SARC 2016-17

SCHOOL ACCOUNTABILITY REPORT CARD

Baldwin (Julia) Elementary

Address:	280 Martinvale Ln. San Jose, CA 95119-1840
Principal:	Ms. Tonya Bailey, Principal
Phone:	(408) 226-3370
Email:	tbailey@ogsd.net
Web Site:	https://baldwin.ogsd.net
CDS Code:	43696256095400

Oak Grove Elementary

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

SchoolCity

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
Web Site:	www.ogsd.net

School Contact Information
Most Recent Year

School Name:	Baldwin (Julia) Elementary
Street:	280 Martinvale Ln.
City, State, Zip:	San Jose, CA 95119-1840
Phone Number:	(408) 226-3370
Principal:	Ms. Tonya Bailey, Principal
E-mail Address:	tbailey@ogsd.net
Web Site:	https://baldwin.ogsd.net
County-District-School (CDS) Code:	43696256095400

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

Julia Baldwin Elementary School offers a warm and caring learning environment through the implementation of Positive Behavior Intervention and Supports (PBIS) where students and adults understand respect, responsibility and safety. Our goal is to eliminate the performance gap through rigorous instruction that is: child-centered, California Common Core Standards based, informed by on-going assessments, differentiated to meet individual needs, engaging, and relevant to each student's quality of life. Our vision is a learning community that promotes a safe and nurturing environment with open communication between home and school. Our purpose is to create a collaborative learning experience for tomorrow's creative, critical thinkers. We do this by focusing on innovative learning techniques for a diverse, responsible student body. Our mission is excellence for all.

We are a very diverse community and we work to accomplish our mission through the implementation of balanced literacy that includes the four kinds of reading and writing. Primary classrooms are actively involved with the Sobrato Early Academic Language (SEAL) model that develops academic vocabulary through content area instruction. Grades 4-6 utilize Project Based Learning as a vehicle to implement rigorous, relevant and engaging instruction. In addition, higher order thinking skills are taught in all subjects. You might find our students engaged in mental math, number talks, number bonds, and math claims as they address the new California Common Core Standards. We are proud to be a Tech Academy School for grades 4-6 where our student learn Science, Technology, Engineering, and Math (S.T.E.M.) through English Language Arts, Social Studies and all content areas. Academically, teachers are preparing their students for college and careers by giving them preparation to understand rigorous texts and all kinds of informational reading materials. Extensive vocabulary instruction daily addresses tier 1, 2, and 3 words. Students are engaged in daily writing for content, process, spelling and conventions.

To ensure student success Baldwin's staff actively participates in Cycle of Inquiry (COI) and Continuous Equity Improvement work. This involves assessing student work, collecting and analyzing data, collaborating to reflect on teacher practices and sharing of signature practices for improvement. We do this to ensure all student needs are met regardless of ability, socio-economic status, race, ethnicity, and or special needs. In order to accelerate learning we purposefully work to differentiate instruction across the content areas. In addition to classroom instruction, we offer various after school opportunities like art classes, Kids Club, Hip Hop Dance, Young Rembrandts, and basketball. Grades 1, ,2, and 3 receive art instruction and Visual and Performing Arts is offered to grades 3-6. Baldwin students are focused on learning and bound for college.

Baldwin provides a place of discovery where students love to engage in the learning process, are not afraid to attempt challenges and feel successful and productive when they do. Our goal is to prepare students for higher education, careers, and a productive place in society, whatever they choose. We want our children to be able to compete, as well as collaborate, advance with excellence and pride, and to value life-long learning. In order to reach these goals, we stress a thorough and successful academic curriculum with support for students always available from a host of employees and community volunteers. Baldwin is a Positive Behavior Intervention Support (PBIS) School with a mantra of being safe, respectful, responsible and ready to learn. We value and enjoy a harmonious relationship within our racially, ethnically, linguistically, and economically diverse school community.

