

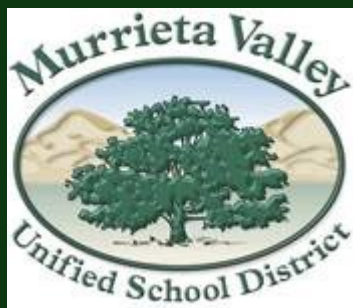


E. Hale Curran Elementary School

40855 Chaco Canyon Rd. • Murrieta, CA 92562 • (951) 696-1405 • Grades K-5

Pam Roden, Principal
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2016-17 School Accountability Report Card Published During the 2017-18 School Year



Murrieta Valley Unified School District

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District Governing Board

Ken Dickson
Robin Crist
Paul Diffley
Linda Lund
Kris Thomasian

District Administration

Patrick Kelley
Superintendent

School Description

E. Hale Curran Elementary School is a STEM focus school serving students in Preschool through 5th grade. STEM - science, technology, engineering and math education, is integrated into the regular curriculum as well as through project-based instruction. We are committed to creating an environment where children are excited about learning and approach learning with a growth mindset. Through our STEM focus, we are working on developing and fostering 21st century learning skills. We believe that students must develop creativity, curiosity, collaboration, communication and critical thinking skills in order to be college and career ready. We are a community of learners where the needs of children come first. Our goal of every student achieving at high levels drives our decision making and instructional planning. Through our laser focus on student learning and high expectations for all students, we are preparing our students for success.

We invite parents and community members to join us as we focus on student learning and set high expectations for our students that will help them be successful. Together we can prepare today's students to succeed in tomorrow's world.

Pam Roden, Principal

Highlights & Achievements:

- Our school took part in third year of the California Assessment of Student Performance and Progress (CASSPP) assessments. 53% of students in grades 3 – 5 met or exceeded standards in English Language arts, and 49% of students in grades 3 – 5 met or exceeded standards in Math.
- E. Hale Curran was recognized as a 2016 California Gold Ribbon Elementary School for embracing rigorous academic standards, providing excellence and creativity in teaching, and for creating a positive school climate.
- E. Hale Curran was recognized as a 2016 Title I Academic Achievement Award School for our work with Title I students..
- E. Hale Curran was selected by the Campaign for Business and Education Excellence as a 2016 Honor Roll School for raising student achievement and closing achievement gaps.
- Our staff meet in Professional Learning Communities and Data Meetings to analyze our assessment results and develop detailed goals to raise students' academic scores.
- Our staff also meet for STEM Collaboration with our TOSA to design STEM understanding by design (UBD) units of study.
- Programs such as FasttMath, Do the Math, Math 180, Phonemic Awareness Reading Support, System 44, Reading Counts, i-Reads, i-Ready and READ 180 have been implemented to help all students achieve academic success.
- E. Hale Curran promotes a well rounded education by providing opportunities for performing arts exposure through 4th grade strings program, 5th grade band, 3rd - 5th grade choir and visiting artists through Horizon's Unlimited.
- Curran encourages family involvement with Math Night, Engineering Night, and a STEM Expo as well as numerous PTA events.

About the SARC

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.

| 2016-17 Student Enrollment by Grade Level | |
|---|--------------------|
| Grade Level | Number of Students |
| Kindergarten | 105 |
| Grade 1 | 71 |
| Grade 2 | 96 |
| Grade 3 | 89 |
| Grade 4 | 99 |
| Grade 5 | 102 |
| Total Enrollment | 562 |

| 2016-17 Student Enrollment by Group | |
|-------------------------------------|-----------------------------|
| Group | Percent of Total Enrollment |
| Black or African American | 4.6 |
| American Indian or Alaska Native | 0.4 |
| Asian | 1.6 |
| Filipino | 2 |
| Hispanic or Latino | 47 |
| Native Hawaiian or Pacific Islander | 1.1 |
| White | 34.5 |
| Two or More Races | 8.7 |
| Socioeconomically Disadvantaged | 44.1 |
| English Learners | 12.1 |
| Students with Disabilities | 16.4 |
| Foster Youth | 0.2 |

