



# J.M. Amador Elementary

2100 East Cantera Drive • Dublin, CA 94568 • 9253071950 • Grades K-5

Holly Scroggins, Principal

scrogginsholly@dublinusd.org

http://www.dublin.k12.ca.us/Domain/1070

## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### Dublin Unified School District

7471 Larkdale Avenue  
Dublin, CA 94568  
(925) 828-2551  
www.dublinusd.org

#### District Governing Board

Dan Cherrier  
**President**

Megan Rouse  
**Vice-President**

Amy Miller  
**Trustee**

Gabrielle Blackman  
**Trustee**

Catherine Kuo  
**Trustee**

Tinni Mukherjee  
**Student Representative**

Sowri Athi  
**Student Representative**

#### District Administration

Dr. Dave Marken  
**Superintendent**

Joe Sorrera  
**Assistant Superintendent  
Business Services**

Matt Campbell  
**Assistant Superintendent  
Educational Services**

Mark McCoy  
**Assistant Superintendent  
Human Resources**

#### **Principal's Message**

Amador Elementary serves students! At Amador we work in teams: student teams, leadership teams, teacher teams, grade level teams, office teams, safety teams, and community teams, just to name a few. We work together interdependently to achieve common goals. We offer a program that values relationships. Our lessons for students are steeped in Rigor and Relevance. We work together to ensure that all of us are building for the future and that our students will be college and career ready.

We are a five year old school with enrollment approaching 1040 students: which includes 3 SDC classes and 38 grade K - 5 self-contained classrooms. We are a racially and culturally diverse community and we are proud of the many languages, which the children and families bring to our school. We have a dedicated staff and involved parent community. Amador is developing strong academic programs which support science, technology, engineering, and mathematics. Reading, writing, and the arts serve as the foundational elements and skill sets that students will utilize as they prepare for the 21st Century. Students will explore learning through hands-on experiences as they prepare to be the leaders, inventors, and positive contributors of our future.

Pride, integrity, and collaborative leadership have joined forces at Amador to create a progressive and fully inclusive learning environment for our entire community. Our commitment to excellence is evident in our broad range of programs and services. The Common Core Curriculum, Next Generation Science Standards and Technology continue to be a focus. Our classrooms have document cameras, tablets and Interactive SMART boards/screens for classroom instruction and student learning. Classrooms in all grades are using Chromebooks and Google Applications to enhance student learning in math, science, social studies, writing, and reading. All classrooms have student computers. Our Kindergarten program uses iPads. In addition, Amador's staff and parents are committed to a strong character-development program. We celebrate life skills in our classrooms through our Capturing Kids Hearts, Kimochi's, and Habitude programs.

Our staff, students, and families have joined together to ensure that all children have the skills, resources, knowledge, and experiences to prepare them for the future. In classrooms, on the playground, and in our global community we want our students to value diversity and to be inclusive leaders, problem solvers, pursuers of knowledge, effective communicators, and creative thinkers. Our goal is for our students to become compassionate, ethical, and inquisitive global citizens. To fulfill this vision, Amador Elementary School focuses are aligned with DUSD's Organizational Goals:

- 1) Improve Student Outcomes by ensuring every student is challenged and prepared for success in school and life by focusing on supporting a rigorous classroom environment, closing achievement and opportunity gaps and committing to equitable and research-based instructional and socio-emotional practices.
- 2) Support a Highly Effective Staff by fostering a responsive, caring, inclusive culture, which is built upon our professional learning communities and an unwavering commitment to robust recruitment, hiring, development, and retention practices.
- 3) Ensure Effective Resource Allocation and Efficient Systems of Operation by championing the needs of our school communities and being responsible stewards of the public's investment as our community rapidly grows.

Given these commitments, the Amador Elementary team participates in many site and district level committees. Some of these include: Professional Learning Communities (PLC), NGSS - Science, English Language Arts, Science, and Math Curricula Councils, Technology, and Safety Committees. The measurable academic student gains observed at Amador Elementary School are the result of these collaborative professional efforts and life-long learning practices of our staff. Our school have been honored as a National Unity School as well as the past three year recipients of the Educational Results Partnership Honor Roll awards.

We are a dedicated staff and involved parent community. We are working on creating our School Mission Statement this year as a new school collectively. Our underlying philosophy is the belief that all children can learn, that our teaching is powerful, and that strong, proven instructional practices can make a profound difference in the lives of our children.

