

# SARC 2016-17

## SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2017-18

### Edenvale Elementary

Address: 285 Azucar Avenue San Jose, CA 95111-2902  
Principal: Mr. Ryan Haven, Principal  
Phone: (408) 227-7060  
Email: rhaven@ogsd.net  
Web Site: <https://edenvale.ogsd.net>  
CDS Code: 43696256048128

### Oak Grove Elementary

Superintendent: José Manzo  
Phone: (408) 227-8300  
Email: jmanzo@ogsd.net  
Web Site: [www.ogsd.net](http://www.ogsd.net)



## I DATA AND ACCESS

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/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 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.

## II ABOUT THIS SCHOOL

### District Contact Information Most Recent Year

District Name: Oak Grove Elementary  
 Phone Number: (408) 227-8300  
 Superintendent: José Manzo  
 E-mail Address: [jmanzo@ogsd.net](mailto:jmanzo@ogsd.net)  
 Web Site: [www.ogsd.net](http://www.ogsd.net)

### School Contact Information Most Recent Year

School Name: Edenvale Elementary  
 Street: 285 Azucar Avenue  
 City, State, Zip: San Jose, CA 95111-2902  
 Phone Number: (408) 227-7060  
 Principal: Mr. Ryan Haven, Principal  
 E-mail Address: [rhaven@ogsd.net](mailto:rhaven@ogsd.net)  
 Web Site: <https://edenvale.ogsd.net>  
 County-District-School  
 (CDS) Code: 43696256048128

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

At Edenvale, our mission is to close the achievement gap by developing high-achieving students, effective communicators, and skilled problem solvers. Our vision is for our students to become not only college bound and career ready, but also life-long learners, 21st century leaders, and productive global citizens. In response to this data, the Edenvale staff and ILT (Instructional Leadership Team) have developed a Theory of Action and an Instructional Focus, including six SMART goals as well as key teacher practices and a Professional Learning Plan (PLP). Professional development, Staff Meetings, Leadership Meetings, Grade Level Collaboration, and Coaching support the attainment of these goals.

Only with the proper character and life skills can students hope to be successful in this increasingly technological, interconnected global environment. At the heart of Edenvale's vision and mission is a single-minded focus on student needs.

All teachers, staff, and parents make decisions that reinforce 'The Edenvale Way' (represented by our positive behavior Mantra 'I am safe, I am courteous, I am doing my personal best').

In 1988, through the visionary leadership of former principal Meril Smith, Edenvale launched the legendary "Adopt-a-College Program". This program has not only promised a scholarship to any former Edenvale student accepted to a community college or four-year school, but over the past 30 years has provided over \$541,000 in scholarships to over 741 former students.

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

| Grade Level               | Number of Students |
|---------------------------|--------------------|
| Transitional Kindergarten | 0                  |
| Kindergarten              | 104                |
| Grade 1                   | 60                 |
| Grade 2                   | 56                 |
| Grade 3                   | 57                 |
| Grade 4                   | 60                 |
| Grade 5                   | 72                 |
| Grade 6                   | 74                 |
| Total Enrollment          | 483                |

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

| Student Group                    | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Black or African American        | 1.7%                        |
| American Indian or Alaska Native | 0%                          |
| Asian                            | 8.7%                        |
| Filipino                         | 0.2%                        |
| Hispanic or Latino               | 86.3%                       |
| Native Hawaiian/Pacific Islander | 1%                          |
| White                            | 1.7%                        |
| Two or More Races                | 0.4%                        |
| Socioeconomically Disadvantaged  | 87.4%                       |
| English Learners                 | 73.3%                       |
| Students with Disabilities       | 8.9%                        |
| Foster Youth                     | 0.8%                        |

## 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

| <b>Teachers</b>  | <b>School<br/>2015-16</b> | <b>School<br/>2016-17</b> | <b>School<br/>2017-18</b> | <b>District<br/>2017-18</b> |
|--|---------------------------|---------------------------|---------------------------|-----------------------------|
| With Full Credential   | 22                        | 21                        | 20                        | 464                         |
| Without Full Credential  | 1                         | 0                         | 1                         | 5                           |
| Teaching Outside Subject Area of Competence (with full credential) | 0                         | 0                         | 0                         | 1                           |