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 | | | |
|--|-------|-------|-------|
| E. Hale Curran Elementary School | 15-16 | 16-17 | 17-18 |
| With Full Credential | 26 | 28 | 28 |
| Without Full Credential | 0 | 0 | 1 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |
| Murrieta Valley Unified School District | 15-16 | 16-17 | 17-18 |
| With Full Credential | ♦ | ♦ | |
| Without Full Credential | ♦ | ♦ | |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | |

| Teacher Misassignments and Vacant Teacher Positions at this School | | | |
|--|-------|-------|-------|
| E. Hale Curran Elementary | 15-16 | 16-17 | 17-18 |
| Teachers of English Learners | 1 | 2 | 0 |
| Total Teacher Misassignments | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

All textbooks used in MVUSD are aligned with the State of California's standards and curriculum frameworks, they are field tested with students and reviewed by administrators, teachers and parents before being adopted by the Board of Education.

| Textbooks and Instructional Materials Year and month in which data were collected: September 2017 | |
|--|---|
| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
| Reading/Language Arts | Big Day for Pre K (Scholastic) Grades Transitional Kindergarten Adopted in 2013 Wonders (McGraw Hill) Grades K-1 Adopted in 2017 Benchmark Advance (Benchmark Education) Grades 2-5 Adopted in 2017 READ 180 (Houghton Mifflin) Grades 4-5 Adopted in 2006 READ 180 Universal (Houghton Mifflin) Grades 4-5 Adopted in 2016 System 44 (Houghton Mifflin) Grades 3-5 Adopted in 2010 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Mathematics | Go Math California (Houghton Mifflin), Grades K-5 Adopted in 2014 Math 180 (Houghton Mifflin) Adopted in 2013 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Science | California Science (Macmillan) Grades K-5 Adopted in 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| History-Social Science | Scott Foresman History Social Science for California (Pearson) Grades K-1 Adopted in 2007 Reflections Social Studies (Harcourt) Grades 2-5 Adopted in 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Science Laboratory Equipment | N/A The textbooks listed are from most recent adoption: N/A |

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

School Facility Conditions and Planned Improvements (Most Recent Year)

E. Hale Curran Elementary School opened in 1989. The school has 34 classrooms, a multipurpose room, several computer labs, a library, cafeteria, administrative offices, a staff lounge, and four play areas—one for preschool students, one for kindergarten students, one for SEED and one for students in grades one through five. Childcare facilities for all grades are located on campus in a separate building and play area. We have ample space for the number of students enrolled at the school.

Upkeep, maintenance, and cleaning of district schools are provided by the district. Schools and rest rooms are cleaned daily, and the administration works with the custodial staff to ensure a clean and safe school. Any graffiti or vandalism is removed or repaired as soon as it is discovered. District maintenance staff members regularly pick up litter and maintain landscaping on a regular weekly schedule.

Corrective and preventative maintenance are scheduled on a routine basis to keep the school in good repair and working order. Recently the school received a new, state of the art, fire alarm system as well as new roof work on several buildings. Our blacktop areas were also resurfaced over the summer. Work order requests, assigned through a computerized work order system, ensure that emergency repairs are given the highest priority.

| School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: June 21, 2017 | | | | |
|---|---------------|------|------|---|
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | No apparent problems. |
| Interior: Interior Surfaces | X | | | No apparent problems. |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | X | | | No apparent problems. |
| Electrical: Electrical | X | | | No apparent problems. |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | No apparent problems. |

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: June 21, 2017

| System Inspected | Repair Status | | | | Repair Needed and Action Taken or Planned |
|--|------------------|-------------|-------------|-------------|---|
| | Good | Fair | Poor | | |
| Safety: Fire Safety, Hazardous Materials | X | | | | No apparent problems. |
| Structural: Structural Damage, Roofs | X | | | | No apparent problems. |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | | No apparent problems. |
| 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

| 2016-17 CAASPP Results for All Students | | | | | | |
|---|--|-------|----------|-------|-------|-------|
| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
| | School | | District | | State | |
| | 15-16 | 16-17 | 15-16 | 16-17 | 15-16 | 16-17 |
| ELA | 49 | 53 | 61 | 61 | 48 | 48 |
| Math | 39 | 50 | 46 | 46 | 36 | 37 |

