

# **Marcum-Illinois Union Elementary School**

## **School Accountability Report Card**

### **Reported Using Data from the 2012-13 School Year**

#### **Published During 2013-14**

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

## **I. Data and Access**

### **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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

### **Additional Information**

For further information regarding the data elements and terms used in the SARC see the 2012–13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

## **II. About This School**

### **Contact Information (School Year 2013-14)**

<b>School Contact Information</b>	
<b>School Name</b>	Marcum-Illinois Union Elementary School
<b>Street</b>	2452 El Centro Blvd.
<b>City, State, Zip</b>	East Nicolaus, CA 95659
<b>Phone Number</b>	(530) 656-2407
<b>Principal</b>	Sharon McIntosh
<b>E-mail Address</b>	sharonm@sutter.k12.ca.us
<b>CDS Code</b>	51 71407

District Contact Information	
District Name	Marcum-Illinois Union Elementary School District
Phone Number	530-656-2407
Web Site	www.marcum-illinois.org
Superintendent	Sharon McIntosh
E-mail Address	sharonm@sutter.k12.ca.us

### School Description and Mission Statement (School Year 2012-13)

This section provides information about the school, its programs and its goals.

#### A Note to the Reader:

Marcum-Illinois School District is a one school district which is the authorizer of South Sutter Charter School, an independent study public charter school. As the authorizer of South Sutter Charter School, Marcum Illinois is responsible only for ensuring the charter school is compliant with all applicable laws and the terms of its charter. Education Code Section 47604.3 South Sutter charter is not a district Charter school it is a direct funded charter school whose Charter was granted by the Marcum- Illinois Board of Trustees in May 2005. It is important to note that for accountability purposes to the CDE some of the sections under District includes South Sutter Charter information as well as information concerning Marcum-Illinois School.

#### Principal's Message

Marcum-Illinois Elementary School is a rural, one-site elementary school district located in East Nicolaus, Sutter County. It is a union of five historic districts and was established 80 years ago. Marcum Elementary serves students in kindergarten through eighth grade as well as 3 and 4 years old in our morning State preschool. We offer an after-school program called "The Den" that provides—at no cost to parents—literacy, enrichment, and recreational support for students daily from 3:00 P.M. to 6:00 P.M. It is the belief of this school that all children can learn. The mission of Marcum-Illinois School is to improve the basic skills of all children attending this school, and to create a school climate conducive to learning by encouraging good citizenship, good attendance, and high academic standards. It is our intent to provide an environment that fosters in children the ability to recognize and accept responsibility to the end that they may participate productively in a democratic society. We are very proud of our student accomplishments, school traditions, and community support. We look forward to sharing this report with you.

#### School Mission Statement:

"It is our intent to provide an environment that fosters in children the ability to recognize and accept responsibility to the end that they may participate productively in a democratic society."

#### Opportunities for Parental Involvement (School Year 2012-13)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Marcum-Illinois School welcomes parent involvement in each child's education. There are many opportunities for parent participation, including:

- Parents' Club meetings
- Family Fun nights
- School Site Council
- Parent education
- Classroom volunteer
- Fundraising and special events

Parents' Club meetings are held the bi monthly 6:30 P.M. For more information, please contact Kris Schuler , Parent's Club President for further information.

### III. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

#### Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	59	64	63	50	53	52	54	56	55
Mathematics	58	61	73	30	30	31	49	50	50
Science	44	74	57	38	46	46	57	60	59
History-Social Science	56	61	50	27	32	30	48	49	49

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.

### Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	52	31	46	30
All Student at the School	63	73	57	50
Male	60	77	75	
Female	67	67	33	
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	52	65		
Native Hawaiian/Pacific Islander				
White	68	74	65	
Two or More Races				
Socioeconomically Disadvantaged	56	68	46	
English Learners				
Students with Disabilities	29	62		
Students Receiving Migrant Education Services				

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.

### California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	25.0	31.2	25.0
7	21.1	26.3	36.8

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.