## 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.

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

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Month and year in which data were collected: September 2017

| Subject                                    | Textbooks and instructional materials/year of adoption | From most recent adoption?  | % Students lacking own assigned copy |
|--|--|---|--------------------------------------|
| Reading/Language Arts                      | Adopted in 2014/excellent quality/one per student      | Engage New York   | 0%                                   |
| Mathematics                                | Adopted in 2014/excellent quality/one per student      | Engage New York at TK-6 College Preparatory Math at 7-8                                   | 0%                                   |
| Science                                    | Adopted in 2001/excellent quality/one per student      | Harcourt School Publishers, Harcourt Science. Prentice Hall Publishers, Science Explorer. | 0%                                   |
| History-Social Science                     | Adopted in 1999/excellent quality/one per student      | Mc Graw Hill, Adventures in Time and Place.   | 0%                                   |
| Foreign Language                           |  |   | 0%                                   |
| Health                                     |  | Harcourt Brace Jovanovich, HBJ Health   | 0%                                   |
| Visual and Performing Arts                 |  | Silver Burdett & Ginn, World of Music   | 0%                                   |
| Science Laboratory Equipment (grades 9-12) |  |   | 0%                                   |

## School Facility Conditions and Planned Improvements

As per the Williams' settlement, all Oak Grove schools are maintained in a manner that assures a clean, safe, and functional site as determined by periodic evaluation.

Measure P: On November 4, 2014 the voters in Oak Grove School District approved the issuance of Measure P. Measure P authorized the issuance of \$89.8 million in bonds to benefit the Oak Grove School District. The funds are meant to be used to renovate, repair, acquire, construct and modernize classrooms and facilities, and increase student access to computers and technology.

During the summer of 2015, 2016 and 2017, ten school sites (Anderson, Bernal, Davis, Del Roble, Edenvale, Oakridge, Parkview, Herman, Hayes and Sakamoto), had over approximately 38 million dollars of HVAC and Roofing renovations completed.

After the successful completion of the Measure Q Bond program, the Oak Grove community approved Measure S in November 2008 that authorized an additional \$125 million General Obligation Bond to continue needed school modernization projects, construct two new intermediate school gymnasiums, and consider solar technology systems throughout the district. Combined with local Routine Repair funds and State Deferred Maintenance funds, future facility improvements will insure that critical services continue to be provided for our students for years to come.

## School Facility Good Repair Status

Using the most recent FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

Month and year in which data were collected: January 2018

| System Inspected   | Repair Needed and Action Taken or Planned |      |      |                       |
|--|---|------|------|-----------------------|
|  | Good                                      | Fair | Poor |                       |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer                       | ✓   | -    | -    |                       |
| Interior: Interior Surfaces                                      | ✓   | -    | -    |                       |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation       | ✓   | -    | -    |                       |
| Electrical: Electrical   | ✓   | -    | -    | Work orders submitted |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains                 | ✓   | -    | -    | Work orders submitted |
| Safety: Fire Safety, Hazardous Materials                         | ✓   | -    | -    |                       |
| Structural: Structural Damage, Roofs                             | ✓   | -    | -    |                       |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | ✓   | -    | -    |                       |

## Overall Facility Rate

Month and year in which data were collected: January 2018

|                | Exemplary | Good | Fair | Poor |
|----------------|-----------|------|------|------|
| Overall Rating | -         | ✓    | -    | -    |

## 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

| Subject  | Percent 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/<br>Literacy (grades 3-8 and 11) | 23%  | 23%     | 50%      | 50%     | 48%     | 48%     |
| Mathematics (grades 3-8 and 11)                        | 17%  | 20%     | 42%      | 42%     | 36%     | 37%     |

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.

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

| Student Groups                                | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students                                  | 267              | 263           | 98.50%         | 23.19%                  |
| Male  | 133              | 131           | 98.50%         | 20.61%                  |
| Female  | 134              | 132           | 98.51%         | 25.76%                  |
| Black or African American                     | --               | --            | --             | --                      |
| American Indian or Alaska Native              | --               | --            | --             | --                      |
| Asian   | 29               | 29            | 100.00%        | 55.17%                  |
| Filipino                                      | --               | --            | --             | --                      |
| Hispanic or Latino                            | 222              | 219           | 98.65%         | 19.63%                  |
| Native Hawaiian or Pacific Islander           | --               | --            | --             | --                      |
| White   | --               | --            | --             | --                      |
| Two or More Races                             | --               | --            | --             | --                      |
| Socioeconomically Disadvantaged               | 236              | 232           | 98.31%         | 21.12%                  |
| English Learners                              | 219              | 216           | 98.63%         | 21.76%                  |
| Students with Disabilities                    | 39               | 38            | 97.44%         | 5.26%                   |
| Students Receiving Migrant Education Services | 23               | 23            | 100.00%        | 26.09%                  |
| 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.