* 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 Science for All Students | | | | | | |
|---|--|-------|----------|-------|-------|-------|
| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | |
| | School | | District | | State | |
| | 14-15 | 15-16 | 14-15 | 15-16 | 14-15 | 15-16 |
| Science | 51 | 52 | 71 | 66 | 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

| Grade Level | 2016-17 Percent of Students Meeting Fitness Standards | | |
|-------------|---|--------|--------|
| | 4 of 6 | 5 of 6 | 6 of 6 |
| 5 | 21.7 | 17 | 38.7 |

* 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.

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

| Group | Number of Students | | Percent of Students | |
|---------------------------------|--------------------|-------------------|---------------------|------------------------|
| | Enrolled | with Valid Scores | w/ Valid Scores | Proficient or Advanced |
| All Students | 101 | 90 | 89.1 | 52.2 |
| Male | 55 | 48 | 87.3 | 54.2 |
| Female | 46 | 42 | 91.3 | 50.0 |
| Hispanic or Latino | 38 | 34 | 89.5 | 41.2 |
| White | 46 | 42 | 91.3 | 61.9 |
| Socioeconomically Disadvantaged | 65 | 58 | 89.2 | 46.6 |
| English Learners | 13 | 11 | 84.6 | 27.3 |
| Students with Disabilities | 21 | 11 | 52.4 | 54.6 |

* 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. 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.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 302 | 301 | 99.67 | 53.16 |
| Male | 153 | 153 | 100 | 41.18 |
| Female | 149 | 148 | 99.33 | 65.54 |
| Black or African American | 11 | 11 | 100 | 36.36 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 153 | 152 | 99.35 | 46.05 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 106 | 106 | 100 | 61.32 |
| Two or More Races | 18 | 18 | 100 | 61.11 |
| Socioeconomically Disadvantaged | 149 | 148 | 99.33 | 38.51 |
| English Learners | 43 | 43 | 100 | 27.91 |
| Students with Disabilities | 59 | 59 | 100 | 16.95 |

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.

School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|-------------------------------------|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | 302 | 300 | 99.34 | 49.67 |
| Male | 153 | 153 | 100 | 47.06 |
| Female | 149 | 147 | 98.66 | 52.38 |
| Black or African American | 11 | 11 | 100 | 18.18 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 153 | 152 | 99.35 | 52.63 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 106 | 105 | 99.06 | 44.76 |
| Two or More Races | 18 | 18 | 100 | 61.11 |
| Socioeconomically Disadvantaged | 149 | 147 | 98.66 | 38.1 |
| English Learners | 43 | 43 | 100 | 39.53 |
| Students with Disabilities | 59 | 59 | 100 | 22.03 |

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.

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Parents are welcome at school - our school staff sincerely appreciates their support and participation. Parent volunteers are a great asset to our classrooms and enhance student learning opportunities. With an open-door policy in place, parents are encouraged to speak with teachers and administration about any issues or questions. Monthly Coffee with the Principal/Counselor meetings provide parents with another opportunity to regularly meet with administration to learn about school and district initiatives. Once a month EL parents are invited to an EL Coffee session where issues pertinent to their students are discussed. In addition Curran has adopted All Pro Dads, a monthly breakfast session where students and their dads (uncles, grandpas or significant males) participate in activities to enhance effective communication and promote educational involvement.

Curran invites parents and students to attend Back-to-School Night in the fall, Parent-Teacher Conferences in October, and STEM Expo in the spring. In addition, families are invited to participate in Math Night, Engineering Night, and our STEM Expo in March.