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

Grade Level	Number of Students
Transitional Kindergarten	
Kindergarten	77
Grade 1	49
Grade 2	58
Grade 3	42
Grade 4	40
Grade 5	58
Grade 6	50
Total Enrollment	374

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

Student Group	Percent of Total Enrollment
Black or African American	6.7%
American Indian or Alaska Native	0%
Asian	13.1%
Filipino	7%
Hispanic or Latino	48.9%
Native Hawaiian/Pacific Islander	0.8%
White	16.6%
Two or More Races	7%
Socioeconomically Disadvantaged	40.6%
English Learners	20.9%
Students with Disabilities	8.6%
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 2015-16	School 2016-17	School 2017-18	District 2017-18
With Full Credential	19	19	20	464
Without Full Credential	0	1	0	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 quatlity/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.   Baldwin received additional renovations in the summer of 2017 to include a Kindergarten playground, bathrooms, preschool classroom and a renovated Transitional Kindergarten classroom and renovations to the current playground and play structure.

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 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] 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/ Literacy (grades 3-8 and 11)	37%	46%	50%	50%	48%	48%
Mathematics (grades 3-8 and 11)	37%	38%	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	198	198	100.00%	46.46%
Male	106	106	100.00%	40.57%
Female	92	92	100.00%	53.26%
Black or African American	13	13	100.00%	23.08%
American Indian or Alaska Native				
Asian	25	25	100.00%	68.00%
Filipino	12	12	100.00%	83.33%
Hispanic or Latino	105	105	100.00%	39.05%
Native Hawaiian or Pacific Islander	–	–	–	–
White	23	23	100.00%	39.13%
Two or More Races	18	18	100.00%	61.11%
Socioeconomically Disadvantaged	95	95	100.00%	31.58%
English Learners	58	58	100.00%	46.55%
Students with Disabilities	23	23	100.00%	4.35%
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.

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	198	198	100.00%	38.38%
Male	106	106	100.00%	39.62%
Female	92	92	100.00%	36.96%
Black or African American	13	13	100.00%	15.38%
American Indian or Alaska Native				
Asian	25	25	100.00%	60.00%
Filipino	12	12	100.00%	58.33%
Hispanic or Latino	105	105	100.00%	29.52%
Native Hawaiian or Pacific Islander	–	–	–	–
White	23	23	100.00%	43.48%
Two or More Races	18	18	100.00%	55.56%
Socioeconomically Disadvantaged	95	95	100.00%	23.16%
English Learners	58	58	100.00%	34.48%
Students with Disabilities	23	23	100.00%	4.35%
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.

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)	31%	43%	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	20.30%	22.00%	18.60%

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)

Research findings tell us that students do better academically when parents take an active role in their children's learning, and students are more successful in school when schools are responsive to the needs of the communities they serve.

At Baldwin, parents are truly welcome, highly valued, and actively involved. Most parents strive to give three hours of volunteer time per year for each student attending school. Parents have many ways to assist and contribute.

Some of these ways include:
Reading to students, Project Cornerstone, Foster Grandparents, working with students at in-class centers, clerical, copying, helping small groups of students, tutoring, sharing their hobbies, talents and skills in classrooms, workshops after school, and in assemblies.

Some parents have active roles:
School Site Council, District Advisory Council, Home and School Club, GATE parents, Walk-a-thons, Harvest Festivals, Book Fairs, Latino Parent Groups, teaching Folkloric dancing, African/African American Koffee Klatch groups.

Some strategies to increase parent involvement include:
Materials sent home in one or more languages as needed; Parent Education events/workshops; Family Math Night/Science Night; school site and District committees and school social events (concerts, performances, etc.), Awards assemblies.

School Site Council:
Parents serve on this council along with teachers and other staff to guide the distribution of Local Control Funding Formula funds in alignment with the SPSA (Single Plan for Student Achievement). They study curriculum and student needs to determine how best to use school improvement funds. It is comprised of community and staff members and also coordinates efforts with our Home and School Club in unified support of student learning and success. They co-fund support for technology, touchstone books, and instructional monies for teachers.

District Advisory members attend district level meetings, while other parents serve on the District English Learner Advisory Committee. All serve as liaisons among staff, parents, and community in reporting information at school site meetings and in our community newsletter and our school's website.

