

Summerdale Elementary

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Summerdale Elementary
Street	1100 Summerdale Dr.
City, State, Zip	San Jose, CA 95132-2934
Phone Number	408-923-1960
Principal	Patty McDonald
E-mail Address	pmcdonald@busd.net
Web Site	http://summerdale.berryessa.k12.ca.us/
CDS Code	43693776095350

District Contact Information	
District Name	Berryessa Union Elementary School District
Phone Number	408.923.1880
Superintendent	Mr. Will Ector
E-mail Address	wector@busd.net
Web Site	www.berryessa.k12.ca.us

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

Summerdale boasts a proud tradition of serving students and families in the Berryessa neighborhood for the past 40 years. School staff collaborate to prepare our culturally and linguistically diverse student population for their current and future roles as global citizens.

Berryessa Union School District provides all students the skills to become lifelong learners and successful 21st century global citizens.

With the rapid changes in the world brought by the continuous evolution of technology, the Summerdale staff recognize that in preparing our students for role that might not yet exist, we need to help students develop their skills not only in academics but in areas that cross all career pathways: communication, critical thinking, creativity, and collaboration. It is for that reason that the school staff's vision is that Summerdale School will provide a safe, welcoming environment where students learn to become successful, caring citizens of the world.

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

Grade Level	Number of Students
Kindergarten	73
Grade 1	76
Grade 2	84
Grade 3	76
Grade 4	72
Grade 5	81
Total Enrollment	462

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0.2
Asian	40.5
Filipino	20.3
Hispanic or Latino	27.5
Native Hawaiian or Pacific Islander	0.4
White	3.7
Two or More Races	6.1
Socioeconomically Disadvantaged	38.7
English Learners	47.2
Students with Disabilities	5.8
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	22	20	18	314.5
Without Full Credential	0	0	0	2.5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	98.2	1.8
High-Poverty Schools in District	96.4	3.6
Low-Poverty Schools in District	99.7	0.3

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

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

Year and month in which data were collected: February 2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	K-2: Houghton Mifflin: A legacy of Literacy - 6/18/02 K-2: Houghton Mifflin: Medallion - 6/21/11 K-2: Houghton Mifflin: ELD Reading CA, Medallion - 6/21/11	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	K-2: Houghton Mifflin: Go Math Common Core Hybrid - 3/27/15 3-5: Pearson: envision Math CA Common Core - 3/30/15	Yes	0
Science	K-5: Houghton Mifflin: California Science - 5/15/07	Yes	0
History-Social Science	K-5: Pearson Scott Foresman - 6/13/06	Yes	0
Visual and Performing Arts	6-8 Pearson Scott Foresman: Making Music, California Edition - 4/11/08	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

General: The district places a strong emphasis on ensuring that all schools are safe, clean, environmentally friendly, mechanically functional and inviting for students, staff members, and the community. To assist in this effort, the district utilizes Facility Inspection Tool (FIT) developed by the State of California OPSC and local operations department developed inspection survey methods to keep facilities in compliance with all federal and state health and safety regulations. The district regularly inspects and reviews the condition of the school facilities and surrounding grounds. The district places the highest priority on those safeguards that impact the fire, life and safety protection of the students, staff, and school buildings. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Age of School Buildings: Summerdale was opened in 1975. This school has 22 regular classrooms, a multipurpose room, a library, and an administration building. In addition to the main buildings, there are seven portable classrooms that have been added to accommodate class size reduction, and after school community programs.

Maintenance and Repair: District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order system process is used to ensure efficient service and highest priority is given to emergency repairs. At the time of publication, 100% of the school’s restrooms on campus were in good working order.

Cleaning Process and Schedule: The district has developed cleaning standards and schedules for all schools in the district. A summary of these standards and schedules is available at the school or the Maintenance & Operations office. The principal, with the guidance of the maintenance supervisor works daily with the custodial team to ensure that the cleaning standards are met, and that classrooms, restrooms, and campus grounds are kept clean, safe, and well-maintained.

