Paradise Valley/Machado Elementary School
2012-13
SCHOOL ACCOUNTABILITY REPORT CARD

Published During 2013-14

Paradise Valley/Machado Elementary

Contact Information (School Year 2013-14)

1400 La Crosse Dr.

Morgan Hill, CA 95037-5675

(408) 201-6460

Principal:	Swati Dagar, Principal
Contact E-mail Address:	dagars@mhusd.org
County-District-School (CDS) Code:	43695836098271

Morgan Hill Unified

Contact Information (School Year 2013-14)

(408) 201-6023

www.mhu.k12.ca.us

Superintendent:	Steve Betando
Contact E-mail Address:	betandos@mhusd.org

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

• 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 additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the CDE API Web page at http://www.cde.ca.gov/ta/ac/ap/.

II. About This School

District Contact Information (School Year 2013-14)

Name	Morgan Hill Unified
Phone Number	(408) 201-6023
Web Site	www.mhu.k12.ca.us
Superintendent	Steve Betando
E-mail Address	betandos@mhusd.org
CDS Code	43695836098271

School Contact Information (School Year 2013-14)

Name	Paradise Valley/Machado Elementary
Street	1400 La Crosse Dr.
City, State, Zip	Morgan Hill, CA 95037-5675
Phone Number	(408) 201-6460
Principal	Swati Dagar, Principal
E-mail Address	dagars@mhusd.org

School Description and Mission Statement (School Year 2012-13)

Paradise Valley Elementary School is a learning community of students, staff, parents and professional educators who share the belief that all children can learn and should find joy in the discovery of knowledge. We believe in the dignity of the individual, we believe that all members of this learning community deserve an environment where it is safe to try because they will be treated with respect, regardless of their ability to learn, their cultural background or socio-economic status.

We believe as well, that parents are the primary educators of their children and that maintaining a strong partnership between parents, students, and teachers to ensure that all students develop the academic and social skills needed to achieve the high expectations set for them.

It is the mission of Paradise Valley Elementary School to develop life-long learners by creating an environment that:
* Sets high expectations for all students
* Fosters curiosity and a thirst for learning
* Models the academic skills that lead to student achievement
* Embraces and respects the diverse culture of our local community
* Encourages all students to achieve their highest potential
* Establishes the foundation to become compassionate, informed citizens of their community and future stewards
  of the global environment

At Paradise Valley Elementary School we provide a strong standards-based curriculum and believe that all of our students can be successful. Our teachers continue to work to improve student reading, writing and math through a combined use of the following materials: Houghton Mifflin ELA, Pearson's Envision Math, Guided Reading and Writer's Workshop. Our focus in the coming year will be to provide continuing support for our English learners within our differentiated (customized) language arts curriculum and through the use of technology. We also use GLAD strategies to enhance the access to the curriculum for all students particularly with focus on our ELL population as well.

The school plan consists of three "hub" buildings and five portable classrooms. The largest contains the administrative offices, staff room, library, and technology resource center and 8 classrooms. The secondary hub contains the multi-purpose room, kitchen facilities and 10 classrooms. The third hub houses three kindergarten classes and is adjacent to the portable classrooms which provide additional instructional space for the upper grades.

Technology is a focus at our school and we are continually identifying ways in which it can strengthen our academic program. Thanks to the generosity of our Home and School Association, we have a state of the art computer lab that students use to reinforce standards-based learning. Teachers guide students through the use of IXL Math, BrainPop and Accelerated Reader. The computer lab also serves as a resource in project based learning activities. Within each classroom, teachers and students have access to Promethean ActivBoards to increase the interactivity of learning. Document cameras also support this effort along with an increased use of computer stations withing classrooms.

The enthusiasm and hard work of the Home and School Club are the heart of Paradise Valley. The Home and School Club works to fund raise for various activities such as Science Camp, field trips, etc.

