

Imperial Elementary School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 2018-19)

School Contact Information	
School Name	Imperial Elementary School
Street	400 S. Imperial Highway
City, State, Zip	Anaheim, CA 92807
Phone Number	(714) 997-6282
Principal	Amber Miller
E-mail Address	admiller@orangeusd.org
Web Site	http://www.orangeusd.org/imperial/index.asp
CDS Code	30-66621-6096333

District Contact Information	
District Name	Orange Unified School District
Phone Number	(714) 628-4000
Superintendent	Gunn Marie Hansen, Ph.D.
E-mail Address	ghansen@orangeusd.org
Web Site	www.orangeusd.org

School Description and Mission Statement (School Year 2018-19)

The purpose of the School Accountability Report Card is to provide parents with information about the school's instructional programs, academic achievement, materials and facilities, and the staff. Information about Orange Unified School District is also provided.

Imperial is located in a residential area in North Orange County within the city of Anaheim, and maintains modified traditional calendar. Approximately 485 students were enrolled in grades transitional kindergarten through six during the 2018-2019 school year. Imperial is one of 27 elementary schools in the Orange Unified School District. Since opening in 1976 with the open classroom concept, some walls have been added however enough openness remains to allow for convenient teaming and inter-class groupings. Imperial celebrates 43 years of serving the community.

At Imperial we are dedicated to providing a high quality education for all children. We foster creative, confident students who are able to think critically and communicate through collaborative learning, enabling them to become productive members of the global community, leaving a lasting imprint on our society.

Our main purpose at Imperial is to ensure a safe and challenging learning environment for the care, development and maximum learning of every student. A comprehensive educational program is in place, using state and district curricular standards, to meet the needs of all students. Staff members work together to choose the most effective instructional strategies and methods providing multiple opportunities for every child to succeed. Community and parent partnerships are integral in Imperial's ability to further support student citizenship and character development, student interest and engagement, and opportunities for extended learning.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	89
Grade 1	56
Grade 2	62
Grade 3	58
Grade 4	68
Grade 5	61
Grade 6	64
Total Enrollment	458

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.2
Asian	14.2
Filipino	3.9
Hispanic or Latino	20.7
Native Hawaiian or Pacific Islander	0.2
White	55.7
Socioeconomically Disadvantaged	14.6
English Learners	5.9
Students with Disabilities	14.8
Foster Youth	0.9

A. Conditions of Learning**State Priority: Basic**

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

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

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	20	19	20	1246
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	13

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
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 2018-19)**Year and month in which data were collected:** October 11, 2018

All K-8 textbooks are selected from the state matrix provided through the California Board of Education. Teachers peruse the materials and select by majority vote. Selected texts are then submitted to the Board of Education for final approval. Textbooks are procured in sufficient numbers for each student to receive a textbook. High School adoptions are content area based, with teachers selecting appropriate materials for the course objectives as outlined in the course description approved by the Board of Education. Selected texts are submitted to the Board for approved use in classrooms with purchase ratio of one per student. The Public Hearing and Adoption of Resolution No. 16-18-19 of the Board of Education of Orange Unified School District on the sufficiency of textbooks, instructional materials and science lab equipment (9-12) was approved on October 11, 2018.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill Reading Wonders ELA/ELD Program adopted in 2017 for Grades K-6 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
Mathematics	Pearson/Scott Foresman enVision California Common Core Mathematics Program adopted in 2014 for Grades K-2 & adopted in 2015 for Grades 3-6. Selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
Science	Pearson/Scott Foresman Science Program adopted in 2008 Grades K-6 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Materials are fully available for all students.	Yes	0%
History-Social Science	Harcourt Social Studies Program adopted in 2006 Grades K-5 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students. Glencoe Discovering Our Past Social Studies Program adopted in 2006, Grade 6 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
Health	Too Good For Drugs Program was adopted in 2008 for Grades 3-6, and adopted for grades 1-2 in 2009. It was selected from the most recent list of standards based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available to all students.	Yes	N/A
Visual and Performing Arts	California Framework	Yes	N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

Imperial Elementary School ranks fair in terms of repair. Some deficiencies are noted as critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.

