Perris Elementary School
School Accountability Report Card
Reported Using Data from the 2017-18 School Year
Published During 2018-19

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 2018-19)

School Contact Information	
School Name	Perris Elementary School
Street	500 South A Street
City, State, Zip	Perris, CA, 92570
Phone Number	(951) 657-2124
Principal	Teresa Flynn-Everett
E-mail Address	tflynn@perrisesd.org
Web Site	www.perrisesd.org/Domain/13
CDS Code	33-67199-6032510

District Contact Information	
District Name	Perris Elementary School District
Phone Number	(951) 657-3118
Superintendent	Jean Marie Frey
E-mail Address	ksolorzano@perrisesd.org
Web Site	www.perrisesd.org

School Description and Mission Statement (School Year 2018-19)

Our mission at Perris Elementary School Leadership Academy is to develop leaders in the 21st Century that empower others, achieve goals, develop a voice, engage in collaboration, respect the talents of others and support a safe learning environment. Our school vision is: Developing confident 21st century leaders. We are proud of our dedicated staff, parents and students who help us obtain our goals. We believe that by working together as a community, all students will succeed.

Perris Elementary School is a place where all students are given the opportunity and encouragement to reach their fullest potential. The goal for all students is to master those skills necessary to be successful and productive citizens. We provide students with a well-planned instructional program that emphasizes basic skills as well as a safe and clean environment. We measure our successes by each individual child.

Perris Elementary School is a K-6 school with enrollment approximately 800 students for the 2018-2019 school year. Perris Elementary School is a School-wide Title I school. The student population draws from a diverse cultural and socio-economic backgrounds in a suburban/rural environment. Its population is comprised of approximately 80% Hispanic, 9.64% African American, 9.40% White, and 0.96% Other. Sixty percent of our students are English Learners whose primary language is not English. 100% of our students participate in the free or reduced price breakfast and lunch program.

Perris Elementary School is composed of a principal, assistant principal, 36 regular classroom teachers, an Art teacher, a Physical Education teacher, an Educational Specialist, two Special Education Teachers, a School Counselor, an Academic coach, a Speech Therapist, and a School Psychologist. There are 23 permanent classrooms and 27 flex classrooms.

All teachers are credentialed to instruct students in their given assignments as required by California Department of Education Credentialing Commission. All teachers at Perris Elementary School meet the highly qualified status as defined by NCLB. Classroom teachers use district adopted curriculum including the Wonders Language Arts program and the Singapore Mathematics program. The Special Education Teacher, as well as one instructional aide provide supplemental and differentiated instruction as an intervention to those students that are at risk.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	138
Grade 1	105
Grade 2	113
Grade 3	109
Grade 4	115
Grade 5	123
Grade 6	127
Total Enrollment	830

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	8.3
American Indian or Alaska Native	0.1
Asian	0.1
Filipino	0.0
Hispanic or Latino	88.8
Native Hawaiian or Pacific Islander	0.0
White	2.4
Socioeconomically Disadvantaged	95.2
English Learners	54.6
Students with Disabilities	7.6
Foster Youth	0.8

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

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	42	44	35	266
Without Full Credential	0	2	1	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: September 13, 2018

The Williams Act legislation requires that there should be sufficient textbooks and instructional materials for each student, including English learners, to use in class and to take home. Below is information detailing the names of the textbooks used in our core classes; their dates of publication; the names of the firms that published them; and textbook sufficiency information.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill California Wonders (Adopted in 2016) McGraw Hill World of Wonders Pre-K (Adopted in 2016)	Yes	0
Mathematics	Houghton Mifflin Harcourt Math in Focus (Adopted in 2015)	Yes	0
Science	Harcourt California Science (Adopted in 2007)	Yes	0
History-Social Science	Harcourt Social Studies: California Reflections (Adopted in 2006)	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Perris Elementary is the oldest school site in the district. Seven classrooms were built in 1948, and the remaining permanent classrooms were built in 1953. We modernized the entire school in 1995. Presently there are 19 portable classrooms, and 20 permanent classrooms, a library/media center, and a multipurpose building. Our facilities department update infrastructure, green and hard spaces and other spaces/areas as needed. Carpeting and interior updates occur as the classroom or space needs it. The exterior of the school was painted during the summer of of the 2013. The exterior fences and paved areas were all updated in 2008. A new slurry coat to the paved area as well as new stripping was conducted during the beginning of 2016-2017 school year.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

