

SARC 2015-16

SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2016-17

Davis (Caroline) Intermediate

Address: 5035 Edenvue Dr. San Jose, CA 95111-4031

Principal: Kim Kianidehkian, Principal

Phone: (408) 227-0616

Email: kkianidehkian@ogsd.net

Web Site:

CDS Code: 43696256048094

Oak Grove Elementary

Superintendent: José Manzo

Phone: (408) 227-8300

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Web Site: 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 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 state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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
 Web Site: www.ogsd.net

School Contact Information Most Recent Year

School Name: Davis (Caroline) Intermediate
 Street: 5035 Edenview Dr.
 City, State, Zip: San Jose, CA 95111-4031
 Phone Number: (408) 227-0616
 Principal: Kim Kianidehkian, Principal
 E-mail Address: kkianidehkian@ogsd.net
 Web Site:
 County-District-School
 (CDS) Code: 43696256048094

School Description and Mission Statement (School Year 2016–17)

Davis is one of nineteen schools in the Oak Grove School District, a district that is committed to developing an inclusive, caring educational community in which each individual experiences high levels of academic success. The faculty of Caroline Davis School acknowledges that a successful school community depends on a close partnership among the parents, teachers, and students. We look at meeting the needs of each individual student through a small school concept, which allows us to provide high levels of teaching and learning for all. All students have access to a challenging core curriculum and assessments that are directly aligned to the standards. Instruction incorporates collaboration, creativity, critical thinking, communication, and technology. Teachers, leaders and staff continuously use data to reflect on student learning and engage in meaningful collaboration and professional learning to improve and shift practices.

At Davis, all students are part of a shared roster team which allows teachers and support staff to know all students well and create pathways to interventions, advanced coursework, and family support in a timely manner. Learning and work occur in safe environments that support the socio-emotional needs of students and adults. When students' emotional, social and academic needs are met, they are free to focus on creating a pathway to college and career readiness.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 7	341
Grade 8	359
Total Enrollment	700

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	4.3%
American Indian or Alaska Native	0.6%
Asian	23.1%
Filipino	4.6%
Hispanic or Latino	60.6%
Native Hawaiian/Pacific Islander	1.1%
White	4.9%
Two or More Races	0.9%
Socioeconomically Disadvantaged	69.9%
English Learners	28.3%
Students with Disabilities	11%
Foster Youth	0.3%

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 2014-15	School 2015-16	School 2016-17	District 2016-17
With Full Credential	31	32	33	466
Without Full Credential	1	0	3	7
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.00%	.00%
All Schools in District	99.86%	.14%
High-Poverty Schools in District	100.00%	.00%
Low-Poverty Schools in District	99.76%	.24%

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 2016–17)

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 instructional 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 2016

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 school year 2015-2016 this facility has undergone modernization totaling approximately 1.5 million dollars which included transportation safety corridors, student restroom ADA upgrades and an outdoor leaning classroom. Proposed for the school year 2016-2017, phase II of the transportation corridors, cover walkways, totaling 1.2 million dollars will be undertaken and completed by September 2016.

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.

Davis completed a full modernization in 2000 which upgraded and expanded our library, career center, and added new student restrooms. In addition, the phone and electronic data systems were upgraded. The school was also painted, and the parking lot and blacktop were repaved. Every few years the school receives deferred maintenance services which keep the school in good repair.

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 2017

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	✓	-	-
Restrooms/Fountains: Restrooms, Sinks/ Fountains	✓	-	-
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 2017

	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], Science California Standards Tests) 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/ Literacy (grades 3-8 and 11)	38%	44%	47%	50%	44%	48%
Mathematics (grades 3-8 and 11)	24%	27%	38%	42%	34%	36%

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.

