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Handy Elementary School
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

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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	Handy Elementary School
Street	860 N. Handy Street
City, State, Zip	Orange, CA 92867
Phone Number	(714) 997-6183
Principal	Dr. Michelle D. Owen
E-mail Address	mowen@orangeusd.org
Web Site	
CDS Code	30-66621-6029805

District Contact Information	
District Name	Orange Unified School District
Phone Number	(714) 628-4000
Superintendent	Michael L. Christensen
E-mail Address	superintendent@orangeusd.k12.ca.us
Web Site	www.orangeusd.k12.ca.us

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

The purpose of the School Accountability Report Card is to provide parents with information about the school's instructional programs, academic achievement, materials, facilities and the staff. Information about Orange Unified School District is also provided. Unless otherwise specified, the information in this report is from the 2016-2017 school year.

Handy Elementary School is one of 27 elementary schools in the Orange Unified School District. The school was built in July 1959 on 13.6 acres of land is located on the corner of Handy St. and Collins Ave. Approximately 570 students are enrolled in grades kindergarten through six during the 2016-2017 school year.

The staff at Handy is dedicated to providing quality education for all children by offering many opportunities for a child to increase their academic performance through intervention and enrichment programs.

Handy Elementary School is dedicated to recognition of the unique value of each student; providing active learning in a safe, supportive environment; developing an understanding of contemporary issues, technology; and promoting a partnership between home, school, and community.

At Handy, we recognize and provide for the mastery of academic skills as our primary goal. Our school focus is blended learning, and we utilize our general fund and categorical resources to support this focus. We would like every child to be at grade level standard by the end of the school year. The Handy School staff believes that every child is entitled to a safe and caring learning environment.

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

Grade Level	Number of Students
Kindergarten	94
Grade 1	77
Grade 2	89
Grade 3	76
Grade 4	74
Grade 5	83
Grade 6	61
Total Enrollment	554

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.2
Asian	0.5
Filipino	0.7
Hispanic or Latino	94.8
Native Hawaiian or Pacific Islander	0.5
White	2.7
Two or More Races	0
Socioeconomically Disadvantaged	91.5
English Learners	70.6
Students with Disabilities	9.6
Foster Youth	0.4

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	23	24	22	1279
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	4

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	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	100.0	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: October 13, 2016

All K-8 textbooks are selected from the state matrix provided through the California Board of Education. Teachers peruse the materials and select by majority vote. Selected texts are then submitted to the Board of Education for final approval. Textbooks are procured in sufficient numbers for each student to receive a textbook. High School adoptions are content area based, with teachers selecting appropriate materials for the course objectives as outlined in the course description approved by the Board of Education. Selected texts are submitted to the Board for approved use in classrooms with purchase ratio of one per student. The Public Hearing and Adoption of Resolution No. 13-16-17 of the Board of Education of Orange Unified School District on the sufficiency of textbooks, instructional materials and science lab equipment (9-12) was approved on October 13, 2016.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin R/LA Program adopted in 2009 grades K-5 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students. Prentice Hall, Timeless Voices, Timeless Themes Adopted in 2003 (Grade 6) selected from the list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
Mathematics	Pearson/Scott Foresman enVision California Common Core Mathematics Program adopted in 2014 for Grades K-2 & adopted in 2015 for Grades 3-6. Selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
Science	Pearson/Scott Foresman Science Program adopted in 2008 grades K-6 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	Harcourt Social Studies Program adopted in 2006 grades K-5 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students. Glencoe Discovering Our Past Social Studies Program adopted in 2006, grade 6 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
Foreign Language	N/A	Yes	N/A
Health	Common Sense Media was adopted in 2015 for grades K-6. It was selected from the most recent list of standards based materials adopted by the State Board of Education consistent with the textbook adpotion cycle. Fully available to all students.	Yes	N/A
Visual and Performing Arts	N/A	Yes	N/A
Science Laboratory Equipment (grades 9-12)	N/A	Yes	N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

Maintaining the appearance, safety and functionality of Handy Elementary is important. The District Maintenance and Operations department has worked to upgrade our campus in order to provide a safe and secure environment for students. The carpeting has been removed from some classrooms and tile is being installed. The office has been outfitted with a new phone system to answer more calls through the use of a voicemail system. The Fathers' Club built, repaired and painted classroom cubbies, ball carts, installed hooks for backpacks, and built shelves for our disaster preparedness storage area. The school custodian is consistently checking the facility for safety concerns and submits a monthly safety report to the District.