Modernization Projects: No modernization projects are scheduled during the 2016-17 school year.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: July 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: July 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	49	54	56	59	44	48
Mathematics	48	55	50	54	34	36

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

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	73	73	100.0	52.0
	4	72	72	100.0	51.4
	5	81	79	97.5	58.2
Male	3	39	39	100.0	46.1
	4	45	45	100.0	44.4
	5	36	34	94.4	47.1
Female	3	34	34	100.0	58.8
	4	27	27	100.0	63.0
	5	45	45	100.0	66.7
Black or African American	4	--	--	--	--
Asian	3	32	32	100.0	56.3
	4	33	33	100.0	54.5
	5	31	29	93.5	72.4
Filipino	3	13	13	100.0	61.5
	4	13	13	100.0	61.5
	5	19	19	100.0	63.2
Hispanic or Latino	3	20	20	100.0	30.0
	4	19	19	100.0	42.1
	5	22	22	100.0	40.9
Native Hawaiian or Pacific Islander	5	--	--	--	--
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	28	28	100.0	32.1
	4	29	29	100.0	37.9
	5	35	34	97.1	41.2
English Learners	3	41	41	100.0	36.6
	4	33	33	100.0	21.2
	5	26	25	96.2	36.0
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	73	73	100.0	63.0
	4	72	72	100.0	56.9
	5	81	81	100.0	46.9
Male	3	39	39	100.0	59.0
	4	45	45	100.0	55.6
	5	36	36	100.0	58.3
Female	3	34	34	100.0	67.7
	4	27	27	100.0	59.3
	5	45	45	100.0	37.8
Black or African American	4	--	--	--	--
Asian	3	32	32	100.0	75.0
	4	33	33	100.0	63.6
	5	31	31	100.0	64.5
Filipino	3	13	13	100.0	69.2
	4	13	13	100.0	53.9
	5	19	19	100.0	42.1
Hispanic or Latino	3	20	20	100.0	40.0
	4	19	19	100.0	47.4
	5	22	22	100.0	31.8
Native Hawaiian or Pacific Islander	5	--	--	--	--
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	28	28	100.0	53.6
	4	29	29	100.0	44.8
	5	35	35	100.0	37.1
English Learners	3	41	41	100.0	56.1
	4	33	33	100.0	36.4
	5	26	26	100.0	23.1
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	56	66	49	77	73	76	60	56	54

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

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

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

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	81	81	100.0	49.4
Male	36	36	100.0	52.8
Female	45	45	100.0	46.7
Asian	31	31	100.0	48.4
Filipino	19	19	100.0	52.6
Hispanic or Latino	22	22	100.0	40.9
Socioeconomically Disadvantaged	35	35	100.0	40.0
English Learners	26	26	100.0	11.5

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	16.2	32.5	37.5

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

Summerdale staff members see parent involvement as an important component of school success for their students and recognize the importance of families as mentors in the lives of their children. Teachers collaborate with parents, guardians, and other significant family caregivers in providing appropriate homework assignments, special enrichment projects, guest speakers, strategies for academic and social progress, field trips, special cultural events and/or holiday celebrations for the students. Parents have the opportunity to serve a two year term in any office on parent committees, such as the School Site Council, the English Language Advisory Council, the Parent Teacher Association, and the School Safety Committee and participate as advisors to the staff and administrator. The allocation of state and federal funds annually determines the level of resources for special student programs, and must be written and approved by the school staff, the School Site Council, and the Berryessa School Board for adoption. Parents also represent the school at district meetings to help guide planning for the improvement of academic programs and services to English learners, Title I students and students needing additional academic support. They share updated federal, state, and district information presented at the district meetings to other parents at site parent meetings and in the monthly newsletters. Meetings and events are publicized to parents in the monthly school newsletter, on the school's marquee, and by voicemail calls to all families. The principal, classroom teachers, and support-staff members join parents at monthly PTA meetings to plan fund-raising activities, decide on events to sponsor, and develop volunteer schedules.