ELA - Grade 7

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	345	337	97.68%	48.51%
Male	197	192	97.46%	38.22%
Female	148	145	97.97%	62.07%
Black or African American	14	14	100.00%	35.71%
American Indian or Alaska Native	--	--	--	--
Asian	89	87	97.75%	75.86%
Filipino	14	13	92.86%	61.54%
Hispanic or Latino	201	196	97.51%	35.90%
Native Hawaiian or Pacific Islander	--	--	--	--
White	19	19	100.00%	63.16%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	239	233	97.49%	37.07%
English Learners	102	99	97.06%	17.17%
Students with Disabilities	37	37	100.00%	8.11%
Students Receiving Migrant Education Services	14	14	100.00%	21.43%
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 on the CAAs divided by the total number of students who participated in both assessments.

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.

ELA - Grade 8

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	361	353	97.78%	39.94%
Male	177	170	96.05%	31.18%
Female	184	183	99.46%	48.09%
Black or African American	17	17	100.00%	41.18%
American Indian or Alaska Native	--	--	--	--
Asian	76	75	98.68%	69.33%
Filipino	19	19	100.00%	42.11%
Hispanic or Latino	222	217	97.75%	29.03%
Native Hawaiian or Pacific Islander	--	--	--	--
White	16	15	93.75%	53.33%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	254	250	98.43%	34.80%
English Learners	99	95	95.96%	6.32%
Students with Disabilities	42	41	97.62%	4.88%
Students Receiving Migrant Education Services	18	18	100.00%	11.11%
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 on the CAAs divided by the total number of students who participated in both assessments.

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.

Mathematics - Grade 7

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	345	344	99.71%	30.32%
Male	197	196	99.49%	30.61%
Female	148	148	100.00%	29.93%
Black or African American	14	14	100.00%	28.57%
American Indian or Alaska Native	--	--	--	--
Asian	89	89	100.00%	60.67%
Filipino	14	14	100.00%	28.57%
Hispanic or Latino	201	200	99.50%	17.09%
Native Hawaiian or Pacific Islander	--	--	--	--
White	19	19	100.00%	36.84%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	239	239	100.00%	20.59%
English Learners	102	102	100.00%	4.90%
Students with Disabilities	37	37	100.00%	2.70%
Students Receiving Migrant Education Services	14	14	100.00%	21.43%
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 on the CAAs divided by the total number of students who participated in both assessments.

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.

Mathematics - Grade 8

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	362	357	98.62%	23.88%
Male	177	173	97.74%	19.77%
Female	185	184	99.46%	27.72%
Black or African American	17	17	100.00%	23.53%
American Indian or Alaska Native	--	--	--	--
Asian	76	76	100.00%	56.58%
Filipino	19	19	100.00%	36.84%
Hispanic or Latino	223	219	98.21%	11.47%
Native Hawaiian or Pacific Islander	--	--	--	--
White	16	15	93.75%	26.67%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	254	252	99.21%	17.93%
English Learners	99	97	97.98%	2.08%
Students with Disabilities	42	41	97.62%	2.44%
Students Receiving Migrant Education Services	18	18	100.00%	5.56%
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 on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	63%	43%	47%	60%	56%	55%	60%	56%	54%

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	362	352	97.24%	46.88%
Male	177	170	96.05%	46.47%
Female	185	182	98.38%	47.25%
Black or African American	17	17	100.00%	47.06%
American Indian or Alaska Native	–	–	–	–
Asian	76	75	98.68%	72.00%
Filipino	19	18	94.74%	61.11%
Hispanic or Latino	223	217	97.31%	35.48%
Native Hawaiian or Pacific Islander	–	–	–	–
White	16	15	93.75%	80.00%
Two or More Races	–	–	–	–
Socioeconomically Disadvantaged	254	248	97.64%	40.32%
English Learners	99	94	94.95%	20.21%
Students with Disabilities	42	42	100.00%	4.76%
Students Receiving Migrant Education Services	18	18	100.00%	33.33%
Foster Youth	–	–	–	–

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 2015-16)

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
7	17.00%	31.60%	22.70%

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 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 2016–17)

Parents are invited to become involved as classroom volunteers, as representatives on School Site Council and are invited to serve as a school representative to numerous district committees such as the District Advisory Committee. Parents are encouraged to support their children by attending school activities and extracurricular events such as after-school sporting events which include softball, cross country, basketball, volleyball, soccer, track/field, and band competitions and music festivals. Davis provides parent training through the various parent information meetings such as the Parent Involvement Workshop Series, District English Language Advisory Committee, Hispanic Parent Meetings, and African American Koffee Klatch meetings. Parents may also become involved in supporting the school program by monitoring homework, attending parent informational events and workshops, and regularly communicating with the teachers and counselors.