However, over the past three years, the school has received new carpeting in the classrooms, common areas, and the office. The external siding of the building was repair/replaced and painted since the report was filed in 2017. The school continues to provide a safe learning environment, both inside and outside the building. Should items need repair they are noted immediately, with those identified as a safety concern being addressed immediately.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** 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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 8/1/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Kindergarten Restrooms: 2: Exhaust fan not working in west water closet, 5: Grime build up in corners of both water closets
Interior: Interior Surfaces	Poor	12: 4: Ceiling tiles stained, wall needs painting where old chalkboard used to be 15: 4: Wall and column scuffed up at entryway. 16: 4: Cabinet doors sagging 4: 4: Ceiling tiles scuffed and dirty, hole in east wall and old drywall parch not painted - walls need patch and paint, 42: 4: Storage room missing light diffuser; peeling paint on ceiling. 45: 4: Touch up paint needed throughout, wall corner damaged-corner bead showing by sink - needs patch and paint, ceiling tiles dirty; missing cove base on cabinet Administration Health Office and Restroom: 4: Paper towel dispenser rusty 7: Fire alarm junction box cover plate missing Administration Mens Restroom: 4: Old urinal mounting holes in wall Boy's Restroom: 4: Floor tile grout is dirty and has built up grim at walls and corners, partitions damaged CARS Daycare Portable: 4: Duct tape on new carpet, door needs painting 8: toilet tank loose - needs tightening (minor issue) Girl's Restroom: 4: Floor tile grout is dirty and has built up grim at walls and corners, partitions damaged, mirror damaged, backing coming off Science Cupboard: 4: Ceiling tiles stained and cracked

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 8/1/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	13: 6: Ants at sink and partition wall by book cubicle Block House Playground Storage: 6: Ground squirrel activity K-21: 5: Spiders at sink K-22: 5: Spiders by entry door/sink cabinet Kindergarten Restrooms: 2: Exhaust fan not working in west water closet, 5: Grime build up in corners of both water closets
Electrical: Electrical	Good	44: 4: Touch up paint needed at old phone location (minor issue) 7: Data box loose on wall Administration Conference Room: 7: Telephone/data box has fallen off the wall Administration Health Office and Restroom: 4: Paper towel dispenser rusty 7: Fire alarm junction box cover plate missing Custodial Office by Room 16: 7: Light diffuser missing
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	15: 4: Wall and column scuffed up at entryway. Administration Staff Lounge: 9: Sink not working - taped off Kitchen: 4: Walls need touch up paint (minor issue) 9: Hot water not working at sink 10: tape over sensor in ceiling
Safety: Fire Safety, Hazardous Materials	Good	Kitchen: 4: Walls need touch up paint (minor issue) 9: Hot water not working at sink 10: tape over sensor in ceiling
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Playground: 14: Individual monkey bars - chains are worn at hook; see PlaySafe audit

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 8/1/2018	
Overall Rating	Good

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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	66.0	68.0	54.0	57.0	48.0	50.0
Mathematics (grades 3-8 and 11)	52.0	59.0	40.0	43.0	37.0	38.0

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.

Note: ELA and 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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	231	227	98.27	68.28
Male	114	112	98.25	62.50
Female	117	115	98.29	73.91
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	34	34	100.00	82.35
Filipino	12	12	100.00	75.00
Hispanic or Latino	42	41	97.62	51.22
Native Hawaiian or Pacific Islander	--	--	--	--
White	129	126	97.67	72.22
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	32	31	96.88	48.39
English Learners	21	21	100.00	76.19
Students with Disabilities	35	31	88.57	19.35
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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	233	227	97.42	58.59
Male	116	112	96.55	63.39
Female	117	115	98.29	53.91
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	34	34	100	79.41
Filipino	12	12	100	58.33
Hispanic or Latino	43	41	95.35	39.02
Native Hawaiian or Pacific Islander	--	--	--	--
White	130	126	96.92	62.7
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	33	31	93.94	38.71
English Learners	21	21	100	61.9
Students with Disabilities	37	31	83.78	19.35
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 Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	15.0	36.7	25.0

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 2018-19)

Imperial Elementary is proud of the generous support and involvement of its parents and community. Many of our parents volunteer their time and talents in the classroom often assisting teachers in working with individual or small groups of children, on special projects, or helping with a variety of necessary tasks. In addition, volunteers participate in assisting with school pictures, vision and hearing screenings, school sponsored activities, and special events during the school year. Parents also coordinate numerous activities including Outdoor Education fundraisers, Holiday Boutique, Birthday Book Club, Book Fairs, Red Ribbon Week, Family Nights in both Art and Science, Spring Carnival, and sixth grade promotion.

Imperial PTA contributes directly to educational activities and core curriculum. Profits from fundraisers provide students with the Art Masters Program, Family Nights, and a variety of assemblies and/or other educational events. Supplementary funds for field trips are also provided. PTA funds purchase library books, quizzes for our Reading Counts program, software and equipment for the computer lab, classroom materials and student incentive rewards. The Imperial Elementary School PTA annually supports extra/co-curricular enrichment programs, field trips, classroom supplies, instructional and student technology and other items as needed. Imperial Elementary receives support with funds or services from the local community organizations and businesses. Imperial also benefits from a program with Canyon High School, "Careers in Education". This program allows juniors and seniors at Canyon High School who are looking to become teachers, an opportunity to come into our classrooms to receive mentoring and valuable experiences working with children.