To determine the condition of our facilities, our district sent representatives from our facilities team to inspect them. They used a survey, called the Facilities Inspection Tool, issued by the Office of Public School Construction. Based on that survey, we've addressed the information you see on this summary. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: October 11, 2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: October 11, 2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Interior: Interior Surfaces	Good	Rm 3: One stained and one with a hole on ceiling tiles.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Rm 8: Some stains on carpet. Boys RR: Wads of paper on ceiling. Girls RR: Wads of paper on ceiling.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Girls RR: HC toilet loose seat.
Safety: Fire Safety, Hazardous Materials	Good	Boys RR: Peeling paint from ceiling.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Rm 21: two cracked windows

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: October 11, 2018	
Overall Rating	**Good**

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 English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	29.0	26.0	34.0	33.0	48.0	50.0
Mathematics (grades 3-8 and 11)	23.0	21.0	23.0	23.0	37.0	38.0

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 ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	487	474	97.33	25.95
Male	263	254	96.58	20.47
Female	224	220	98.21	32.27
Black or African American	45	42	93.33	19.05
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	427	417	97.66	26.38
White	12	12	100.00	25.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	452	440	97.35	25.23
English Learners	293	286	97.61	24.83
Students with Disabilities	70	67	95.71	2.99
Foster Youth	--	--	--	--

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.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	487	474	97.33	20.68
Male	263	255	96.96	19.61
Female	224	219	97.77	21.92
Black or African American	45	41	91.11	19.51
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	427	418	97.89	20.33
White	12	12	100	33.33
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	452	440	97.35	20
English Learners	293	288	98.29	18.75
Students with Disabilities	70	67	95.71	2.99
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.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	**Five of Six Standards**	**Six of Six Standards**
5	20.5	13.1	16.4

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 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 2018-19)

Parental involvement at Perris Elementary School is highly encouraged. We support a strong, positive partnership with parents and the community. Parents and families can volunteer individually or as part of a group. If a person would like to volunteer at school, the first step is to complete a volunteer application form. Perris Elementary School has many opportunities for parents to be active participants in school activities; and, we depend on parents to keep our programs running smoothly. Individuals and families are encouraged to participate in our Family Involvement Action Team, (FIAT), Parents as Partners, as well as our Watch D.O.G.S (Dads of Great Students) Program. All of these programs allow for interactive volunteering and informative decision making. The FIAT group meets regularly and works on school initiatives that assist in increasing student achievement in Reading and Math. Activities for this group range from parent workshops to family reading events during school hours. Parents as Partners is an all-encompassing group that assists in almost all of the school's extracurricular events. Activities for this group range from fundraising to assisting in the classroom and at times in the front office. Our Watch DOGS program is specifically designed for fathers and father figures in our students' lives. Their main activity involves visiting the school at least once a year for a full day and serve as a positive role model in the classroom, around campus, and at recess times for students. Individuals participating in Watch DOGS, spend time in their child's(ren) classroom as well as many other classrooms encompassing all grade levels. Additionally, parents can join our School Site Council, which works with the Principal to help make real time educational decisions on various school goals. Parents of English Learners are vital to our English Learners Advisory Committee and to our outreach efforts on behalf of new families. Other parent volunteers help with special projects in the classroom and chaperon field trips. Family involvement nights are also offered throughout the year. During these nights, our volunteers help plan, set-up, and run the activities for the evening. Although still in its developmental stages, we hope to soon bring another parent group entitled "AVID Moms". There will be more information coming so please stay tuned. We ask all parents to attend Back to School Night in the Fall, Open House in the Spring, and Parent-Teacher Conferences in November. We always need new volunteers! If you would like to help out, contact our front office staff at (951) 657-2124 and ask about our Volunteer Application.

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.

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	2.7	2.5	3.8	2.9	2.6	3.6	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

Perris Elementary School staff works with District Office staff to develop a site safety plan and an emergency preparedness plan, laying out procedures for responding to a wide variety of situations. Students and staff practice emergency procedures monthly and emergency plans are reviewed at staff meetings. Our school site has several representatives who participates on the District Disaster Preparedness Committee. The individuals involved include teachers, administrators, and other school staff. Out of this group, there is a lead who ensures all safety procedures are in place and updated. This person attends district meetings and brings valuable information back to the entire staff. Our Custodial staff and the District Maintenance staff inspect our school site for safety concerns frequently and scheduled "safety checks" on a weekly basis. Staff members and yard supervision aides monitor children whenever they are outside the classroom.