Opportunities for Parental Involvement (School Year 2012-13)

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 administration to help make financial decisions for the school. Parents of English learners are vital to our school improvement, our ELAC, and to our outreach efforts on behalf of new families. Room parents organize parent volunteers to help with special projects in the classroom and chaperone on field trips. Our Book Fair fund-raiser is entirely run with parent support. The Home and School Club provides hospitality at the opening day of school, a staff appreciation luncheon, and a welcome back barbeque. They also sponsor assemblies and an annual auction/dinner dance. They are the heart and soul of our community and provide many activities for our students. 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 and welcome new volunteers! The co-contact person(s) for parent involvement are Tara Bevington and Denise David.

III. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

• California Standards Tests(CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.

• California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.

• California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at http://star.cde.ca.gov.

Standardized Testing and Reporting 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		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	67%	67%	68%	57%	59%	59%	54%	56%	55%
Mathematics	79%	71%	73%	46%	48%	49%	49%	50%	50%
Science	68%	76%	77%	61%	64%	66%	57%	60%	59%
History-Social Science	N/A	N/A	N/A	54%	58%	60%	48%	49%	49%

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

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	59%	49%	66%	60%
All Students at the School	68%	73%	77%	N/A
Male	65%	76%	74%	N/A
Female	72%	71%	80%	N/A
Black or African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	89%	91%	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	52%	62%	43%	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	76%	80%	87%	N/A
Two or More Races	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	44%	50%	50%	N/A
English Learners	21%	41%	N/A	N/A
Students with Disabilities	40%	55%	27%	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

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

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB).

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at http://cahsee.cde.ca.gov/.

California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at http://www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	23.4%	20.2%	22.3%
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

IV. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at http://www.cde.ca.gov/ta/ac/ap/.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide	9	8	7
Similar Schools	9	5	2

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	-11	-21	6
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-6	-47	12
Native Hawaiian or Pacific Islander			
White	-9	-11	11
Two or More Races			
Socioeconomically Disadvantaged	16	-47	-6
English Learners	-5	-29	-59
Students with Disabilities			

Note: 'N/D' means that no data were available to the CDE or LEA to report. 'B' means the school did not have a valid API Base and there is no Growth or target information. 'C' means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	School	Growth API	LEA	Growth API	State	Growth API
All Students at the School	478	855	6,342	795	4,655,989	790
Black or African American	7		151	775	296,463	708
American Indian or Alaska Native	1		30	721	30,394	743
Asian	37	958	551	908	406,527	906
Filipino	8		150	870	121,054	867
Hispanic or Latino	164	777	3,111	723	2,438,951	744
Native Hawaiian or Pacific Islander	0		32	846	25,351	774
White	255	896	2,205	863	1,200,127	853
Two or More Races	4		84	822	125,025	824
Socioeconomically Disadvantaged	115	734	2,549	707	2,774,640	743
English Learners	83	743	1,846	713	1,482,316	721
Students with Disabilities	67	720	779	589	527,476	615

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

• Participation rate on the state's standards-based assessments in ELA and mathematics
• Percent proficient on the state's standards-based assessments in ELA and mathematics
• API as an additional indicator
• Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	No
API	Yes	Yes
Graduation Rate	N/A	Yes

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	no	In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	6
Percent of Schools Currently in Program Improvement	N/A	42.9%

V. School Climate

Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Kindergarten	109
Grade 1	89
Grade 2	109
Grade 3	97
Grade 4	101
Grade 5	97
Grade 6	92
Total Enrollment	694

Student Enrollment by Student Group (School Year 2012-13)

Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	0.4
Asian	8.2
Filipino	1.4
Hispanic or Latino	34.6
Native Hawaiian/Pacific Islander	0
White	52
Two or More Races	1.3
Socioeconomically Disadvantaged	22.6
English Learners	16.9
Students with Disabilities	9.7