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

| Student Groups                                | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students                                  | 267              | 264           | 98.88%         | 20.08%                  |
| Male  | 133              | 131           | 98.50%         | 19.85%                  |
| Female  | 134              | 133           | 99.25%         | 20.30%                  |
| Black or African American                     | --               | --            | --             | --                      |
| American Indian or Alaska Native              |                  |               |                |                         |
| Asian   | 29               | 29            | 100.00%        | 62.07%                  |
| Filipino                                      | --               | --            | --             | --                      |
| Hispanic or Latino                            | 222              | 220           | 99.10%         | 15.45%                  |
| Native Hawaiian or Pacific Islander           | --               | --            | --             | --                      |
| White   | --               | --            | --             | --                      |
| Two or More Races                             | --               | --            | --             | --                      |
| Socioeconomically Disadvantaged               | 236              | 233           | 98.73%         | 18.03%                  |
| English Learners                              | 219              | 217           | 99.09%         | 19.82%                  |
| Students with Disabilities                    | 39               | 38            | 97.44%         | 5.26%                   |
| Students Receiving Migrant Education Services | 23               | 23            | 100.00%        | 30.43%                  |
| 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.

## 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) | 34%  | 37%     | 56%      | 55%     | 56%     | 54%     |

### 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 Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| 5           | 16.20%   | 20.30%   | 28.40%  |

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 State priority: Parental Involvement (Priority 3):

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

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

The school provides opportunities for all parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand. The school uses various means of communication to reach out their diverse parents, such as the ConnectEd, Facebook/Twitter, the Peachjar Flyer System, Call System, audiovisuals, personal phone calls, home visits, informational meetings, flyers, letters, handouts, and others modes of communication. Special accommodations and materials are provided for persons with disabilities, parents who speak a language other than English, migratory farm workers, and others populations. The school report cards, parent letters, brochures, and all communications for parents are provided in English and the parents' primary language.

The school conducts the following activities to involve parents:

a). The school holds meetings with all parents at least three times per year: Back to School Night, Open House and English Learner/Title I Orientation. Title I-Parent Involvement funds are used to provide translation, child care, snacks, home visits, and other services to support parent involvement. The school holds open meetings with School Site Council, English Learner Advisory Committee and other parent committees six times per year. The school uses various means to provide parents with timely information about Title I Programs, such as letters, flyers, written handouts, phone calls, home visits, and informational meetings. All documents addressed to parents are written in English and Spanish. The ConnectEd Automated Phone Call System is used to ensure all parents receive information about parent meetings, parent education programs, Title I programs, parent-teacher conferences, and school and district events. The school provides an adequate number of professional translators/interpreters who can perform two-way translations to facilitate the communication between school staff (administrators, teachers, office staff) and families at all events. The school provides parents with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.

All parents receive an explanation during parent-teacher conferences and family literacy/math nights, at least three times per year, about the curriculum used at the school, content standards, academic assessments used to measure student progress, and the proficiency levels students are expected to reach.

The school provides parents with opportunities for regular meetings to participate in decisions relating to the education of their children. All parents are invited and encouraged to participate in decision making at school by attending parent meetings, making suggestions, volunteering at school, participating in their children's class, observing classroom activities, and serving on district and school committees such as School Site Council, English Learner Advisory Committee, Migrant Parent Advisory Committee, Parent Advisory for Gifted and Talented Education, Parent-Teacher Association, School Leadership Team, District Advisory Committee, District English Learner Advisory Committee, District Assistance and Intervention Team, Community Action Committee for Special Education, and other leadership groups. The school and district provide regular meetings, training and parent education programs to help parents develop their leadership skills and enhance their knowledge to successfully support their children's education. A district-wide training is provided for all parents every other year to prepare them for the SSC/ELAC elections.

