

# Fairview Elementary School

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

### Published During 2016-17

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.

## **About This School**

#### **Contact Information (School Year 2016-17)**

<b>School Contact Information</b>	
<b>School Name</b>	Fairview Elementary School
<b>Street</b>	1308 Fairview St.
<b>City, State, Zip</b>	Orland, CA 95963
<b>Phone Number</b>	(530) 865-1235 x 3310
<b>Principal</b>	Tracy Sailsbery
<b>E-mail Address</b>	tsailsbery@orlandusd.net
<b>Web Site</b>	<a href="http://fairview.orlandusd.net/">http://fairview.orlandusd.net/</a>
<b>CDS Code</b>	11754816007470

<b>District Contact Information</b>	
<b>District Name</b>	Orland Unified School District
<b>Phone Number</b>	(530) 865-1200
<b>Superintendent</b>	Ken Geisick
<b>E-mail Address</b>	KGeisick@orlandusd.net
<b>Web Site</b>	<a href="http://www.orlandusd.net">http://www.orlandusd.net</a>

### **School Description and Mission Statement (School Year 2016-17)**

Fairview Elementary School houses all of the third through fifth grade students in the Orland Unified School District. We serve a diverse population of students and families. Fairview is a school of approximately 485 students on a modified traditional school calendar with multiple breaks throughout the school year to help rejuvenate and refocus students and teachers. Our school is composed of 20 general education classrooms, 3 special education classrooms, 2 full time Title I teachers and 1 full time ELD coordinator, one library, 11 mobile computer labs in addition to student machines in each classroom and one dedicated computer lab, one music room, a class set of mobile NEO computers, and one cafeteria/multi-purpose room. Due to our high population of Spanish speaking families, we have on staff a dedicated bilingual services aide to assist with written and verbal translation. All of the staff at Fairview Elementary School are highly qualified and have a diverse range of training and experience to work with our student population. We strive to create an educational environment that is both safe and stimulating while reaching to help our students achieve personal and academic success. We are working to improve our communication and collaboration with our families to create a well-rounded academic program and partnership between family and home.

Our mission is to provide engaging and interesting learning activities and programs that will ensure each student meets or exceeds California grade level academic standards. Within an environment that embraces collegiality and collaboration using the PLC model, the staff uses current research based and proven instructional strategies to deliver a standards-based curriculum which recognizes the cultural diversity of our student population. Our staff keeps a keen eye on assessments, data and using this data to inform instruction. Parents and community members are encouraged to be our partners in the education of our students.

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

<b>Grade Level</b>	<b>Number of Students</b>
<b>Grade 3</b>	143
<b>Grade 4</b>	189
<b>Grade 5</b>	162
<b>Total Enrollment</b>	494

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

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	1
Asian	2.4
Filipino	0.2
Hispanic or Latino	62.8
Native Hawaiian or Pacific Islander	0
White	32.4
Two or More Races	0.6
Socioeconomically Disadvantaged	82.4
English Learners	40.7
Students with Disabilities	11.3
Foster Youth	0.2

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	23	24		
Without Full Credential	1	2		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	0	0	
Vacant Teacher Positions	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	Not Taught by Highly Qualified Teachers
This School	96.8	3.2
All Schools in District	96.7	3.3
High-Poverty Schools in District	96.7	3.3
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

**Year and month in which data were collected:** January 2015

Panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the Common Core State Standards and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards and we expect our teachers to be firmly focused on them. Policy experts, researchers and educators consider our state's standards to be among the most rigorous and challenging in the nation. You can find the content standards for each subject at each grade level on the web site of the California Department of Education (CDE).

#### Reading and Writing

By third grade, we expect our students to be able to read and write. By fourth grade, we're teaching students to read full-length books and to use a dictionary and encyclopedia when they write. By fifth grade, students should be able to write poems, plays, true-life adventures, and personal journals. You can read the California Common Core State Standards for English/language arts for first grade, second grade, third grade, fourth grade, and fifth grade on the CDE's Web site. We are currently reviewing new ELA state adopted materials and will adopt a new program by the end of the school year.