Parent and community involvement is encouraged through PTA and School Site Council. The PTA is actively involved in Red Ribbon Week, Reflections, School-wide assemblies, book fairs, and other activities to enhance school and community spirit. The School Site Council, composed of parents and staff members meet on a regular basis to make informed decisions regarding the school including a review of the Single Plan for Student Achievement.

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.

School Safety Plan

School safety is a high priority at E. Hale Curran Elementary. Administrators, teachers, and playground aides monitor the campus, supervise the students, and ensure a safe learning environment. School Resource Officers are available to respond to the school if necessary. Our computerized calling system, Black Board Connect, is used to call all families immediately in an emergency. Curran is a closed campus that is fully fenced. Visitors and volunteers must report to the office for permission to be on campus. All visitors wear visitor badges and are checked through our district Raptor System which checks every visitor through a national data base.

The district holds safety meetings and our School Site Council works on our Safety Plan throughout the year. Our school adopted a Comprehensive School Safety Plan that we review annually. The plan is presented to all staff and parents and there are numerous student assemblies that address safety issues.

Numerous video surveillance cameras across our campus are a deterrent to trespassers, vandalism, and other illegal activities. They also assist administrators with discipline issues and help in the investigation of any crimes that occur on campus during the school day or after school hours, making our school safer and more secure. We utilize the Raptor Visitor Management System to screen parent volunteers before they enter to ensure all volunteers are screened against California's

Megan's Law database as well as all 50 states' sex offender databases.

Murrieta Police Department officers teach the DARE curriculum to all fifth graders to give them the skills and confidence necessary to resist the use of alcohol, drugs, and gang involvement. The district has a strictly enforced anti-discrimination policy that prohibits harassment of students or staff based on race, gender, disability, religion, or sexual orientation.

Emergency evacuation drills are conducted regularly throughout the school year. In addition, the school has an Emergency and Disaster Preparedness Plan aligned with the NIMS emergency system. The plan specifies procedures for dealing with fire, flood, earthquakes, lock downs, hazardous materials, disaster recovery organization, and student accountability following a disaster.

| Suspensions and Expulsions | | | |
|----------------------------|---------|---------|---------|
| School | 2014-15 | 2015-16 | 2016-17 |
| Suspensions Rate | 1.0 | 1.1 | 0.8 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |
| District | 2014-15 | 2015-16 | 2016-17 |
| Suspensions Rate | 1.5 | 1.8 | 1.5 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |
| State | 2014-15 | 2015-16 | 2016-17 |
| Suspensions Rate | 3.8 | 3.7 | 3.6 |
| Expulsions Rate | 0.1 | 0.1 | 0.1 |

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.

| 2017-18 Federal Intervention Program | | |
|---|-----------|-----------|
| Indicator | School | District |
| Program Improvement Status | In PI | In PI |
| First Year of Program Improvement | 2012-2013 | 2011-2012 |
| Year in Program Improvement | Year 2 | Year 3 |
| Number of Schools Currently in Program Improvement | 6 | |
| Percent of Schools Currently in Program Improvement | 100 | |

| Academic Counselors and Other Support Staff at this School | |
|--|-----|
| Number of Full-Time Equivalent (FTE) | |
| Academic Counselor | 0 |
| Counselor (Social/Behavioral or Career Development) | 1.0 |
| Library Media Teacher (Librarian) | 0 |
| Library Media Services Staff (Paraprofessional) | 1.0 |
| Psychologist | 0.5 |
| Social Worker | 0.0 |
| Nurse | .25 |
| Speech/Language/Hearing Specialist | 1.0 |
| Resource Specialist | 1.0 |
| Other | 1.0 |
| Average Number of Students per Staff Member | |
| Academic Counselor | |

* 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.