## 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 | 2.99    | 3.41    | 1.71    | 1.75     | 2.64    | 3.18    | 3.79    | 3.65    | 3.65    |
| Expulsions  | 0.00    | 0.00    | 0.00    | 0.00     | 0.01    | 0.00    | 0.09    | 0.09    | 0.09    |

### School Safety Plan – Most Recent Year

Providing a safe school is a high priority for Edenvale School. To this end, there are continuous improvement processes and collaborative efforts that provide comprehensive health education and a strong academic foundation within a safe and secure learning environment that ensures success for all students.

Prevention education at Edenvale includes the implementation of Positive Behavior Intervention Support (PBIS) school wide. We also have supplemental programs and policies including Second Steps, conflict/peer mediation, positive discipline, refusal training for students and parents, drug, gangs, alcohol, substance abuse, bullying, harassment, graffiti, tobacco prevention education, developmental assets, and the Wellness Policy including physical education and nutritional education.

Attendance is closely monitored and students with unexcused absences of 10% or more receive law/school district/partnership intervention. Truancy abatement is a common goal of the school/district and other agency collaborative partnerships. Currently Edenvale has instituted an Attendance Incentive Program, which is targeting attendance and tardies.

In order to reduce the number of incidents of bullying and harassment among students and to ensure that students feel neither intimidated nor threatened by bullying or harassment, Edenvale has an ongoing program that specifically addresses issues of race, ethnicity, gender, sexual orientation, perceived sexual orientation, and perceptions which commonly surface in bullying/harassment incidences. Positive Behavior Intervention Support (PBIS) also addresses bullying and provides strategies for the aggressor, victim, bystander and adults.

We also have ongoing classroom instruction and use social settings inside and outside the classroom to focus on the life skills of empathy, anger management, and problem solving.

Each year staff is educated, trained, and practices the concepts of the National Emergency Management System which includes fire drills, earthquake evacuation, first aid procedures, communicable disease action plan, and emergency evacuation maps.

We balance the school discipline plan with positive incentives, as well as appropriate alternative consequence plans. School-wide rules are posted in each classroom. Positive incentives are offered for positive behavior/attitude, good attendance, positive wellness, and practices, academics. Alternatives reviewed as options to positive discipline include campus clean-up, campus projects, incentives, community services, behavior plans/contracts, site or off-site group or individual counseling, and/or alternative placements.

We strive to improve the system of publications to students, staff, and community which will include or focus on student awards/recognition, rewards, school activities, achievements, acknowledgments, and announcements.

## 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                          | In PI     | In PI     |
| First Year of Program Improvement                   | 2011-2012 | 2008-2009 |
| Year in Program Improvement*                        | Year 3    | Year 3    |
| Number of Schools Currently in Program Improvement  | N/A       | 4         |
| Percent of Schools Currently in Program Improvement | N/A       | 100.0%    |

NOTE: Cells with NA values do not require data.

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

| Grade Level | Avg. Class Size | 2014-15<br>Number of Classes* |       |     | Avg. Class Size | 2015-16<br>Number of Classes* |       |     | Avg. Class Size | 2016-17<br>Number of Classes* |       |     |
|-------------|-----------------|-------------------------------|-------|-----|-----------------|-------------------------------|-------|-----|-----------------|-------------------------------|-------|-----|
|             |                 | 1-20                          | 21-32 | 33+ |                 | 1-20                          | 21-32 | 33+ |                 | 1-20                          | 21-32 | 33+ |
| K           | 28              |                               | 4     |     | 25              |                               | 4     |     | 26              |                               | 4     |     |
| 1           | 25              |                               | 2     |     | 25              |                               | 2     |     | 26              |                               | 2     |     |
| 2           | 26              |                               | 2     |     | 21              | 2                             | 1     |     | 21              | 2                             | 1     |     |
| 3           | 28              |                               | 4     |     | 23              |                               | 3     |     | 19              | 2                             | 1     |     |
| 4           | 31              |                               | 3     |     | 27              |                               | 3     |     | 30              |                               | 2     |     |
| 5           | 31              |                               | 2     |     | 32              |                               | 2     |     | 29              |                               | 2     |     |
| 6           | 30              |                               | 3     |     | 29              |                               | 3     |     | 29              |                               | 3     |     |
| Other       |                 |                               |       |     |                 |                               |       |     |                 |                               |       |     |