Home and School Club is an active volunteer organization for parents to support the programs at Baldwin School. Their financial assistance from fundraisers supports field trips, assemblies, library books, classroom reading material, technology, and student awards. They actively support the Walk to School Program, Book Fairs, Family Dinners, Fundraisers, Spring Walkathon and Carnival, and other community events. Home and School also acts as a forum for parent communications, ideas and safety issues. They coordinate volunteer services for the school and students.

Parent Committees:
Parents are encouraged to attend various District and site committees such as GATE Parent Committee and the District Advisory Committee to provide liaison information to parents of Baldwin students. At African-American and Latino meetings, parents participate in regular forums for student success by receiving information and giving input.

Volunteer Program:
Along with the Home and School Club and School Site Council, parents are invited to volunteer time in the classrooms tutoring students or assisting teachers. They also volunteer time for campus projects, sponsoring clubs, chaperoning field trips, family learning nights, the talent show, the science fair, and classroom presentations. We invite all family members to participate in "Three for Me," an opportunity to volunteer three hours per year for each student. Many families feel this is easy and parent participation is robust.

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	1.44	0.47	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 environment is a high priority at Baldwin Elementary. 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 will ensure success for all students.

Prevention education at Baldwin includes supplemental programs and policies including Positive Behavior Intervention and Supports (PBIS), Project Cornerstone, Foster Grandparents Program, assemblies such as The Power of One and Dewayne Hill anti-bullying assemblies, harassment, graffiti, tobacco prevention education, and the Wellness Policy including physical education and nutritional education. In summary, Baldwin is a Positive Behavior Intervention Support school with common expectations for being safe, responsible, respectful, and ready to learn. This is a systemic data driven decision making plan to support positive behavior.

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 Baldwin 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, Baldwin 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. All staff and students have been trained in bully proofing our campus and strategies are implemented daily.

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, lockdown, 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, practices, and academics. For every corrective, we expect 5 praises for our students and adults. Alternatives reviewed as options to positive discipline include campus clean-up, campus projects, incentives, community services, behavior plans/contracts, check-in/check-out system, choice wheels, site or off-site group or individual counseling, and/or alternative placements.

We strive to improve the system of communications to the school community which will include or focus on student awards/recognition, rewards, parents newsletters, school activities, assemblies, 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	No	In PI
First Year of Program Improvement	N/A	2008-2009
Year in Program Improvement*	N/A	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 Number of Classes*			Avg. Class Size	2015-16 Number of Classes*			Avg. Class Size	2016-17 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	27		3		25		3		25		4	
1					24		2		26		1	
2	27		2		25		2		26		2	
3	27		3		26		2		24		2	
4	26		1		32		2		28		1	
5	32		2		32		1		30		2	
6	32		2		32		2		31		2	
Other	27		1									

* 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* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non - teaching)		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 Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (UnRestricted)	Average Teacher 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 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. 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 Common Core and Content standards and development of effective assessments. There are numerous opportunities for participation in district in-services, out-of-district conferences, workshops, and committees. Currently, much emphasis at the site level has been dedicated to understanding the precepts of Writer's Workshop and Step Up to Writing and implementation of the Sobrato Early Academic Language (SEAL) Model supplemented with Guided Reading. Training accompanies the adopted EngageNY Math series this year. Sixth Grade teachers receive training in College Preparatory Mathematics (CPM). We are a Tech Academy School of Innovation and a team of 4 teachers trained by the Tech Museum provides professional development to our site regarding STEAM and Design Thinking. Our upper grade teachers are trained in Project Based Learning strategies and with the support of Dr. Kay Brallier developed units of study for implementation. All grades 4-6 receive STEM education training that is integrated with all content area subjects. Staff have also been trained in providing systematic English Language Development to the students learning English and extensive work with the English Language Framework for both Designated and Integrated English Language Development. 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. Entire staff is engaged in implementing number talks as part of Common Core. Cycle of Inquiry is used as the structure and format for data analysis.

Our staff has three days of professional development in August, January and May. We also use our adjusted Tuesday for eleven hours of professional development, eleven hours of individual teacher planning and finally, eleven hours of grade level planning. Teachers are trained in methods of instruction to close the achievement gap for our students of color. Cycles of Inquiry occur at each grade level in order to meet the needs of ALL students.