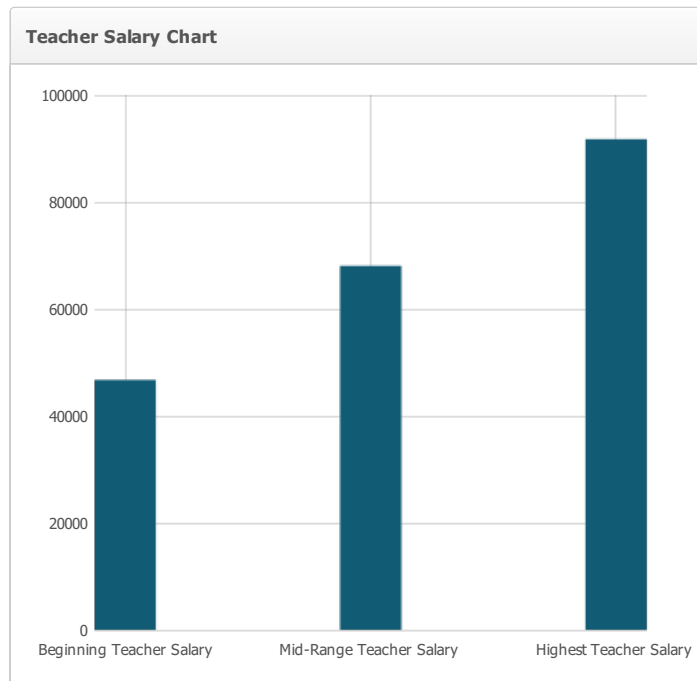
During the 2016-2017 school year, funding was used to support the following:  
 Intervention specialist  
 Reading intervention materials  
 English language learner specialist  
 Teacher release days for grade-level collaboration and assessment  
 Before- and after-school math intervention teachers (Math Club teachers)

Last updated: 12/7/2017

## Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,742	\$44,144
Mid-Range Teacher Salary	\$68,076	\$69,119
Highest Teacher Salary	\$91,763	\$86,005
Average Principal Salary (Elementary)	\$141,843	\$106,785
Average Principal Salary (Middle)	\$143,513	\$111,569
Average Principal Salary (High)	\$157,572	\$121,395
Superintendent Salary	\$211,638	\$178,104
Percent of Budget for Teacher Salaries	35.0%	34.0%
Percent of Budget for Administrative Salaries	7.0%	6.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 12/1/2017

## Professional Development

The Cornell teaching faculty is offered three districtwide staff development days each school year. Along with meetings held every Wednesday afternoon, these professional-development days offer teachers the opportunity to collaborate with one another about their curriculum, instruction and assessments, to share best practices with colleagues, and to discuss ways to better support our students' learning. Approximately every six weeks, Cornell teachers collaborate with the faculty at Marin School and Ocean View School in order to align our work across the district. An ongoing focus for this collaboration is teachers' learning new instructional strategies to enhance their instruction and our students' learning. As another means of supporting ongoing professional development, we also meet



in professional learning communities so that teachers are able to share their expertise with each other and step into the role of learners.

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