Imperial's School Site Council and English Learners Advisory Committee, meet four to five times a year to oversee the implementation of the School Improvement Plan, School Safety Plan and school budget. The council consists of parents and teachers working together to address issues of curriculum, instruction and assessment.

Imperial students and staff benefit directly from such a supportive and involved parental community.

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.0	0.0	0.0	3.1	3.1	2.8	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

Each of the district's schools develops and adopts, in accordance with Education Code § 32280 – 32289, a Comprehensive Safe School Plan particular to their site. Each school site is required annually, by March 1st, to have reviewed, and if necessary, updated their Safe School Plan. Each school forwards its Safe School Plan to the district through the office of Student and Community Services. The office of Student and Community Services provides plan development assistance to the schools and maintains a file of individual school plans available for inspection by the public. Key elements outlined in the plan are: to provide a safe teaching and learning environment; that all students are safe when traveling to and from school; that district programs and community resources are made available to students and parents; and that the school provides an environment where everyone effectively communicates in a manner that is respectful to all cultural, racial and religious backgrounds.

A safe and secure learning environment is a priority for Imperial. Emergency evacuation drills are held monthly according to education code. The school's PTA purchased equipment and supplies for every classroom for emergency use. Partnered with School Messenger, a system is in place that enables administrators to schedule, send and track personalized voice messages to their school community for outreach and emergency purposes. In addition, all schools in the district are linked through an emergency radio contact system and district radio drills are held periodically for preparation in case of emergency. The staff and community work together to maintain a safe campus. School-wide & classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. In compliance with SB187, the safety committee has prepared a "Safe School Plan" which is (on file) in the school office and is available for perusal upon request. Imperial Elementary staff works diligently at adhering to the Safe Schools Plan developed and monitored by the School Site Council.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	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+
K	29		3		29		3		30		3	
1	20	1	2		29		2		28		2	
2	31		2		21	1	2		30		2	
3	30		2		31		2		31		1	
4	28		2		27		2		32		1	1
5	32		2		29		2		33		1	1
6	25	1	2		28	1		2	30		2	
Other	16	1			12	1			17	2		

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

** "Other" category is for multi-grade level classes.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	.4	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.8	N/A
Social Worker	0	N/A
Nurse	.4	N/A
Speech/Language/Hearing Specialist	1.4	N/A
Resource Specialist (non-teaching)	0	N/A
Other	0	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$4421.32	0	\$4421.32	\$64,108.45
District	N/A	N/A	\$6,246.38	\$82,084
Percent Difference: School Site and District	N/A	N/A	-34.2	-24.6
State	N/A	N/A	\$7,125	\$80,764
Percent Difference: School Site and State	N/A	N/A	-46.8	-23.0

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

The following support services are available to meet the needs of all students:

- Intervention/remediation/acceleration programs
- Support for ELL instruction
- Instructional Assistants (Special Education)
- Staff Professional Development
- Researched proven, supplemental instructional materials

LCFF funds were used to purchase ChromeBooks and other technology supplies. Supplemental materials for English Learners were also purchased with LCFF funds. These funds also supplied extra earnings for staff as they offered after school tutoring or family nights.

PTA Funds and donations cover the costs of transportation for field trips, assemblies, Red Ribbon Week activities, technology needs, books, incentives for students and, instructional materials.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,001	\$47,903
Mid-Range Teacher Salary	\$77,520	\$74,481
Highest Teacher Salary	\$104,334	\$98,269
Average Principal Salary (Elementary)	\$124,320	\$123,495
Average Principal Salary (Middle)	\$130,865	\$129,482
Average Principal Salary (High)	\$150,755	\$142,414
Superintendent Salary	\$240,000	\$271,429
Percent of Budget for Teacher Salaries	34.0	35.0
Percent of Budget for Administrative Salaries	5.0	5.0

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)

Staff development opportunities were provided during staff meetings or District provided training. In response to student achievement data and District Strategic Plan, the Staff identified behavior management and supports as the area of focus for the school year.

School Based staff development is on-going, taking place during our early release Wednesday schedule. During these times, teachers focus upon the implementation of School-Wide Best Practices in Instruction and Learning; Wonders ELA materials, Write From the Beginning and Beyond (WFTBB), Thinking Maps, Data Analysis, and Use of Adopted Curriculum, Inclusion Strategies, and Instructional Technology. Our staff also analyzes student learning data to determine strengths and weaknesses of individual student, class and our school-wide learning, during their Professional Learning Community (PLC) opportunities.

Teachers are supported in the implementation of professional development through grade level team/peer-coaching, principal observation and feedback, and through student performance data reporting and analysis protocols.

Instructional assistants also receive on-going district training in instructional strategies, support for individuals with visual impairments, and classroom management techniques.