



# Frederiksen

7243 Tamarack Drive • Dublin, CA 94568 • (925) 828-1037 • Grades K-5  
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<http://www.dublin.k12.ca.us/Domain/235>

## 2015-16 School Accountability Report Card Published During the 2016-17 School Year



### Dublin Unified School District

7471 Larkdale Avenue  
Dublin, CA 94568  
(925) 828-2551  
[www.dublinusd.org](http://www.dublinusd.org)

#### District Governing Board

Megan Rouse, President  
Amy Miller, Vice President  
Dan Cunningham, Trustee  
Joe Giannini, Trustee  
Dan Cherrier, Trustee

#### District Administration

Dr. Leslie Boozer  
Superintendent  
Beverly Heironimus  
Assistant Superintendent  
Business Services

#### Assistant Superintendent Educational Services

Mark McCoy  
Assistant Superintendent  
Human Resources

### School Description

Frederiksen Elementary was established in 1966 and is located on the west side of Dublin, CA. Our Title I school is home to 840 students from diverse backgrounds including our local military base, Camp Parks. Our site has one Developmental Kindergarten Academy and 32 Kindergarten through fifth grade classrooms. We are proud of the 29 languages spoken at our school and the rich cultural diversity that is part of our school community. Our English Learner Advisory Committee, our School Site Council, and our Parent Faculty Club have been growing and strengthening over the past two years and are making valued contributions to the progress at Frederiksen. Our state CAASPP tests scores from the Spring of 2015 showed an 11% gain in ELA and a 6% gain in Math for students in meeting or exceeding the common core standards from the prior year's assessments.

Our focus over the past two years has been in developing rigor, relevance, and relationships. This year we have specifically narrowed our work in the area of relationships to strengthen culture, climate, and behavior. If you were to walk into a classroom at our site, you would see and hear social contracts being reinforced among students. Teachers are making connections to real-world applications and posing questions to deepen student thinking. Students are being asked to analyze, synthesize, and evaluate both academic content and learning processes. We believe strongly in developing the whole child to build the skills necessary to succeed both as a student and as a future citizen in the global economy.

Our mission is to build for the future together, by laying the foundation for life-long learning, pride in character, and a lasting commitment to the community.

### 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 the SARC

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

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

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	166
Grade 1	125
Grade 2	127
Grade 3	125
Grade 4	116
Grade 5	110
<b>Total Enrollment</b>	<b>769</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	5.5
American Indian or Alaska Native	0.1
Asian	22.5
Filipino	6
Hispanic or Latino	22.9
Native Hawaiian or Pacific Islander	0.4
White	33.8
Two or More Races	8.8
Socioeconomically Disadvantaged	18.3
English Learners	17.8
Students with Disabilities	7.3
Foster Youth	0

## A. Conditions of Learning

### State Priority: Basic

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

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

Teacher Credentials			
Frederiksen	14-15	15-16	16-17
<b>With Full Credential</b>	35	41	41
<b>Without Full Credential</b>	0	0	2
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Dublin Unified School District	14-15	15-16	16-17
<b>With Full Credential</b>	♦	♦	522
<b>Without Full Credential</b>	♦	♦	6
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Frederiksen	14-15	15-16	16-17
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

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

### Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	100.0	0.0
Districtwide		
<b>All Schools</b>	98.2	1.8
<b>High-Poverty Schools</b>	0.0	0.0
<b>Low-Poverty Schools</b>	98.2	1.8

\* 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)

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 tests 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.

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: 08/2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin Reading Adopted 2004  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Scott Foresman Envision Math Adopted 2009  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Harcourt California Science Adopted 2008  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Scott Foresman History/Social Studies Adopted 2008  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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

Frederiksen's last modernization projects were completed in 2010. The 2008 modernization added five classrooms; a new roof; technology; and the redesign of our portable classrooms, courtyard, and playgrounds. In 2009, new windows, doors, landscaping, lighting, paint and redesigned parking areas were added. All 30 classrooms have heating and air-conditioning systems, carpet, windows, and paint. In 2010, our student and adult restrooms were remodeled, along with the front entrance to our school. These final changes ended the first phase of our master plan, which includes additional changes if funding becomes available in the future. Two playgrounds and an extensive field provide students with the space and equipment to play and develop athletic skills. We are thankful for these projects, because they are helping us look "as great on the outside as we are on the inside." We have one full-time and one part-time day custodian and an evening custodial team who clean all classrooms and all restrooms each day. District maintenance regularly maintains landscaping.