We believe that parents are partners participating in process of dynamic educational success for all students.

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	12.84	0.98	5.58	4.05	1.75	2.64	4.36	3.80	3.65
Expulsions	0.26	0.00		0.05	0.00	0.01	0.10	0.09	0.09

School Safety Plan – Most Recent Year

School safety is the number one priority in Oak Grove School District. Each year goals relating to school safety and preventing the use of tobacco, drugs, alcohol, and school violence are established by the Student Services Advisory Committee and submitted to the State of California. The Safe School Action Plan was developed through the work of the Safe School Committee and is based on the surveys administered to students, staff, and community as well as the Oak Grove District Five Year Plan. Last year our goals also included improving our disaster preparedness, as well as balancing the school discipline plans with positive incentives as we continue to implement Positive Behavior Interventions and Supports (PBIS).

The Davis Staff continues to work to improve preparation for Disaster by conducting Code Red and Simulated Emergency Disaster Drills. Davis has lockdown barriers for an added layer of security against intruders. Students also learn the dangers of tobacco, drugs, and alcohol in physical education and Science classes. In addition, positive discipline is a school-wide focus with students participating in School-wide Discipline Assemblies as well as positive incentive programs such as Student Awards Assemblies, California Junior Scholastic Federation and Honor Roll Awards. PBIS Rallies occur every trimester and celebrate excellent behavior, academic success and help to create a positive and inclusive school culture.

The School Site Council of Davis Intermediate School approved the Safe School Action Plan. The Davis Staff will continue to monitor overall school safety and to re-evaluate our disaster preparedness.

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 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement*		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 (Secondary)

Subject	Avg. Class Size	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*			Avg. Class Size	2015-16 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	24	16	13	4	23	15	12	4	23	18	13	2
Mathematics	24	13	13	4	24	11	14	4	25	12	12	6
Science	27	7	13	6	29	4	11	8	29	2	14	8
Social Science	28	2	20	3	29	2	17	4	29	5	10	10

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	350
Counselor (Social/Behavioral or Career Development)	.33	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	.6	N/A
Psychologist	.6	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	.4	N/A
Resource Specialist (non - teaching)	1	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 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site				
District	N/A	N/A		\$73229
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A	\$5677	\$75137
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 2015-16)

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 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47730	\$44573
Mid-Range Teacher Salary	\$74704	\$72868
Highest Teacher Salary	\$91651	\$92972
Average Principal Salary (Elementary)	\$124357	\$116229
Average Principal Salary (Middle)	\$126593	\$119596
Average Principal Salary (High)		\$121883
Superintendent Salary	\$231099	\$201784
Percent of Budget for Teacher Salaries	38%	39%
Percent of Budget for Administrative Salaries	6%	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.

The staff participates in professional development/training throughout the year via AB1579 Professional Development Days, minimum days, after-school workshops, conferences, summer institutes, and peer coaching sessions. Staff development and curriculum improvement are viewed as a continuous and interrelated process. Staff development activities included building Professional Learning Communities, Cycle of Inquiry, English Language Development strategies, analyzing state assessment results, Curriculum/Standards Mapping, Instructional Strategies, increasing classroom rigor and student engagement, Closing the Achievement Gap (CTAG) Plan, Content Standards, and Technology. Staff has three days of professional development in August, January, and May. We also adjust Wednesdays for weekly collaborative department meetings to work on the cycle on inquiry, professional development, and individual teacher planning.