Holly Scroggins  
Principal, Amador Elementary School

## 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	144
Grade 1	135
Grade 2	160
Grade 3	152
Grade 4	127
Grade 5	121
<b>Total Enrollment</b>	<b>839</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	1
Asian	77.4
Filipino	3.1
Hispanic or Latino	3.2
Native Hawaiian or Pacific Islander	0.2
White	7.4
Two or More Races	6.4
Socioeconomically Disadvantaged	1.8
English Learners	8.3
Students with Disabilities	5.4
Foster Youth	0.1

## 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 for J.M. Amador	17-18	18-19	19-20
With Full Credential	40	36	41
Without Full Credential	1	1	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Dublin Unified School	17-18	18-19	19-20
With Full Credential	◆	◆	558
Without Full Credential	◆	◆	24
Teaching Outside Subject Area of Competence	◆	◆	0

### Teacher Misassignments and Vacant Teacher Positions at J.M. Amador Elementary

Indicator	17-18	18-19	19-20
Teachers of English Learners	1	1	0
Total Teacher Misassignments*	2	2	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.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

We choose our textbooks from lists that have already been approved by the state education officials. For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the test we give are based on these content standards, and we expect our teachers to be firmly focused on them.

All students have their own set of textbooks to use in class or at home, many are offered digitally.

The elementary, kindergarten to grade 5, English-Language Arts textbooks are from the 2002 adoption list not the most recent 2008 adoption list. During the current financial situation, districts have been given the flexibility to use State funds for textbooks for other needs as approved by the local School Board. This flexibility allows districts to continue to use materials from the previous adoption list and still meet the requirement of having the most recent state-approved materials. Therefore, while our materials for K-5 English- Language Arts are not from the most recent state-approved list, we are still compliant with State regulations.

### Textbooks and Instructional Materials

Year and month in which data were collected: October 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Starfall (Kindergarten) Adopted 2016  Benchmark Advance Adopted 2018  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Mathematics	Scott Foresman Envision Math Adopted 2015  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Science	Harcourt California Science Adopted 2008  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
History-Social Science	Scott Foresman History/Social Studies Adopted 2008  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%

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

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

This is Amador Elementary's fourth year. It is state of the art in its construction. Classrooms are linked internally to support grade level collaboration between students and staff. Furniture is on wheels. This offers teachers/students the ability to rearrange learning environments to the desired groups quickly for lessons. Student chairs encourage student movement and tracking. Cafe tables offer places where students can stand and work. Soft seating and hallway tables expand traditional learning spaces. Outdoor seating areas and stages with WiFi, both inside and outside, creates new learning spaces. Two flexible classrooms have been converted into classrooms this year but it is our hopes to not fill them next year for they offer areas to work through messy science labs or art lessons for any teacher to use. We have one full-time day custodian, a part time custodian, and an evening custodial team who clean all classrooms and all restrooms each day. District maintenance regularly maintains landscaping and larger maintenance projects.

The library, which holds a 1:17 book ratio for each student, is one of the most extensive elementary school libraries in Dublin. It also holds student tablets for research and digital media along with an expansive seating area. It offers a 2/3 non-fiction and 1/3 fiction library collection. We update the collection each year after doing a collection analysis and aligning our needs with the state and school library standards. The library/media technician works on maintaining and improving our book collection, reading stories to classes, and circulating books to each class on a weekly basis. The library is open five days a week during school hours.

Teachers instruct their students to use technology effectively. We have moved to a Google Classroom format where learning is interactive, shared, and built upon. Our vision is for students to become proficient with technology as a tool so that it is used often in their day and deepens student learning. Students use multimedia to show evidence of learning. They use the Internet for research and web-based programs and resources to enhance the curriculum. All classrooms have teacher-networked computers, Chromebooks for all students with a ratio of 1:1, and one networked printer. Teachers use computers to correspond with students, colleagues and parents via email and to access the Internet. All classrooms have document cameras, interactive SMART Boards or 80 inch monitors, voice enhancing systems, and Chromebooks. Our Kindergarten classrooms have iPads. We have several web-based services connected to our adopted Textbook series which support students at home and at school. We also use others such as Google applications, IXL, STARFALL, Accelerated Reader, and Brainpop just to name a few, to enhance and assess student learning. Many of these programs support math concepts and reading comprehension and students find them motivating.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 12/21/2019**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	Admin: Ceiling tiles broken. A107, A109: Ceiling tiles broken. D103, D104, D105, D201: Ceiling tiles have water stains.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	L106, B103, B104, B203, B205, C105, C202, D102, D106, D206, K103, K104, K105: Unsecured items stored too high.
<b>Electrical:</b> Electrical	Good	A115: Storage blocking access to electrical panels. Light panel in library is out. Girls rest room: Light bulbs out at entry Boys rest room: Multiple lights out C106: Multiple lights out (hallway)
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	Boys rest room: Faucets have extremely low flow. Girls rest room: Faucets have a low flow. B201: Faucet and drinking fountain have no flow.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	L101, B106, E108, Unisex rest room, C101, C205, C203 Plug-in air fresheners in use. K105: Plug in candle warmer. C201: Access to fire extinguisher is blocked
<b>Structural:</b> Structural Damage, Roofs	Good	B119, B219: Cracks in wall.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Good</b>	