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: 09/23/2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Counseling office HVAC not working. Work order entered.
<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			
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		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 Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
<b>Science</b>	80	93	84	83	87	83	60	56	54

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

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
<b>5</b>	13.5	35.1	25.2

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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
<b>ELA</b>	57	68	77	78	44	48
<b>Math</b>	56	62	69	73	34	36

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

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

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	112	112	100.0	83.9
Male	54	54	100.0	83.3
Female	58	58	100.0	84.5
Asian	12	12	100.0	75.0
Hispanic or Latino	25	25	100.0	72.0
White	53	53	100.0	92.5
Socioeconomically Disadvantaged	18	18	100.0	66.7
English Learners	15	15	100.0	53.3
Students with Disabilities	15	15	100.0	86.7

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	125	123	98.4	64.2
	4	117	116	99.2	71.5
	5	111	111	100.0	68.5
Male	3	56	55	98.2	60.0
	4	59	59	100.0	67.8
	5	54	54	100.0	59.3
Female	3	69	68	98.5	67.7
	4	58	57	98.3	75.4
	5	57	57	100.0	77.2
Asian	3	29	28	96.5	64.3
	4	23	23	100.0	87.0
	5	12	12	100.0	83.3
Hispanic or Latino	3	27	27	100.0	59.3
	4	24	23	95.8	47.8
	5	24	24	100.0	62.5
White	3	46	45	97.8	64.4
	4	37	37	100.0	86.5
	5	53	53	100.0	67.9
Two or More Races	4	16	16	100.0	75.0
Socioeconomically Disadvantaged	3	26	26	100.0	53.9
	4	27	27	100.0	37.0
	5	18	18	100.0	50.0

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
English Learners	3	20	20	100.0	55.0
	4	17	17	100.0	35.3
	5	15	15	100.0	40.0
Students with Disabilities	4	11	11	100.0	18.2
	5	15	15	100.0	26.7

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. 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 2015-16 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	125	123	98.4	77.2
	4	117	116	99.2	56.9
	5	111	111	100.0	50.5
Male	3	56	55	98.2	74.5
	4	59	59	100.0	59.3
	5	54	54	100.0	51.9
Female	3	69	68	98.5	79.4
	4	58	57	98.3	54.4
	5	57	57	100.0	49.1
Asian	3	29	28	96.5	75.0
	4	23	23	100.0	73.9
	5	12	12	100.0	58.3
Hispanic or Latino	3	27	27	100.0	74.1
	4	24	23	95.8	26.1
	5	24	24	100.0	33.3
White	3	46	45	97.8	75.6
	4	37	37	100.0	67.6
	5	53	53	100.0	56.6
Two or More Races	4	16	16	100.0	56.3
Socioeconomically Disadvantaged	3	26	26	100.0	76.9
	4	27	27	100.0	25.9
	5	18	18	100.0	27.8

**School Year 2015-16 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
English Learners	3	20	20	100.0	60.0
	4	17	17	100.0	29.4
	5	15	15	100.0	33.3
Students with Disabilities	4	11	11	100.0	9.1
	5	15	15	100.0	20.0

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. 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 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)

At Frederiksen School, staff, students, and parents collaborate for success. We have an active parent community and our parent involvement is strong. Teachers encourage parents to assist in their classrooms as well as attend field trips in order to work directly with students in support of their learning. Volunteers have dedicated many hours in support of curricular activities to boost student success. In the classrooms, you will see parents reading one-on-one with students, running centers, stuffing communication folders, and helping with math concepts or art enrichment. Around the campus, you will see parents assisting with bulletin boards that provide information or showcase student progress, copying necessary curricular materials for classrooms, or assisting as a paid noon supervisor for recess support.

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 Single Plan for Student Achievement. Parents of English learners are vital to our English Language Advisory Committee and to our outreach efforts on behalf of new families. We have an Hispanic/Latino parent group in our Puentes Unidos program that meets weekly. We also hold a Title I Informational Event to meet with our Title I families and discuss ways to best serve their children. Room parents organize parent volunteers to help with special projects in the classroom, and our Parent Faculty Club hosts many social events to bring the community together, as well as raise funds to support student and school programs. Our PFC has focused on STEAM opportunities this year and volunteers have been integral in everything from organizing and logging our science supplies to arranging performance entertainment at our Fall Festival. We ask all parents to attend Back-to-School Night and parent-teacher conferences in the Fall and Open House in the Spring. We always welcome new ideas and volunteers on our campus.

#### 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.

#### School Safety Plan

Maintaining a safe and orderly environment is a top priority at Frederiksen. We annually update and revise our school safety plan, which is based on the Safety Emergency Management System. Our plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. We share and monitor the plan with all staff during a staff meeting in the Fall and throughout the year as needed. This plan has been updated onto our Google Docs platform for staff to access from anywhere at any time.