The Comprehensive Safe School Plan includes data regarding crime, safe school procedures, and compliance with laws including: (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) teachers' notifications of dangerous pupils, (5) sexual harassment, (6) school-wide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, and (9) expectations and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5. A copy of the plan is available for inspection by the public at the front office.

Together, the teachers and administration regularly review the rules for safe and responsible behavior in school and on the playground. The school's staff has established a culture of positive behavior interventions and supports (PBIS) that encompasses three universal expectations. The students are explicitly taught skills to help them be safe, respectful, responsible and leaders in all areas of the school campus life. We have an enclosed campus that is fully fenced. Visitors must enter and depart the school through the main door. All visitors must sign in at the office, where they receive a visitor/volunteer badge to wear throughout their stay that describes there purpose of the visit and identifies the location on campus they will visit .

When a request is made to take a child out of school for the day, the requesting adult must be on the emergency card and show identification before the child is summoned from the classroom. All visitors at Perris Elementary School must sign in at the front office and wear a visitor's name tag. The front office staff and supervision aides enforce this system on a daily basis to ensure that all visitors have checked-in with the front office staff.

Our school has a school Safety and Disaster Preparedness Plan with explicit procedures for handling emergency situations. We hold monthly practice drills for fire and lock-down procedures. The school's safety committee, which is comprised of staff and parents, review and update the safety plan annually. In October, we hold Disaster Drill to prepare students and make them aware of all procedures involving an earthquake type of emergency or disaster. Students and staff practice different emergency procedures and drills including evacuation practices. Each day, the staff monitors the playground and campus before, during, and after school. We have strict policies that prohibit fighting and bullying. All playground equipment and school facilities are routinely inspected.

We revise our School Safety Plan annually. Our safety plan was revised for the 2018–2019 school year to reflect current procedures and practices. The plan includes emergency procedures, exit routes, safe supervision of students, and student family reunification routines. We share the plan with all staff during a school-wide staff meeting. We practice fire, earthquake,or lock-down drills monthly and hold staff training on emergency preparedness at the beginning, middle, and end of the school year.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	21	2	3		18	5	2		20	3	4	
1	24		3		25		5		21	1	4	
2	19	1	3		23		5		23	1	3	
3	22		4		23		5		20	2	3	
4	28		3		27		5		28		4	
5	28		3		26		5		24		5	
6	27	1		2	28		4		22	1	5	
Other	17	1			19	1			17	1	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.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	833
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1	N/A
Social Worker	1	N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non-teaching)	1	N/A
Other	0	N/A

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

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$9,355	$1,464	$7,892	$91,622
District	N/A	N/A	$8,904	$84,626
Percent Difference: School Site and District	N/A	N/A	-12.1	7.9
State	N/A	N/A	$7,125	$80,910
Percent Difference: School Site and State	N/A	N/A	10.2	12.4

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.

Types of Services Funded (Fiscal Year 2017-18)

Perris Elementary School students receive support from a variety of programs and services that are available during the instructional day as well as supplemental educational services. The school's goal is to provide an overall instructional program that aligns with the need of our student population. Below is a description of the services for the 2018-2019 school year:

- Bilingual Aide Support Program: Bilingual Instructional Aides support students in their primary language. The bilingual instructional aides work with English Language Learners as identified through our school's achievement plan(s). The goal of this program is to provide support to our ELL students throughout the day and across all content areas. Our bilingual instructional aides have received training on phonics, Close Reading, High Leverage, and the Universal Design Instructional Strategies. In addition, our teachers and bilingual instructional aides have been trained to implement Rosetta Stone, a second language acquisition program. The classroom teachers identify the lowest language domain of students and plan lessons for the aides to deliver with instructional support to ELL students in order to support the lessons that teachers have taught during whole group instruction.

- Academic Coaching Services: The Academic Coach is a certificated teacher who plans lessons and provides training to support classroom teachers. The Academic Coach works with teachers to plan lessons while assisting with demonstration and co-teaching lessons. Additionally, the Academic Coach debriefs with teachers to discuss strategies that will maximize lesson delivery effectiveness. The Academic Coach provides Professional Development to teachers. The coaching services provided to teachers make a positive impact on all instructional programming.