## IV. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

**Academic Performance Index Ranks - Three-Year Comparison**

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide	6	7	7
Similar Schools	4	6	4

**Academic Performance Index Growth by Student Group – Three-Year Comparison**

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	20	8	22
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	23	-26	35
Two or More Races			
Socioeconomically Disadvantaged	-9	19	29
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

### Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	2013 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	123	865	124	864	4,655,989	790
Black or African American	1		1		296,463	708
American Indian or Alaska Native	0		0		30,394	743
Asian	3		3		406,527	906
Filipino	1		1		121,054	867
Hispanic or Latino	23	849	23	849	2,438,951	744
Native Hawaiian/Pacific Islander	0		0		25,351	774
White	91	873	92	872	1,200,127	853
Two or More Races	4		4		125,025	824
Socioeconomically Disadvantaged	75	840	75	840	2,774,640	743
English Learners	9		9		1,482,316	721
Students with Disabilities	13	692	14	698	527,476	615

### Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

AYP Criteria	School	District
Made AYP Overall	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	Yes
Met Percent Proficient: Mathematics	Yes	Yes
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	N/A

**Federal Intervention Program (School Year 2013-14)**

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2012-2013	
Year in Program Improvement	Year 1	
Number of Schools Currently in Program Improvement	---	1
Percent of Schools Currently in Program Improvement	---	100.0

**V. School Climate****Student Enrollment by Grade Level (School Year 2012-13)**

Grade Level	Number of Students
Kindergarten	12
Grade 1	14
Grade 2	21
Grade 3	18
Grade 4	19
Grade 5	18
Grade 6	19
Grade 7	19
Grade 8	14
Total Enrollment	154

**Student Enrollment by Group (School Year 2012-13)**

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	1.9	White	71.4
American Indian or Alaska Native	0.0	Two or More Races	2.6
Asian	1.9	Socioeconomically Disadvantaged	60.4
Filipino	0.6	English Learners	7.8
Hispanic or Latino	20.1	Students with Disabilities	7.1
Native Hawaiian/Pacific Islander	0.0		

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

Grade Level	2010-11				2011-12				2012-13			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20	1	0	0	13	1	0	0	12	1		
1	17	1	0	0	23	0	1	0	14	1		
2	14	1	0	0	19	1	0	0	21		1	
3	11	2	0	0	18	1	0	0	18	1		
4	20	1	0	0	15	1	0	0	19	1		
5	20	1	0	0	19	1	0	0	18	1		
6	12	1	0	0	25	0	1	0	19	1		

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

### School Safety Plan (School Year 2012-13)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

We believe that nothing should get in the way of the academic achievement of our students. Our District is committed to providing a safe, secure environment for learning. Our staff members work together closely to ensure student safety.

An Emergency Handbook is kept in the school office, and outlines a plan of action for emergencies such as earthquakes, fires, floods, and chemical spills. In addition, every classroom has an Emergency Procedures folder for the teacher's use. Random monthly fire drills are conducted, and the Sutter County Fire Department conducts periodic school safety inspections.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty in August 2013. Key elements of the plan include monthly safety drills, crisis intervention plans, and emergency response procedures.

### Suspensions and Expulsions

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	4.14	1.85	4.43	0.3	1.85	4.43
Expulsions	0	0	0	0	0	0

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

## VI. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

Marcum-Illinois School was established 80 years ago, the current school site was built in 1960. The 2006 modernization included all ten classrooms, kitchen, bathrooms, administration offices, media center classroom, sewer and parking lot. Marcum-Illinois School has a reputation as a safe, clean, well-cared for campus. The grounds/custodial staff keeps the restrooms, buildings, and grounds clean and neat.

This past year, we have added smart boards to each classroom, and upgraded our computer lab plus purchased desks and chairs for student use.



In 2009-2010 We added two classrooms and expanded the MP room, modernized all the classrooms, made the restrooms and classrooms Americans with Disabilities Act (ADA) compliant, and completed a draining and paving project. We purchased new appliances for the kitchen and modernized the electrical and plumbing for the kitchen.

We also upgraded the playgrounds for the preschool and elementary school.

We provide a safe, clean learning environment in three permanent structures, housing ten classrooms, the main office, multipurpose room, computer lab, library, and kitchen. Portables provide three additional classrooms. Together the buildings accommodate 160 students and 30 preschoolers.

The District participates in the State School Deferred Maintenance Program, which provides State-matching funds on a dollar -for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2008-09 school year, the District budgeted \$6,153 for the Deferred Maintenance Program. This represents 0.32% of the District's general fund budget.

