

# Holder 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)**

<b>School Contact Information</b>	
<b>School Name</b>	Holder Elementary
<b>Street</b>	9550 Holder St.
<b>City, State, Zip</b>	Buena Park, Ca 90620-4209
<b>Phone Number</b>	714-236-3840
<b>Principal</b>	Dr. Jerry Friedman
<b>E-mail Address</b>	<a href="mailto:jerry.friedman@savsd.org">jerry.friedman@savsd.org</a>
<b>Web Site</b>	<a href="http://www.savsd.org/Schools/Holder/holdhome.html">http://www.savsd.org/Schools/Holder/holdhome.html</a>
<b>CDS Code</b>	30666966030472

<b>District Contact Information</b>	
<b>District Name</b>	Savanna Elementary School District
<b>Phone Number</b>	714-236-3800
<b>Superintendent</b>	Dr. Sue Johnson
<b>E-mail Address</b>	superintendent@savsd.org
<b>Web Site</b>	www.savsd.org

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

Holder School is a kindergarten through 6th grade school. Approximately 550 students attend Holder School and they represent a diverse population. Approximately 56% of the students are Hispanic, 14% Caucasian, 9% Asian, 7% Filipino, and 7% African American. Nearly 60% of the students participate in the Free/Reduced Lunch Program. The staff is composed of 22 regular classroom teachers, a special education resource teacher, one full-time Special Day Class teacher for grades TK/K, three full-time preschool Special Day Class teachers (Two Mild/Moderate and one Autism Focus,) a speech therapist, a psychologist, several speech interns/SLPAs, psychologist intern, and nurse. Support services at the school include clerical, custodial, maintenance, and special education classroom instructional assistants.

Going beyond the classroom, Holder offers a variety of programs to help students be successful. Each week the "We Got Your Back" program supports Holder's needy students by providing a backpack full of food to share with their families. With the strong partnership of Stanton G.R.I.P. (Gang Reduction Intervention Partnership) Holder students and families have access to counseling, camps, housing assistance/resources, childcare assistance, and participation in the High School Bigs program, which provides mentors for students who need additional support. Additionally, G.R.I.P. provides parenting classes such as Camp Fire Nights where families have chances to bond together as well as provide parents information about a variety of topics, including, but not limited to cyber-bullying, dealing with social media, etc...To challenge the high-achieving fourth through sixth grade students at Holder School there is a G.A.T.E. program (Gifted and Talented Education) as well as an opportunity to participate in the Strings Program. Community partnerships with the Ocean Institute, Philharmonic Society, Boys and Girls Club, and the Tiger Woods Learning Center provide additional enrichment opportunities for Holder students.

Holder School's Mission Statement: It is the mission of Holder School, through a partnership with parents and community, to ensure every child masters their grade level standards-based curriculum in a nurturing and safe environment. At Holder School students are encouraged, supported, and guided to be successful life-long learners, prepared to accept responsibilities and challenges that may present themselves in the future. Our caring and supportive staff continue to maintain a safe and nurturing environment so that all students can be successful. Our PBIS Mantra includes being Honorable, Accountable, Welcoming, Kind, and Scholarly - this encapsulates what we expect from all of our Holder Hawks and staff!

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

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	110
<b>Grade 1</b>	62
<b>Grade 2</b>	73
<b>Grade 3</b>	77
<b>Grade 4</b>	69
<b>Grade 5</b>	57
<b>Grade 6</b>	83
<b>Total Enrollment</b>	531

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

Student Group	Percent of Total Enrollment
Black or African American	5.1
American Indian or Alaska Native	0
Asian	10.7
Filipino	6.8
Hispanic or Latino	55.6
Native Hawaiian or Pacific Islander	1.1
White	15.8
Two or More Races	4.1
Socioeconomically Disadvantaged	67.2
English Learners	38.2
Students with Disabilities	11.3
Foster Youth	0.8

## 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	24	23	27	109
Without Full Credential	0	0	0	0
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
<b>This School</b>	100.0	0.0
<b>All Schools in District</b>	100.0	0.0
<b>High-Poverty Schools in District</b>	100.0	0.0
<b>Low-Poverty Schools in District</b>	0.0	0.0

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

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

**Year and month in which data were collected:** December 2016

The Savanna School District English Language Arts Task Force is piloting new English Language Arts/English Language Development materials for the 2016-17 school year. A binder correlating the Common Core Standards to the Open Court Series (McGraw Hill Publishers) has been in use in the District, serving as a bridge to Common Core Standards since the 2014-15 school year. The Open Court series was adopted in 2002. In 2016, we adopted the Houghton Mifflin, Go Math Series for K-6 students and it is in place in all classrooms. The series is aligned to the Common Core Math Standards. We adopted the Science (Harcourt School Publishers) and Social Science (Harcourt School Publishers) materials in 2007. We expect to pilot new Science and Social Science materials as they become available.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Per E.C. 3312(b)(6) textbooks are consistent with content and curriculum cycles.	Yes	0
<b>Mathematics</b>	Per E.C. 3312(b)(6) textbooks are consistent with content and curriculum cycles.	Yes	0
<b>Science</b>	Per E.C. 3312(b)(6) textbooks are consistent with content and curriculum cycles.	Yes	0
<b>History-Social Science</b>	Per E.C. 3312(b)(6) textbooks are consistent with content and curriculum cycles.	Yes	0