- Targeted Intervention Instructional Program: Our students receive Targeted Intervention instruction throughout the week. During this time, the students receive leveled instruction that is targeted to specific ELA or Math standards. Student groups are flexible and re-alignment of the groups and programs happens after analysis of planned assessments which usually take place about every six weeks. During this time, teachers work with smaller groups of students on targeted skills as determined by student needs.

- Leader In Me Program: Our school is a "Leader In Me" school. Our school is committed to embedding leadership instruction across content areas. Students learn the seven habits of highly effective people and actively participate in leading a culture of excellence. The social emotional learning embodied in the Leader In Me program focuses on the development of character and academic growth. Annually, our school host a "Leadership Day" showcasing the development of our students' leadership skills. Students participate in classroom and school leadership roles. Our school is committed to growing leaders today and for tomorrow!

- Social Worker Intern Program: Our school receives services from one or more social worker intern(s) who work with students on social skills in small and whole group settings. The Intern(s) may meet with students on an individual basis, with parent consent, to develop skills, work through grief, or other life situations impacting schooling. The intern is on the school site as much as four times a week to meet with students and help them be successful in school.

- Counseling Program: For the 2018-2019 school year, our school hired a full time Elementary School Counselor. Her role at the school varies with the main purpose of providing students with counseling services for a range of issues. Throughout the year, the counselor visits all classroom and delivers instruction from the Second Step curriculum. Through this activity, our students gain instruction and practice skill that assist them in developing positive social skills such as empathy, making friends, and working together. The counselor is also available for small group and individual instruction as identified and referred by a teacher, administration or a family. In addition, the counselor conducts home visits and is our community liaison for family services.

- AVID Elementary Program: Our school has embraced a learning system called AVID Elementary to help prepare students for success in middle school, high school, and beyond. At the elementary level, students learn note taking skills, WICOR instructional strategies, and other success building skills for their future learning career. The main purpose of this program during the elementary years is to teach students successful organizational habits that will make learning easier. Throughout the year, we offer AVID informational meetings for families to become aware and support their children with the skills students learn at school.

- Think Together After school Program: The Think Together program is an extended learning program provided after school. The Think Together program works with students from first grade through sixth grade. Students attend the program from school's dismissal time through 6:00 pm each day that school is in session.

- TIP After School Program: TIP tutoring services are offered to students needing academic intervention. Parents will complete the application process for TIP tutoring. The program is offered as a means of providing extra support to students needing intensive intervention to meet ELA or Math standards. Students are enrolled based on academic need and parent application requirements.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$47,261	$50,084
Mid-Range Teacher Salary	$84,831	$80,256
Highest Teacher Salary	$109,559	$100,154
Average Principal Salary (Elementary)	$118,647	$125,899
Average Principal Salary (Middle)	$0	$130,255
Average Principal Salary (High)	$0	$128,660
Superintendent Salary	$244,845	$222,447
Percent of Budget for Teacher Salaries	41.0	37.0
Percent of Budget for Administrative Salaries	6.0	5.0

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)

Quality professional development is essential to first best instruction for our students. The school's learning priorities and focus areas for professional development topics are data driven decisions. Additionally, specific professional development topics are covered in order to support instruction of leadership skills for our students.Topics for professional development may include: the use of high leverage instructional strategies, reading, writing, AVID Elementary, the use of technology in the learning process, and classroom/school culture building through the Leader in Me program.

Professional development is ongoing and consistent throughout the year. School staff meets for professional development weekly in addition to after school workshops, conference release time, and individual mentoring. New teachers receive biweekly professional development from the Academic Content Coach to support their instructional growth. Our school wide team participates in professional development particular to their assigned duties and responsibilities. For example, the school offers Supervision Aide professional development to build and enhance student supervision skills through the implementation of programs such as the Leader in Me and Positive Behavior Intervention.

Additionally, all teaching staff is provided with the opportunity for guidance, collaboration, and lesson planning time all in relation to the California Common Core State Standards and our district's Units of Study. Teachers are guided towards an effective approach to plan and deliver lessons. All in all, teachers gain a better understanding of the framework used to build the Unit of Study and participate in collaboration time to plan in order to enhance and enrich weekly lessons.