#### Math

Because the math standards have become more rigorous, our goal now is to prepare our elementary school graduates to have a deeper knowledge of math concepts. We adopted a new math program, Go Math, last year. Teachers have been trained on the how the programs works so we can work meet Common Core Math Standards. Common Core Math is a whole new way of teaching and learning that helps students to find their personal strengths in math and then using those strengths to their greatest advantage. You can read the math standards for first grade, second grade, third grade, fourth grade, and fifth grade on the CDE's Web site.

#### Science

Students learn the science standards starting in first grade. The curriculum covers physical, earth, and life sciences. The scientific method of experimentation and investigation is woven through all of our science courses. Read more about the science standards for first grade, second grade, third grade, fourth grade, and fifth grade on the CDE's Web site. The new State Science Test will be piloted this Spring in all K-8 grades.

#### Social Science

Students learn about citizenship starting in first grade. In second grade, we explore the lives of people who affect our students' everyday lives and learn about extraordinary people from history. The theme in third grade is continuity and change. California is the subject of our studies in fourth grade, and American history is our focus in fifth grade. Our students also learn about geography. They learn to research topics on their own, develop their own point of view, and interpret history. To read more about the social studies standards for first grade, second grade, third grade, fourth grade, and fifth grade, see the CDE's Web site.

#### Textbooks

We choose our textbooks from the most recent list of standards-based materials adopted by the SBE. Teams of teacher and administrators meet to research and recommend the best choice for our community of learners. Our local school board makes the final textbook decisions based on input from teachers, administrators, and community members.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Glencoe/McGraw-Hill California Treasures, © 2010	Yes	0
Mathematics	Go Math	Yes	0
Science	3rd Grade - Delta Education 4th & 5th Grade - McMillian/McGraw-Hill	Yes	0
History-Social Science	Scott Foresman	Yes	0
Foreign Language	None		
Health	None		
Visual and Performing Arts	Music - McGraw-Hill	Yes	0
Science Laboratory Equipment (grades 9-12)	none		

#### School Facility Conditions and Planned Improvements (Most Recent Year)

District maintenance staff keeps the grounds and facilities in excellent condition. Site custodians clean both classrooms and bathrooms daily. , Fairview Elementary recently reconfigured it's office space creating a new entrance. This new configuration makes it so any visitors must enter the school through one main entrance thus providing a safe watch on who is coming and going during the school day. We are hoping that soon the school will be repainted which is needed. We are currently ordering new materials and will be rearranging and updating our library. This will make it more functional for classrooms to use, for presentations, and for ease of finding books and materials.

#### School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 10/5/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation		X		
<b>Electrical:</b> Electrical		X		
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials			X	
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: 10/5/2016				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

**B. Pupil Outcomes**

**State Priority: Pupil Achievement**

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] 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 (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	22	26	27	31	44	48
Mathematics	18	14	14	13	34	36

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**CAASPP Test Results in ELA by Student Group**

**Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	145	144	99.3	20.1
	4	191	187	97.9	30.3
	5	157	157	100.0	26.1
Male	3	74	74	100.0	20.3
	4	103	102	99.0	23.0
	5	82	82	100.0	15.8
Female	3	71	70	98.6	20.0
	4	88	85	96.6	38.8
	5	75	75	100.0	37.3
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
American Indian or Alaska Native	3	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Asian	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Filipino	5	--	--	--	--
Hispanic or Latino	3	87	87	100.0	14.9
	4	120	118	98.3	24.6
	5	98	98	100.0	21.4
White	3	44	43	97.7	25.6
	4	67	65	97.0	41.3
	5	53	53	100.0	35.9
Two or More Races	3	--	--	--	--
Socioeconomically Disadvantaged	3	124	123	99.2	13.8
	4	153	151	98.7	27.5
	5	130	130	100.0	26.1
English Learners	3	59	59	100.0	3.4
	4	63	62	98.4	9.7
	5	37	37	100.0	
Students with Disabilities	3	14	14	100.0	14.3
	4	20	19	95.0	
	5	26	26	100.0	
Students Receiving Migrant Education Services	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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 Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	145	143	98.6	12.6
	4	191	185	96.9	15.1
	5	157	157	100.0	13.4
Male	3	74	74	100.0	16.2
	4	103	101	98.1	14.8
	5	82	82	100.0	13.4
Female	3	71	69	97.2	8.7
	4	88	84	95.5	15.5
	5	75	75	100.0	13.3
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
American Indian or Alaska Native	3	--	--	--	--
Asian	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Filipino	5	--	--	--	--
Hispanic or Latino	3	87	87	100.0	8.1
	4	120	118	98.3	11.0
	5	98	98	100.0	10.2
White	3	44	42	95.5	16.7
	4	67	63	94.0	23.8
	5	53	53	100.0	20.8
Two or More Races	3	--	--	--	--
Socioeconomically Disadvantaged	3	124	122	98.4	9.0
	4	153	149	97.4	12.8
	5	130	130	100.0	13.1
English Learners	3	59	59	100.0	1.7
	4	63	62	98.4	1.6
	5	37	37	100.0	
Students with Disabilities	3	14	14	100.0	14.3
	4	20	19	95.0	
	5	26	26	100.0	7.7
Students Receiving Migrant Education Services	3	--	--	--	--
	4	--	--	--	--



Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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 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	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	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)	34	38	26	39	44	36	60	56	54

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

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	157	155	98.7	25.8
Male	82	80	97.6	27.5
Female	75	75	100.0	24.0
Hispanic or Latino	98	97	99.0	19.6
White	53	52	98.1	36.5
Socioeconomically Disadvantaged	130	129	99.2	24.0
English Learners	37	36	97.3	8.3
Students with Disabilities	26	25	96.2	36.0

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

## State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	21.7	21.7	13.4

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2016-17)

#### Parent Involvement

Our School Site Plan and all categorical budget approvals are made by our SSC, which always includes parent members. In addition, we have an English Language Advisory Committee to help parents of students learning English feel welcome at our school and keep them informed of vital information of our school direction and activities. The ELAC meets four times a year. Our Parent Club has helped us to raise funds for student activities by coordinating Western Night, Spring Fiesta, book fairs, picture days, staff appreciation events, in-class support, and school assemblies. Fairview will hold an annual Title 1 meeting at the beginning of the school year to inform parents of services provided to children participating in the Title 1 programs, which include reading, language, and math intervention groups. Parents will also be kept up to date of events and activities, and encouraged to participate, through our newsletter, weekly bulletin, marquee, website and an auto-dialer. Please contact the school office at (530) 865-1235 if you are interested in becoming involved at our school.

#### Homework

Teachers at our site include homework as a part of the learning process. We ask that all parents read information from teachers about individual classroom homework policies and expectations and then work with the classroom teacher to ensure that this important part of the process has help both from school and from home. Our fall open house is an important time for parents to find out about their child's classroom and how they can best support the educational process. In addition, most of our teachers require students to read for at least 20 to 30 minutes each evening. We also ask parents to read with or to their child and to sign a reading log and return it weekly.

### State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	6.2	5.9	4.8	7.8	6.9	5.6	4.4	3.8	3.7
Expulsions	0.0	0.2	0.0	0.2	0.1	0.0	0.1	0.1	0.1

## School Safety Plan (School Year 2016-17)

The school safety plan has been reviewed on an ongoing basis and finalized by the School Site Council. Elements of this plan has been an agenda item of discussion in almost all staff meetings, including distributing a finalized copy to each staff member. Our site has a monthly fire drill, with an earthquake and intruder drill twice a year. The plan will be communicated to parents through the student handbook and an annual school survey will be done looking for potential hazards. We currently have a plan in place for fire, earthquake, intruder, bomb threat, chemical/toxic spill and a post-death intervention plan. All plans, including an evacuation plan, will be distributed and displayed in all classrooms in a highly visible area.