\* 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 2016-17)

| Title   | Number of FTE*<br>Assigned to School | Average Number of Students<br>per<br>Academic Counselor |
|---|--------------------------------------|---|
| Academic Counselor                                  | 0                                    |   |
| Counselor (Social/Behavioral or Career Development) | 0                                    | N/A   |
| Library Media Teacher (Librarian)                   | 0                                    | N/A   |
| Library Media Services Staff (Paraprofessional)     | .2                                   | N/A   |
| Psychologist  | .4                                   | N/A   |
| Social Worker                                       | 0                                    | N/A   |
| Nurse   | 0                                    | N/A   |
| Speech/Language/Hearing Specialist                  | .3                                   | N/A   |
| Resource Specialist (non - teaching)                | 0                                    | 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 2015-16)

| Level   | Total<br>Expenditures<br>Per Pupil | Expenditures<br>Per Pupil<br>(Restricted) | Expenditures<br>Per Pupil<br>(UnRestricted<br>) | Average<br>Teacher<br>Salary |
|---|------------------------------------|---|---|------------------------------|
| School Site                                   |                                    |   |   |                              |
| District                                      | N/A                                | N/A                                       |   | \$77001                      |
| Percent Difference – School Site and District | N/A                                | N/A                                       |   |                              |
| State   | N/A                                | N/A                                       | \$6574  | \$78363                      |
| Percent Difference – School Site and State    | N/A                                | N/A                                       |   |                              |

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

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

Programs funded by categorical or “extra student” funds include:

1. Extended Day and Year Programs
2. Remedial Services provided by teachers
3. Community Liaison and Mental Health Services
4. Coaching (mentoring for staff development)
5. Instructional supplies and technology
6. Visual/performing arts
7. Programs for high achievers and GATE students
8. Safe Schools Specialist who supports student attendance
9. Professional development workshops and visitations

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

| Category                                      | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary                      | \$49878         | \$48678                                      |
| Mid-Range Teacher Salary                      | \$78066         | \$78254                                      |
| Highest Teacher Salary                        | \$95775         | \$96372                                      |
| Average Principal Salary (Elementary)         | \$131620        | \$122364                                     |
| Average Principal Salary (Middle)             | \$136089        | \$125958                                     |
| Average Principal Salary (High)               | \$0             | \$126758                                     |
| Superintendent Salary                         | \$251146        | \$212818                                     |
| Percent of Budget for Teacher Salaries        | 37%             | 38%  |
| Percent of Budget for Administrative Salaries | 5%              | 5%   |

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

## Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Our school provides extensive training for teachers in the implementation of standards, development of effective assessment, and understanding the Closing the Achievement Gap Plan. There are numerous opportunities for participation in district in-services, workshops, and committees. Tuesday afternoons are dedicated to professional development in addition to three AB days. Currently much emphasis at the site level has been dedicated to understanding the implementation of the Houghton Mifflin Language Arts Program and the Results Oriented Cycle of Inquiry (ROCI) process. All staff has also been trained in providing Systematic English Language Development (SELD) to the students learning English. We have a leadership team/continuous improvement team that leads site staff development around analyzing student work, developing effective strategies for the classroom, and using grade level time to improve instruction. We are in the 2nd year of Positive Behavior Intervention Support (PBIS), and have begun to implement Check-In/Check-Out, a tier 2 PBIS intervention. We are in the beginning stages of implementing a collaborative model of Response to Intervention.

In short, the data points to the need for comprehensive growth in ELA, ELD, and Math achievement for all students. Specifically, the data shows that a vastly higher percentage of those students who become reclassified as English Proficient become proficient in math and ELA in the CAASPP and i-Ready tests. In response to this data, the Edenvale staff and ILT (Instructional Leadership Team) has developed a Theory of Action, including six SMARTER goals as well as key teacher practices and a Professional Learning Plan (PLP). Professional development, Staff Meetings, Leadership Meetings, Grade Level Collaboration, and Coaching support the attainment of these goals. Our professional development focal areas this year are writers' workshop, guided reading, number talks and designated ELD. We will do this by:

1. Defining goals, contribute to the theory of action, provide input on plans, and begin monitoring progress.
2. Defining a systematic approach for two-way communication between the ILT members and the rest of the staff.
3. ILT members take a more active role in leading professional learning opportunities through actions such as facilitation of professional development sessions and teacher collaboration.
4. Beginning to develop a shared awareness of the role that race and culture play in creating an equitable learning environment for all students.