The Maintenance Department of the Orange Unified School conducts an inspection of the site each school year. Following the inspection, they complete a Facilities Inspection Tool (FIT).

The information in the following table is taken from the July 08, 2016 school site inspection.

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: 7/11/2016				
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	20 Bldg: 4: Flooring worn and damaged, needs replacement 30 Bldg: 4: Flooring worn and damaged, needs replacement 50 Bldg: 4: Flooring worn and damaged, needs replacement

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 7/11/2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
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: 7/11/2016				
	Exemplary	**Good**	**Fair**	**Poor**
Overall Rating		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	34	45	50	53	44	48
Mathematics	22	32	38	40	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	72	98.6	38.9
	4	79	75	94.9	46.7
	5	89	84	94.4	44.0
	6	61	60	98.4	51.7
Male	3	34	34	100.0	44.1
	4	44	42	95.5	45.2
	5	48	45	93.8	37.8
	6	23	23	100.0	47.8
Female	3	39	38	97.4	34.2
	4	35	33	94.3	48.5
	5	41	39	95.1	51.3
	6	38	37	97.4	54.0
Asian	5	--	--	--	--
	6	--	--	--	--
Filipino	5	--	--	--	--
Hispanic or Latino	3	69	68	98.5	38.2
	4	76	73	96.0	46.6
	5	83	78	94.0	44.9
	6	59	58	98.3	51.7
Native Hawaiian or Pacific Islander	4	--	--	--	--
	6	--	--	--	--
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	66	66	100.0	37.9
	4	73	70	95.9	47.1
	5	81	77	95.1	42.9
	6	56	56	100.0	50.0
English Learners	3	57	56	98.3	28.6
	4	35	32	91.4	18.8
	5	35	31	88.6	9.7
	6	23	23	100.0	8.7
Students with Disabilities	3	--	--	--	--
	4	13	12	92.3	
	5	20	19	95.0	5.3
	6	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Students Receiving Migrant Education Services	5	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

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	72	98.6	36.1
	4	79	75	94.9	44.0
	5	89	87	97.8	20.7
	6	61	60	98.4	28.3
Male	3	34	34	100.0	41.2
	4	44	42	95.5	47.6
	5	48	46	95.8	30.4
	6	23	23	100.0	39.1
Female	3	39	38	97.4	31.6
	4	35	33	94.3	39.4
	5	41	41	100.0	9.8
	6	38	37	97.4	21.6
Asian	5	--	--	--	--
	6	--	--	--	--
Filipino	5	--	--	--	--
Hispanic or Latino	3	69	68	98.5	35.3
	4	76	73	96.0	45.2
	5	83	81	97.6	22.2
	6	59	58	98.3	27.6
Native Hawaiian or Pacific Islander	4	--	--	--	--
	6	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	66	66	100.0	34.9
	4	73	70	95.9	45.7
	5	81	79	97.5	22.8
	6	56	56	100.0	26.8
English Learners	3	57	56	98.3	26.8
	4	35	32	91.4	18.8
	5	35	34	97.1	8.8
	6	23	23	100.0	4.3
Students with Disabilities	3	--	--	--	--
	4	13	12	92.3	
	5	20	19	95.0	10.5
	6	--	--	--	--
Students Receiving Migrant Education Services	5	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

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)	59	44	62	73	68	64	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	89	87	97.8	62.1
Male	48	46	95.8	67.4
Female	41	41	100.0	56.1
Hispanic or Latino	83	81	97.6	60.5
Socioeconomically Disadvantaged	81	79	97.5	60.8
English Learners	35	34	97.1	35.3
Students with Disabilities	20	19	95.0	63.2

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	22.5	18	12.4

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)

Handy School has very active parent support groups, including our Handy School Association (HSA), Fathers' Club, ELAC, and School Site Council. HSA raises thousands of dollars and donate many hours to support our school and the academic and social growth of our students. Some of the activities they support include: Earthquake Preparedness, School Pride Assemblies, festivals, Teacher Appreciation Day, Study Trips, Red Ribbon Week, award assemblies, and our Holiday Fair. School Site Council works on the School Plan for Student Achievement (SPSA) and monitors expeditures from Categorical funds. ELAC actively participates in the development and review of our school plan and also support our school events. Parents are welcomed and actively involved in all aspects of the functioning of Handy School.