School Climate: We have a school-wide program that is based on Positive Behavior Interventions and Supports (PBIS) framework. Staff, parents, students, administrators and board members have worked closely together to support and advocate for PBIS in all Orland Unified School District schools. This handbook was developed, so its contents match the principles of PBIS in a way that fits the goals, mission and culture of Fairview School.

School-wide PBIS is a research-based framework that has been proven to improve school climate, reduce problem behavior, and increase academic instructional time in schools (for additional information go to [www.pbis.org](http://www.pbis.org)). Two primary areas of emphasis in PBIS are prevention and instruction of social behavior. PBIS is based on the idea that when students are taught clearly defined behavioral expectations and provided with predictable responses to their behavior, both positive and corrective, all students are more likely to meet those expectations.

Collaboratively, our staff and students have developed school-wide procedures to accomplish a positive and safe environment.

## 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	In PI
First Year of Program Improvement	2006-2007	2009-2010
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	100.0

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

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

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
3	27		6		23		32		23		32	
4	30		4		25	4	21		25	4	21	
5	26	2	4	1	19	12	18		19	12	18	
Other					22		1		22		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 2015-16)**

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)	.25	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.5	N/A
Social Worker		N/A
Nurse	.33	N/A
Speech/Language/Hearing Specialist	.5	N/A
Resource Specialist		N/A
Other		N/A

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

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	7640	2066	5574	60450
District	N/A	N/A	8624	\$60,669
Percent Difference: School Site and District	N/A	N/A	-35.4	-0.4
State	N/A	N/A	\$5,677	\$67,348
Percent Difference: School Site and State	N/A	N/A	-1.8	-10.2

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

**Types of Services Funded (Fiscal Year 2015-16)**

We use Title I and other state and federal funds to provide staffing, purchase supplemental textbooks, instructional materials, and supplies. All categorical spending is detailed in our Single School Plan for Student Achievement and approved by our Site Council and our Board of Education. In addition, we receive lottery funds to fund site needs and classroom budgets. Each grade also holds fund-raisers to pay for class trips, special projects or programs.

**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,208	\$42,063
Mid-Range Teacher Salary	\$57,315	\$64,823
Highest Teacher Salary	\$78,073	\$84,821
Average Principal Salary (Elementary)	\$83,292	\$101,849
Average Principal Salary (Middle)	\$87,106	\$107,678
Average Principal Salary (High)	\$97,849	\$115,589
Superintendent Salary	\$159,694	\$169,152
Percent of Budget for Teacher Salaries	34%	35%
Percent of Budget for Administrative Salaries	6%	6%

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

## Professional Development (Most Recent Three Years)

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The District provides two optional Professional Development Days for all teachers outside of the instructional student days and one mandatory day. This year's Professional Development offerings will support teachers to strengthen literacy skills for students, further deepen teacher work with the Common Core standards by identifying 'priority standards' for grade level mastery, and promote instructional technology and increased student access to computer devices. Teachers have also taken a 5 day mini training on English Language Development (ELD). These training are focusing the difference between designated and integrated ELD and how to best need our students' needs.

Another focus of professional development for our staff has been Illuminate, a data and testing system. Every teacher has been trained in these aspects of the program:

1)Creating a grade book, 2) Printing answer sheets for tests, 3) How to scan a test, 4) How to link a test to their grade book, 5) Linking a grade book to our report card, 6) How to access student data and student log ins, 7) How to assign a test, 8) How to print out progress reports, and 9) How to create a a test from the test bank.

Professional Learning Communities and High Quality Instruction continue to be a focus of professional development. Our teachers meet once a week to discuss curriculum, assessments, data, and program. Our PLC facilitators have half-day meetings, every 2-3 months, to discuss status, share successes, and troubleshoot issues. Teachers also are utilizing effective instructional strategies in the classroom. Instructional strategies are discussed in staff and grade level meetings.

We have increased the amount of chrome books on campus so every two teachers share a cart. This has increased the amount of opportunity to incorporate technology into every day lessons. Teachers have been able to attend trainings on various programs such as Google Classroom, Kahoot, Quizzez and handwriting without tears,.