Average Class Size and Class Size Distribution (Elementary)

| Grade | Average Class Size | | | Number of Classrooms* | | | | | | | | |
|-------|--------------------|---------|---------|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| | | | | 1-20 | | | 21-32 | | | 33+ | | |
| | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| K | 29 | 25 | 24 | | 1 | 2 | 3 | 3 | 3 | | | |
| 1 | 24 | 25 | 22 | | | | 4 | 3 | 3 | | | |
| 2 | 26 | 23 | 26 | | | | 3 | 3 | 3 | | | |
| 3 | 21 | 24 | 24 | 2 | | | 2 | 4 | 4 | | | |
| 4 | 32 | 31 | 30 | | | | 2 | 3 | 3 | | | |
| 5 | 28 | 27 | 32 | 1 | | | 2 | 4 | 3 | 1 | | |
| Other | 12 | | 19 | 1 | | 1 | | | | | | |

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

Professional Development provided for Teachers

All teachers in the MVUSD school district participate in ongoing professional development as a part of the district's commitment to continuous learning.

New teachers are provided support and the opportunity to clear their credential through the district's Teacher Induction Program, which takes them through a rigorous and reflective learning process with the help of a mentor teacher.

All teachers take part in monthly staff meetings that are used for training, community building, and communication. Regular Early Release and Late Start days provide teachers with time for Professional Learning Communities (PLC's). This learning time designed by teachers and focused on supporting all students in meeting the state standards. Staff development days are held three times throughout the school year. The design of these days may be facilitated by the site or district and involves training on district-wide focus areas. The district also provides training in the new standards to all teachers, both by grade level and by subject. These occur during the school year (release days) or in the summer. Individual schools also fund professional conferences for teachers based on current areas of focus.

The district also provides a foundational training entitled, Elements of Effective Instruction. The program is made up of fourteen modules, including topics such as classroom environments, student engagement, designing instruction, and digital learning experiences along with topics for special education teachers. These modules, along with follow up sessions, are repeated throughout the school year and summer and are available to all teachers.

Staff development is provided in the form of community teams for those teachers taking part in or leading the implementation of intervention programs, such as Read 180/System 44, iRead, and Math 180. These regular meetings provide teachers with a deeper understanding about issues related to the programs and to intervention, as well as a forum for collaboration, reflection, and goal setting.

The district provides continued PD support in the the new California state standards, both Mathematics and English Language as well as supporting curriculum.

| FY 2015-16 Teacher and Administrative Salaries | | |
|--|-----------------|--|
| Category | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary | \$46,620 | \$47,808 |
| Mid-Range Teacher Salary | \$77,198 | \$73,555 |
| Highest Teacher Salary | \$108,426 | \$95,850 |
| Average Principal Salary (ES) | \$123,574 | \$120,448 |
| Average Principal Salary (MS) | \$129,634 | \$125,592 |
| Average Principal Salary (HS) | \$141,945 | \$138,175 |
| Superintendent Salary | \$216,161 | \$264,457 |
| Percent of District Budget | | |
| Teacher Salaries | 43% | 35% |
| Administrative Salaries | 5% | 5% |

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

| FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries | | | | |
|--|------------------------|------------|--------------|------------------------|
| Level | Expenditures Per Pupil | | | Average Teacher Salary |
| | Total | Restricted | Unrestricted | |
| School Site | 7741 | 2241 | 5500 | 85427 |
| District | ♦ | ♦ | 6761 | \$85,412 |
| State | ♦ | ♦ | \$6,574 | \$79,228 |
| Percent Difference: School Site/District | | | -18.7 | 5.3 |
| Percent Difference: School Site/ State | | | -3.1 | 14.2 |

* Cells with ♦ do not require data.

Types of Services Funded

The district provides a wide array of programs to meet the needs of our diverse student body. This includes programs to identify and support students and their families through times of crisis and stress. A health technician, nurse, and psychologist are also available to meet with students.

The district provides an elementary counselor to our school approximately five days week to support academic success. Counselors teach guidance lessons and facilitate small groups on social skills, anger management, grief and loss and they provide support for military-connected students. They also provide individual responsive services, interventions and referrals on an as needed basis.

Homework clubs, before- and after school tutoring programs, and extended learning opportunities during the summer break provide additional support for students who need assistance with basic curriculum.

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.