Each year, teachers present the grade level standards and classroom expectations to the families of their students at Back to School Night. Teachers invite parents to assist them in the preparation of classroom materials, chaperoning of students on field trips, and the presentation of special enrichment activities or events. In the primary grades, teachers demonstrate literacy and numeracy skills to parents for their use at home to help their children gain academic confidence while completing their homework. At several grade levels, special programs are prepared and presented to the parents to highlight student performance skills in reciting poems, instrumental music concerts, singing songs, performing dances, and making announcements. These performances also showcase student adherence to following social skills and procedures during a performance.

During Open House each spring, students present special projects to families visiting their classroom. Writing samples from each class showcasing student skills in language arts are on display in the main hallway. Students have the opportunity to contribute to the production of a class book or produce their own each year, as part of the Student Treasures program. Selected samples of student art annually become part of the district-wide art exposition at the district office and parents are invited to attend a reception to view their child's work. Families attend music concerts showcasing student talent twice a year and may support the district's music program by volunteering at the annual Art and Wine Festival.

Parents assist students with special community service events such as the annual Santa Clara County Second Harvest food collection drive. For events requiring additional parent support, such as picture day, vision, hearing, or dental screening days, or book fairs, volunteers give generously of their time to supervise students during the event. ELAC meetings for parents of students who are English learners allow for school updates on student achievement and sharing of school news. Information related to community programs, such as the Green Scholars program, are shared with African American families.

In addition to a monthly school newsletter, many teachers provide weekly newsletters highlighting special student accomplishments, high interest activities, special assessments, and other information about their classroom activities. The exchange of information with families through the telephone or the internet also helps guide the planning process for an effective program for the students. Each fall and again in March, teachers have a conference with the parents or guardians of every student in their class to review the academic progress presented on their report card. Teachers plan additional conferences with parents of students still needing additional academic support to meet standards. All parents may request a teacher or principal conference during the year, and all parents are encouraged to join the school committees through reminders in English, Vietnamese, Spanish, and Chinese in the monthly newsletter.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	1.9	0.9	3.6	3.0	3.8	3.1	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.2	0.2	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Summerdale School makes student safety a top priority. Monthly safety drills prepare staff and students for emergencies, including fires and earthquakes with one drill supervised by the fire department personnel when they are available. In addition, police officers annually review safety procedures with staff members on school-wide lockdowns in the event of an emergency, and monitor the implementation of these procedures for student safety. The school safety team meets regularly to discuss safety issues and to update our school safety plan to meet district, city, county, and state emergency guidelines. Teachers store supplies for use in an emergency.

Students learn and practice rules in their classrooms for citizenship and basic safety as part of the school safety plan. At the beginning of each school year, students and parents sign a contract agreeing to abide by the rules established for the safety of all students, and district and school rules are distributed to all families as part of the school safety plan. All recess periods and lunch periods have teachers or paid adults supervise students, in order to monitor the use of safe practices by students on the playgrounds.

Annually, a member of the San Jose Police Department also trains fourth and fifth grade students and their teacher coordinator to follow Safety Patrol procedures while assisting families to cross in crosswalks during the daily arrival and dismissal of students. Teachers also supervise the safety patrol students daily during their patrol time, in order to monitor and enhance safe procedures for participating students.

An additional safety component of the school is the referral of students to their teacher or principal for the violation of school rules. A plan of action is included in the school and family compact signed by both student and parents and reviewed with students by the principal when disciplinary actions are taken. Parent involvement includes a note written by the student to parents and teacher explaining the student's actions and consequences, and where necessary, a call to parents in addition to the note. Copies of all communications are kept in a binder for the school year.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2010-2011
Year in Program Improvement*	Year 3	Year 3
Number of Schools Currently in Program Improvement	N/A	6
Percent of Schools Currently in Program Improvement	N/A	85.7

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	24		3		23		4		24		3	
1	24		3		23		3		23		4	
2	23		3		23		3		23		3	
3	23		3		24		3		25		3	
4	30		3		27		3		31		2	
5	32		3		29		4		31		2	
Other	23		1									