## 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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 ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	93	91	78	78	50	50
Math	91	92	74	73	38	39

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.

Note: ELA and 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.

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	31.1	12.6	3.4

Note: Percentages are not calculated and double dashes (--) appear in the table 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: 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

Maintaining a safe and orderly environment is a top priority. Students learn best in a safe, nurturing environment. The Amador School Safety Plan is in place. We annually update and revise the plan, which is based on the Safety Emergency Management System each year. Our plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. We share and monitor the plan with all staff during staff meetings throughout the year. This plan has been expanded into a Comprehensive School Safety Plan. A copy of this safety plan is available to view in our school office.

Our students and staff receive training in Intruder, fire and earthquake drills on a monthly basis. Our buildings and classrooms are locked. We participate in county wide earthquake drills such as "The Great Shake Out." We use debriefing sessions after drills to gather input to improve on our safety procedures. Each classroom has emergency backpacks containing a variety of first aid materials and guardian and health information. Each student has an emergency bag, stored at school, with supplies to be used in case of an emergency. In addition, we have a safety storage container that holds supplies, water and safety/comfort kits for all students in the event of an emergency.

We have school-wide assemblies and activities on safety issues, including fire safety, drug and alcohol prevention (DARE/Red Ribbon Celebrations), conflict management, bullying, sexual harassment, and tobacco-free environments. We are a Bully-Free community. We communicate and reinforce safety and student management through the student and parent handbooks, school and classroom rules, and assemblies. Parents learn about safety procedures in weekly bulletins and monthly letters, at parent meetings, and on the school's website.

Visitors must enter the school through the main door and sign in at the office, where they receive a visitor's badge to wear throughout their stay. We screen all volunteers before they are allowed to volunteer in our classrooms. A trained campus security officer and assigned teachers and staff monitor the school grounds for 15 minutes before and after school, as well as at all recesses and at lunchtime. Teachers regularly review the rules for safe and responsible behavior in school and on the playground.

Our Comprehensive School Safety Plan was last reviewed, updated, and discussed with the school faculty in August/ September 2019 and approved by our School Site Council, District Office, and a Dublin Police School Resource Officer in September/October 2019.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	417	409	98.08	90.71
<b>Male</b>	209	204	97.61	85.78
<b>Female</b>	208	205	98.56	95.61
<b>Black or African American</b>	--	--	--	--
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	336	334	99.40	91.62
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	12	11	91.67	63.64
<b>White</b>	30	27	90.00	85.19
<b>Two or More Races</b>	28	27	96.43	92.59
<b>Socioeconomically Disadvantaged</b>	--	--	--	--
<b>English Learners</b>	67	66	98.51	80.30
<b>Students with Disabilities</b>	26	22	84.62	45.45
<b>Foster Youth</b>	--	--	--	--

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 2018-19 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	417	409	98.08	92.18
Male	209	204	97.61	90.20
Female	208	205	98.56	94.15
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	336	334	99.40	93.41
Filipino	--	--	--	--
Hispanic or Latino	12	11	91.67	63.64
White	30	27	90.00	88.89
Two or More Races	28	27	96.43	92.59
Socioeconomically Disadvantaged	--	--	--	--
English Learners	67	66	98.51	84.85
Students with Disabilities	26	22	84.62	40.91
Foster Youth	--	--	--	--

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 school site

#### Opportunities for Parental Involvement (School Year 2019-20)

At Amador Elementary School, staff, students, and parents collaborate for success. We have a wonderfully active parent community and our parent volunteerism is high. Volunteers have dedicated many hours in numerous activities that support the curriculum and student success. Teachers encourage parents to assist in their classroom and work directly with students in support of their learning once trained.