Our students and staff receive training in fire drills on a monthly basis. We participate in statewide earthquake drill called "The Great CA Shake Out" each year in October. We use debriefing sessions after every drill to gather input to improve on our safety procedures. Monthly fire drill reports are shared with the local fire department and our district maintenance department. Each classroom has emergency backpacks containing a variety of first aid materials and guardian and health information. Each student has an emergency kit, stored in our container, with supplies to be used in case of an emergency. These are purchased for our Kindergarten students annually and have a shelf life of 6 years. In addition, we have a stored water supply that could provide necessary hydration for our students for up to three days in the event of any emergency.

We have school-wide assemblies and activities on safety issues, including but not limited to: stranger danger, crossing streets, bicycling safety, drug and alcohol prevention (DARE program for fifth graders/Red Ribbon Week Health Awareness for the entire school), and anti-bullying awareness. We communicate and reinforce safety and student character education through school and classroom behavior expectations, daily announcements, lessons and assemblies. Parents learn about safety procedures in weekly bulletins and monthly newsletters, 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 through the Megan's Law database prior to their volunteer work on our campus. We have one full-time campus security officer to assist with traffic and parking as well as gates and campus supervision. 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 updated and reviewed in the Fall of 2016. The plan is approved by our School Site Council, District Office, and the Dublin Police School Resource Officer.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	0.3	0.5	1.1
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	1.5	1.9	1.9
Expulsions Rate	0.0	0.0	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2013-2014
Year in Program Improvement	Year 2	Year 1
Number of Schools Currently in Program Improvement	2	
Percent of Schools Currently in Program Improvement	33.3	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.80
Psychologist	0.60
Social Worker	
Nurse	0.15
Speech/Language/Hearing Specialist	1.0
Resource Specialist	1.0
Other	1.0
Average Number of Students per Staff Member	
Academic Counselor	

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.



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

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	25	25	28				6	6	6			
1	25	28	25				4	5	5			
2	26	25	25				5	5	5			
3	26	26	25				4	5	5			
4	27	29	29				4	4	4			
5	27	23	27		1	1	4	4	4			
Other	2			1								

**Professional Development provided for Teachers**

Dedicated staff development days are scheduled on the school-year calendar in a collaborative effort between the district leadership team and our Dublin teacher Association. Content for two of the three days is 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 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 opportunity gaps and working with at-risk students.

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, Capturing Kids Hearts, and a host of additional training opportunities. Additional staff development opportunities take place when teachers are released through the use of substitutes to attend workshops or conferences, at district sponsored grade level meetings and after school workshops, during grade level collaboration, and via district-based instructional coaches.

Staff development includes, but is not limited to: Response to Intervention (RTI), Professional Learning Community (PLC), Common Formative Assessments, use of the district’s Online Assessment Reporting System (OARS), technology training, mathematics, writing, and science. Most recently, we are working with the Science Alliance to train core lead teachers in modelling lessons and training additional lead teachers in science instruction utilizing the 5E lesson planning model.

In 2016-2017 there are three non-student days dedicated for Professional Development, two district-wide Grade Level release days, and 21 Teacher Collaboration Days where teacher teams meet for one hour.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$58,490	\$43,821
Mid-Range Teacher Salary	\$84,565	\$69,131
Highest Teacher Salary	\$100,349	\$89,259
Average Principal Salary (ES)	\$122,773	\$108,566
Average Principal Salary (MS)	\$127,949	\$115,375
Average Principal Salary (HS)	\$141,815	\$125,650
Superintendent Salary	\$231,942	\$198,772
Percent of District Budget		
Teacher Salaries	46%	37%
Administrative Salaries	6%	6%

\* 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/).

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,116	\$201	\$4,915	\$93,559
District	♦	♦	8,720	\$80,132
State	♦	♦	\$5,677	\$71,517
Percent Difference: School Site/District			-43.6	16.8
Percent Difference: School Site/ State			-13.4	30.8

\* Cells with ♦ do not require data.

**Types of Services Funded**

Our federal Title I funds are used to fund a portion of one full-time Intervention Specialist and three Title 1 Instructional Assistants. We use a scheduled banded service time five days/week s to support teachers in directly working with students who are not meeting grade-level standards in kindergarten through fifth grade. Both a pull-out program and a push-in program are utilized to work with students identified through an on-going data collection process. Our Response to Intervention Team meets weekly to coordinate our efforts in serving students and ensure academic progress is being monitored. In addition to analyzing data, our continual communication and collaboration with classroom teachers is key to helping meet the needs of our students and for evaluating programs and instructional practices related to our Title I funding source.