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	1.7	2.8	1.3	3.6	2.8	3.1	4.4	3.8	3.7
Expulsions	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)

Each of the district's schools develops and adopts, in accordance with Education Code § 32280 – 32289, a Comprehensive Safe School Plan particular to their site. Each school site is required annually, by March 1st, to have reviewed, and if necessary, updated their Safe School Plan. Each school forwards its Safe School Plan to the district through the office of Student and Community Services. The office of Student and Community Services provides plan development assistance to the schools and maintains a file of individual school plans available for inspection by the public.

A comprehensive disaster plan is in effect and fire and/or earthquake drills are conducted monthly. All schools in the district are linked through an emergency radio contact system, and district radio drills are held periodically to be prepared in case of an actual disaster. Providing a safe environment for our students is of paramount concern at Handy Elementary. Our staff is constantly on the alert to make our school a safe place for students. Each year we update and practice our Emergency Preparedness Plan. All personnel are provided with orange safety vests to wear when on duty. Our School Safety Plan was updated and reviewed in February 2016.

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	2005-2006	2009-2010
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	11
Percent of Schools Currently in Program Improvement	N/A	73.3

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14 Avg. Class Size	2013-14 Number of Classes 1-20	2013-14 21-32	2013-14 33+	2014-15 Avg. Class Size	2014-15 Number of Classes 1-20	2014-15 21-32	2014-15 33+	2015-16 Avg. Class Size	2015-16 Number of Classes 1-20	2015-16 21-32	2015-16 33+
K	23		5		26		4		26		4	
1	22		3		22		4		22		4	
2	24		4		24		3		24		3	
3	24		3		25		3		25		3	
4	22	1	1		23		3		23		3	
5	24		3		27		2		27		2	
6	21	1	3		23	1	3		23	1	3	
Other					4	1			4	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	0	0
Counselor (Social/Behavioral or Career Development)	.2	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.4	N/A
Social Worker	0	N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	1	N/A
Other	1	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 Total	Supplemental/ Restricted	Basic/ Unrestricted	Average Teacher Salary
School Site	5422.35	1491.8	3930.55	78540.43
District	N/A	N/A	$3,840	$78,819
Percent Difference: School Site and District	N/A	N/A	4.6	-9.3
State	N/A	N/A	$5,677	$75,837
Percent Difference: School Site and State	N/A	N/A	-24.9	-8.3

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

Types of Services Funded (Fiscal Year 2015-16)

Handy Elementary operated the following categorical programs: *LCFF monies provide for services above and beyond the basic program for foster youth, low socio-econoic, and limited English speaking students. These funds include a Resource teacher who provides reading instruction to targeted students, as well as a community aide. *Title 1 monies provide for all students to achieve academic success. The funding is based on the number of students on the free and reduced lunch program

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$43,270	$45,092
Mid-Range Teacher Salary	$74,538	$71,627
Highest Teacher Salary	$100,322	$93,288
Average Principal Salary (Elementary)	$122,017	$115,631
Average Principal Salary (Middle)	$123,406	$120,915
Average Principal Salary (High)	$143,744	$132,029
Superintendent Salary	$240,000	$249,537
Percent of Budget for Teacher Salaries	39%	37%
Percent of Budget for Administrative Salaries	5%	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)

Staff development opportunities were provided through teacher-to-teacher mentoring programs such as BTSA and PAR, staff meetings, conferences, and school-based in-service meetings. BTSA, PAR, school facilitators, coaches and district content specialists provide school and district-level staff with curriculum development in identified areas of need.
There was one teacher prep day before the first day of school.
A modified Wednesday schedule was adopted for the 2014-15 school year and continues to be implemented. Teachers used this professional development time to learn new instructional strategies and collaborate with their peers to review data and design instruction based on that data.

Blended learning is the focus during this school year. Teachers continued to use HM in grades K, and 2 through 5th. Benchmark is being piloted for 1st and 6th grade in ELA. The upper grades were supported through READ 180 and System 44. Teachers have been trained by the publishers and receive additional support as needed. Teachers also received training in Avenues, the District adopted English Language Development program.

The ILT met with OCDE and Distinct administrators in compliance with Program Improvement benchmarks. The ILT met monthly to discuss relevant issues and design staff development for the entire staff. The Instructional Coach provided on-going staff development on best practices centered around Marzano's 9 Effective Strategies. Thinking Maps continue to be implemented as well as professional development in writing. The Instructional Coach and Leadership Team provided staff development in technology and writing.