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

The staff of Holder strives to maintain a clean and safe learning environment for the students. Assessments of the school’s aesthetic and safety conditions are made by the principal on a monthly basis, and thorough quarterly inspections are made by the District’s Director of Maintenance, Operations, and Transportation. Custodians make routine, daily inspections of all exterior and interior areas of the school. As per SB550 all facilities are in good repair. Modernization projects were completed for the Holder campus during 2013-14 as a result of the passage of Measure G at the June 5, 2012 election. A new Outdoor Learning Center was constructed, becoming the ‘heart’ of the campus where student success is celebrated. The school playgrounds received ‘extreme makeovers’ with new age-appropriate equipment designed to promote physical fitness, large and small motor skills, balance, and upper-body strength for students. The poured-in-place rubber surfacing was designed to provide high levels of safety for students with minimal maintenance requirements. In addition, classrooms and office spaces were enhanced with new furniture, upgraded wall systems, energy efficient dual-paned windows, new energy efficient heating and air conditioning units, new plumbing, electrical, and upgraded roofing. Our heating and air conditioning units, lighting, security cameras, classroom projectors, and even irrigation systems are on energy management systems, controlled remotely to ensure that units do not run during times they are not needed. Preschool and before-and-after-school childcare programs were relocated to provide better access for parents during hours when the school office is not open. School security enhancements are multi-faceted and include perimeter fencing, security cameras throughout the campus, paging systems, emergency notification systems, enhanced fire alarm systems, and increased security lighting after school hours. The remodeled student restrooms are ‘student friendly’ with new plumbing and sewer lines, energy-efficient fixtures, and terrazzo flooring that will last at least another 50 years! Regular maintenance projects take place to maintain the district’s high standards of quality facilities. In the fall of 2015, a Technology Learning Center with 30 computers, a teaching station and flat screen monitors was completed. In the summer of 2016, a STEM Center with an additional 30 computers with flat screen monitors was added. In addition, there are six computers in every classroom and various classrooms throughout the site utilize iPads as part of the instructional program.

### 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: 7-22-16				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 7-22-16				
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	39	49	43	48	44	48
Mathematics	32	43	35	39	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	79	78	98.7	39.7
	4	72	72	100.0	43.7
	5	57	55	96.5	58.2
	6	80	79	98.8	58.2
Male	3	43	43	100.0	39.5
	4	33	33	100.0	40.6
	5	30	30	100.0	46.7
	6	31	30	96.8	50.0
Female	3	36	35	97.2	40.0
	4	39	39	100.0	46.1
	5	27	25	92.6	72.0
	6	49	49	100.0	63.3
Asian	4	11	11	100.0	63.6
Hispanic or Latino	3	45	45	100.0	31.1
	4	40	40	100.0	35.0
	5	30	29	96.7	51.7
	6	41	40	97.6	50.0
White	3	13	12	92.3	58.3

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	13	13	100.0	61.5
	6	14	14	100.0	57.1
Socioeconomically Disadvantaged	3	54	53	98.2	30.2
	4	56	56	100.0	38.2
	5	39	38	97.4	50.0
	6	53	53	100.0	50.9
English Learners	3	25	25	100.0	48.0
	4	34	34	100.0	42.4
	5	18	16	88.9	43.8
	6	20	19	95.0	26.3
Students with Disabilities	3	12	12	100.0	16.7

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	78	76	97.4	46.0
	4	72	72	100.0	50.0
	5	57	56	98.3	33.9
	6	80	80	100.0	38.8
Male	3	42	42	100.0	47.6
	4	33	33	100.0	45.5
	5	30	30	100.0	33.3
	6	31	31	100.0	32.3
Female	3	36	34	94.4	44.1
	4	39	39	100.0	54.0
	5	27	26	96.3	34.6
	6	49	49	100.0	42.9
Asian	4	11	11	100.0	54.5
Hispanic or Latino	3	44	43	97.7	41.9
	4	40	40	100.0	44.7
	5	30	29	96.7	31.0

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	6	41	41	100.0	34.1
White	3	13	12	92.3	50.0
	5	13	13	100.0	38.5
	6	14	14	100.0	42.9
Socioeconomically Disadvantaged	3	54	52	96.3	36.5
	4	56	56	100.0	48.1
	5	39	39	100.0	30.8
	6	53	53	100.0	32.1
English Learners	3	25	25	100.0	52.0
	4	34	34	100.0	45.5
	5	18	17	94.4	23.5
	6	20	20	100.0	15.0
Students with Disabilities	3	12	12	100.0	25.0