We have many ways for parents to participate in the life of our school, and we depend on parents to keep our programs running smoothly. Parents can join our School Site Council, which works with the principal, assistant principal and staff members to help make financial decisions that support the School Plan for Student Achievement. Our School Site Council (SSC) has also spearheaded a Community Celebration Awareness Program. We are a "salad bowl" of diversity in our community and we believe that understanding each other's celebrations will help us unite as a school culture and have deeper appreciations of each other. We host our Multicultural Talent Show in December and coordinate multicultural assemblies throughout the year. These assemblies are generously funded by our Parent Faculty Club (PFC) and ASB Fundraiser. A representative on our SSC attends our PFC meetings to support communication between the two parent groups. Our PFC also coordinates our Art in Action program that all students learn and participate in each year at our school. Our PFC also supports all grade levels in attending a performing art theatre experience yearly. In addition, our PFC supports our Room Parents who organize parent volunteers to help with special projects in the classroom and chaperone on field trips. Our PFC helps our school raise significant capital through fund-raising events to support student and school programs while our SSC oversees the expenditure of the funds and approves our School Plan for Student Success (SPSA). Parents of English learners are vital to our English Language Advisory Committee and to our outreach efforts on behalf of new families. We ask all parents to attend Back-to-School Night in the fall, Open House in the spring, and parent-teacher conferences in November. The administration and staff have an "open door" policy when it comes to meeting with our parents at all times throughout the school year. We feel collaboration is essential to offer the kind of learning opportunities to students that we do at Amador!



Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.4	0.0	0.1
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.9	1.2	1.5
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
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.

##### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	2097.5

\* 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.

##### Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.4

\* 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 Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	21	1	7		20	4	4		23		6	
1	24		7		26		7		26		5	
2	24		5		27		7		26		6	
3	24		6		25		6		22	1	6	
4	22	1	5		25	1	5		25		5	
5	23	1	5		23	1	5		25	1	4	
Other**									7	1		

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

\*\* "Other" category is for multi-grade level classes.



## Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Dedicated staff development days are scheduled on the school-year calendar during the negotiation process between the District and the teachers association. Content for two of the three days is usually determined by the District based on areas of focus, Common Core Standards, Professional Learning Communities, textbook adoption cycles, and the District's strategic plan. The district and school site ask for staff input as well, typically through surveys. Teachers and administrators also review test scores of the previous year. The third staff development day is determined in collaboration between the staff and principal. We use a needs survey to gather teacher and staff input for suggestions. Each site plans their teacher training based on needs identified in their site plan, such as finding ways to narrow our student achievement gaps and working with at-risk students.

In addition, teachers and administrators have also participated in training from the Association of California School Administrators, California Reading Association, California Mathematics Association, National Council of Mathematics Teachers, Association of Supervision and Curriculum Development, Solution Tree Professional Learning Communities, K-12 Science Alliance - WestEd, Capturing Kids Hearts, Alameda County Office of Education, and a host of minor training opportunities. Additional Staff development opportunities take place during trainings where teachers are released through use of substitutes to attend workshops or conferences, at district sponsored after school workshops, during grade level collaboration, and via district-based coaches.

Staff development includes, but is not limited to: The new adoption of curriculum materials for ELA (Benchmark Advance), Response to Intervention (RTI), Professional Learning Community (PLC), Common Formative Assessments, use of the district's online assessment system (Illuminate), technology training, mathematics, writing, and science.

In 2018-2019 there are three days dedicated for Professional Development, plus 21 Teacher Collaboration Days. During the summer of 2018 staff had the opportunity to participate in GLAD, Benchmark Advance Curriculum Training, and Capturing Kids Hearts.

### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$62,065	\$51,374
Mid-Range Teacher Salary	\$89,732	\$80,151
Highest Teacher Salary	\$106,480	\$100,143
Average Principal Salary (ES)	\$139,700	\$126,896
Average Principal Salary (MS)	\$141,863	\$133,668
Average Principal Salary (HS)	\$154,046	\$143,746
Superintendent Salary	\$290,700	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	44%	35%
Administrative Salaries	6%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://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.

### FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$6,286	\$1,006	\$5,280	\$80,647
District	N/A	N/A	6,923	\$85,965.00
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-26.9	-6.3
School Site/ State	-32.0	-4.6

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.