#### School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- 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 (School Year 2013-14)				
Year and month in which data were collected: June 13,2013				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	none needed
<b>Interior:</b> Interior Surfaces	[X]	[ ]	[ ]	none
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	none
<b>Electrical:</b> Electrical	[X]	[ ]	[ ]	none
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	none needed
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	none needed
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]	none needed
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	none needed

#### Overall Facility Rate

Overall Rating	Exemplary	Good	Fair	Poor
	[X]	[ ]	[ ]	[ ]

## VII. Teachers

### Teacher Credentials

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	10	10	10	10
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	---

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at [www.cde.ca.gov/nclb/sr/tq/](http://www.cde.ca.gov/nclb/sr/tq/).

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
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.

## VIII. Support Staff

### Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	0	---
Psychologist	.1	---
Social Worker	0	---
Nurse	0	---
Speech/Language/Hearing Specialist	.2	---
Resource Specialist	0	---
Other	0	---

Note: 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.

## IX. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

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

**Year and month in which data were collected:** October 15, 2013

The teaching staff selects adoptions from the California State Board of Education's approved instructional materials lists. Our textbooks are aligned with the State adoptions. The Technology Plan was rewritten and approved by the State in 2007. We have a 20- student computer lab and two computers in each classroom.

Marcum-Illinois ES provides each pupil (including English Learners) with their own copy of the Standards-aligned textbooks (approved by State Board of Education) and instructional materials in the core curriculum areas of reading/language arts, math, science, history/social science, foreign language, and health.

All students in visual and performing arts classes have access to the appropriate textbooks and instructional materials. Marcum-Illinois Elementary School offers the following visual and performing arts classes: fifth through eighth grade instrumental, sixth to eighth choir, sixth to eighth art. Marcum-Illinois also provides art and drama that is embedded in the Standards-based, self-contained classrooms.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Holt, Rinehart and Winston: Literature & Language (7-8): Adopted in 2003  Houghton Mifflin: Reading program (K-6): Adopted in 2003	Yes	0%
Mathematics	Envision Math: Pearson-Foresman (K-5): Adopted in 2009  College Preparatory Mathematics Core Connection (6-8): Adopted in 2013	Yes	0%
Science	McGraw-Hill (K-5): Adopted in 2008  Holt (6-8): Adopted in 2004	Yes	0%
History-Social Science	Houghton-Mifflin (K-5): Adopted in 2006  Glencoe (6-8): Adopted in 2006	Yes	0%
Health	Health Glencoe (6-8): Adopted 2009	Yes	0%
Visual and Performing Arts	Arts Attack (6-8): Adopted 2009	Yes	0%

## X. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$8,327	\$1,643	\$6,684	\$48,000
District	---	---	\$6,684	\$45,843
Percent Difference: School Site and District	---	---	0.0	4.7
State	---	---	\$5,537	\$57,720
Percent Difference: School Site and State	---	---	20.7	-16.8

**Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

**Basic/Unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

### Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

These programs and Supplemental Educational Services (SES) are provided at the school either through categorical funds that are carried over from 2012-2013 or from the current LCFF or other sources that support and assist students:

- Title I Basic Grant
- Title II, Teacher Quality
- Title II Technology
- Title I Safe and Drug Free Schools and Communities
- Title V Innovative Programs
- Economic Impact Aid-EIA
- Class Size Reduction
- School Safety
- Instructional and Staff Development
- Peer Assistance Review (PAR)
- School Improvement Program
- Tobacco Use Prevention Education (TUPE)
- After School Program ASES
- Gifted and Talented Education (GATE)
- Beginning Teacher Support and Assistance (BTSA)
- Special Education
- School and Library Block Grant
- National Lunch Program

### Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,141	\$38,719
Mid-Range Teacher Salary	\$46,471	\$55,637
Highest Teacher Salary	\$68,545	\$70,797
Average Principal Salary (Elementary)	\$0	\$90,284
Average Principal Salary (Middle)	\$0	\$94,675
Average Principal Salary (High)	\$0	\$85,183
Superintendent Salary	\$100,000	\$104,272
Percent of Budget for Teacher Salaries	18.8%	35.5%
Percent of Budget for Administrative Salaries	4.2%	6.5%

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

## **XI. Instructional Planning and Scheduling**

### **Professional Development**

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

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Three days are dedicated to professional development each year. The professional development is based on targeting students that are basic and below and adjusting curriculum to meet the needs of that student. Staff participated in training for Illuminate Data and Assessment plus STAR Reading and STAR Math. The district provided training in ELA Common core through the Lens of Houghton Mifflin and Holt adopted curriculum. In addition teachers are being trained in the Smarter Balanced Assessment System.