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)	33	55	50	48	46	54	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	57	56	98.3	50.0
Male	30	30	100.0	46.7
Female	27	26	96.3	53.9
Hispanic or Latino	30	29	96.7	44.8
White	13	13	100.0	53.9
Socioeconomically Disadvantaged	39	39	100.0	46.2
English Learners	18	17	94.4	41.2

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	16.1	25	30.4

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

**C. Engagement**

**State Priority: Parental Involvement**

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

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

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

The School Site Council is a ten-person council of parents, teachers, classified staff and the principal who monitor the implementation of the Single Plan for Student Achievement and generally act as an advisory and decision-making body for the school’s many programs. The PTA (Parent Teacher Association) is also an integral part of the school’s support services through its work as parent volunteers, program fund-raisers, and school-parent communication resource. All parents are kept informed of meetings and events with our BlackBoard phone messaging system, our District Website and the hard copy fliers we send home. In addition, parents have the opportunity to utilize online registration. Please contact the school office at 714-236-3840 for additional information.

## 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
<b>Suspensions</b>	1.3	0.6	0.4	0.7	1.0	0.8	4.4	3.8	3.7
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

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

Holder School has a School Safety Plan, an Emergency Preparedness Plan, and a Crisis Intervention Plan. These three documents cover all aspects of campus safety. The plans are on file and available to all parents as well as the general public. All safety plans are reviewed and updated on an annual basis in a public meeting. The goal is to ensure a safe and non-violent school environment. Additional safety measures include:

- Monthly drills held for fire, earthquake, and/or secure campus scenarios.
- Staff members trained and assigned specific responsibilities for emergency operations.
- CPR/First Aid/AED training opportunities available.
- Emergency supplies and food and water located in classrooms and at strategic locations throughout the school.
- Perimeter fencing.
- Identification and tracking procedure for visitors who may only enter the campus through the school office.
- School-wide paging systems.
- School buses have on-board security cameras.
- State of the art bus pass system that tracks students entering and exiting the school buses via bus passes.

## 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
<b>Program Improvement Status</b>		In PI
<b>First Year of Program Improvement</b>		2012-2013
<b>Year in Program Improvement*</b>		Year 2
<b>Number of Schools Currently in Program Improvement</b>	N/A	1
<b>Percent of Schools Currently in Program Improvement</b>	N/A	100.0

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

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

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19	2	2		21	2	2		21	2	3	
1	30		2		26		2		27		2	
2	27		3		24		3		26		3	
3	27		2		29		2		26		3	
4	31		1	1	27		2		24		3	
5	31		2		25		3		28		2	
6	24	1	3		27		2		27		3	
Other									14	3		

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	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.3	N/A
Psychologist	.75	N/A
Social Worker	0	N/A
Nurse	0.37	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist	0	N/A
Other	0.25	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	\$8,345	\$2,312	\$6.033	\$83,649
District	N/A	N/A	\$5,908	\$81,926
Percent Difference: School Site and District	N/A	N/A	-99.9	2.1
State	N/A	N/A	\$5,677	\$71,610
Percent Difference: School Site and State	N/A	N/A	-99.9	16.8

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

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

The general fund income for the Savanna School District includes revenues from local, state, and federal sources. This money is used to pay for teacher and support personnel salaries, health and welfare benefits for employees, instructional supplies, utilities, staff development, and equipment needs in the district. Holder School also receives funding designated for limited English proficient students.

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

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,002	\$44,507
Mid-Range Teacher Salary	\$86,493	\$68,910
Highest Teacher Salary	\$106,043	\$88,330
Average Principal Salary (Elementary)	\$132,427	\$111,481
Average Principal Salary (Middle)		\$115,435
Average Principal Salary (High)		\$113,414
Superintendent Salary	\$193,274	\$169,821
Percent of Budget for Teacher Salaries	43%	39%
Percent of Budget for Administrative Salaries	7%	6%

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

**Professional Development (Most Recent Three Years)**

Professional development has focused on the shift to Common Core State Standards across the curriculum. Teachers and staff members have received training on the Common Core Standards and effective strategies to implement the new standards including EDI, Differentiated Instruction, Intervention strategies, Thinking Maps, Interaction with Text, Basal Alignment Project, Write from the Beginning, implementation of Go Math materials, mathematical practices, STEM, the implementation of technology across the curriculum, iPad implementation, Project GLAD, and English Language Development standards and strategies. Teachers have also received training on the implementation of the Illuminate Data System and data analysis. In addition, teachers have had an opportunity to participate in a variety of curricular task forces including English Language Development/English Language Arts, STEM, Wellness and Math. Professional development was provided through a variety of delivery methods including full day and part day workshops, grade level collaboration, coaching and demonstration lessons. New teachers are supported through regularly scheduled meetings and professional development related to their needs.