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

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.07	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	.07	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.38	N/A
Social Worker	.61	N/A
Nurse	.11	N/A
Speech/Language/Hearing Specialist	.12	N/A
Resource Specialist	1	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$4969.2	\$419.5	\$4579.6	\$72803.0
District	N/A	N/A	\$4295.0	\$73,023
Percent Difference: School Site and District	N/A	N/A		
State	N/A	N/A	\$5,677	\$75,137
Percent Difference: School Site and State	N/A	N/A		

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

Types of Services Funded (Fiscal Year 2015-16)

Individual school sites offer Supplemental Instruction (SI) to students who are below grade level. It is up to each individual school site to identify the students who need extra support based upon district benchmarks or teacher recommendations. Each school site selects certificated and classified staff to teach these SI classes, usually after school (1 – 3 days a week). Each school also identifies the curriculum that will be used. The majority of the school sites select computer-based programs where students can work independently at their current academic level. Some schools provide this time to receive help on their homework.

Schools that are identified as Program Improvement Year 2 schools offer Supplemental Education Services (SES). Students in the 3rd – 8th grade are identified at the district level based on their SBAC and benchmark tests. Letters are sent out to students who qualify for the program. The district contracts out through SES providers to offer the extra tutoring assistance.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,000	\$44,573
Mid-Range Teacher Salary	\$74,677	\$72,868
Highest Teacher Salary	\$94,735	\$92,972
Average Principal Salary (Elementary)	\$133,919	\$116,229
Average Principal Salary (Middle)	\$137,651	\$119,596
Average Principal Salary (High)		\$121,883
Superintendent Salary	\$206,785	\$201,784
Percent of Budget for Teacher Salaries	40%	39%
Percent of Budget for Administrative Salaries	7%	5%

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)

Professional Development this school year occurred on many different levels – before school started (Summer of 2016) and ongoing throughout the 2016 – 2017 school year. The district office working with our site principals worked on the scope/sequence of the professional development sessions. The work was also based on student data produced from benchmark tests, CELDT, and SBAC data, as well as teacher feedback.

At the beginning of the school year, all certificated staff participated in two days of professional development aligned with the subjects they teach. K-2 teachers received training on the Benchmark Assessment System and the Heinemann Writing Units of Study. Grade 3-5 teachers received training on the Heinemann Writing Units of study. Special Education staff and middle school teachers received specialized training related to new curriculum and teachers needs in the area of their specialty.

During the school year teachers were provided with additional release days to receive training on newly adopted ELA materials (up to 3 times during the year). Each release day provided collaborative planning time during which teachers prepared to teach a writing unit. Middle School science teachers were released three times during the school year to develop the integrated approach to teaching science in 6th and 7th grade. They also received training on 3 programs that were piloted in order to provide NGSS align materials. 3 Curriculum Leadership Teams were released 3-5 days during the school year to receive professional development, created resources such as curriculum maps and benchmarks, and prepare site professional development in math, science, and ELA/ELD.

Throughout the school year, we offered monthly professional development sessions in which all the teachers participated (1.5 hours on early release Thursday afternoons). The topics were chosen by principals and district office administrators. The focus was on building teachers' capacity for shared leadership to improve teaching and learning in math, NGSS, Technology and ELA/ELD. Teacher leaders from each site provided the professional development which was developed collaboratively with Curriculum and Instruction staff and focused on understanding the new California frameworks.

The Sobrato Early Academic Language (SEAL) program was implemented at six of our ten elementary schools in grades TK-3. The schools included Cherrywood, Laneview, and Summerdale where TK-3 teachers were trained; and Brooktree, Toyon, and Vinci Park, where kindergarten and first grade teachers were trained. Teachers received initial training in August 2016. They also received 3 2-day Professional Development sessions throughout the school year. Each grade level also received planning time after each 2-day PD session. The PD sessions were delivered by a contract through SEAL. Our three SEAL coaches provided the follow up planning PD sessions. Teachers were released from their classrooms for all of these PD days.