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2010-11 Number of Classes*			Avg. Class Size	2011-12 Number of Classes*			Avg. Class Size	2012-13 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	24	0	4	0	25	1	3	0	27		4	
1	24.6	0	5	0	27.5	1	3	0	22	1	3	
2	27.7	0	3	0	32	0	3	0	22	2	3	
3	27	0	3	0	24.5	1	3	0	19	2	3	
4	28.3	0	3	0	32	0	3	0	20	2	3	
5	41.8	0	0	4	23.8	1	3	0	24	1	3	
6	30.8	1	0	3	28.7	0	3	0	23	1	3	
Other												

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

School Safety Plan (School Year 2012-13)

Staff monitor the school grounds for 15 minutes before and after school as well as at morning recess. Paid yard-duty monitors supervise the students at lunch time. Teachers regularly review the rules for safe, responsible, and respectful behavior in school and on the playground. The fence at the back of the school is locked all day. Visitors must enter the school through the main door and sign in at the office, where they receive a visitors' badge to wear throughout their stay.

The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. We make the plan available in our school office and keep copies in the office for parents. We share the plan with all staff during a schoolwide staff meeting. We practice fire and earthquake drills every month and hold training for staff on emergency preparedness once a year. The Morgan Hill Police Department will train our students and staff on Code Red procedures.

In addition, to affect our school climate, the Paradise Valley Elementary School staff, students and parents have instituted a Positive Behavior Support (PBS) program. The PBS program is a broad range of systemic and individualized strategies for achieving important social and learning outcomes while preventing problem behavior with all students. PBS is a school-wide approach to preventing behavioral and academic failure and actively promoting desired behavior. PBS supports all students through intervention ranging from a school-wide system to a system for developing individualized plans for specific students. School-wide PBS focuses on the development and implementation of pro-active procedures and practices to prevent problem behavior for all students and improve school climate. In addition the Paradise community has started a school wide implementation of Project Cornerstone. Parent volunteers/ Project Cornerstone leads read books for all students and conduct parent workshops on various topics such as anti-bullying, promoting a positive behavior system at home, etc.

Suspensions and Expulsions

Rate*	School 2010-11	School 2011-12	School 2012-13	District 2010-11	District 2011-12	District 2012-13
Suspensions	3.18	4.6	2.02	7.97	6.7	5.76
Expulsions	0	0	0	0.27	0.38	0.29

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

Our current site consists of three hubs that house classrooms, a cafeteria, a kindergarten pod, a library, and offices. Our campus is 32 years old and was once a part of Machado Elementary, which now houses the district's Extended Learning Program.

Landscape bark along with beautiful rose bushes were installed as part of a water conservation program which has added nice color to each side of the campus.

We have one day custodian and one night custodian who keep our facilities clean. Each classroom is cleaned every other day, and the rest rooms are cleaned every day. District maintenance picks up litter, removes graffiti, and maintains landscaping on a regular weekly schedule.

The Maintenance, Grounds and Custodial staff continue to work together to provide a safe, clean and well maintained learning environment to help support student achievement.

As part of the Measure G Bond funds, Paradise Valley is scheduled to have a technology infrastructure upgrade beginning fall of 2014. This will include campus wide WiFi.

School Facility Good Repair Status (School Year 2013-14)

Using the most recent 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

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	—	✔	—	HVAC replacement is scheduled for summer 2014.
Interior: Interior Surfaces	✔	—	—	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	✔	—	—	
Electrical: Electrical	✔	—	—	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	✔	—	—	Restrooms will be renovated to meet 2014 accessibility codes. Work is scheduled to begin summer 2014.
Safety: Fire Safety, Hazardous Materials	✔	—	—	
Structural: Structural Damage, Roofs	—	✔	—	Roof replacement is scheduled for summer 2014.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	✔	—	—	

Overall Facility Rate (School Year 2013-14)

	Exemplary	Good	Fair	Poor
Overall Rating	—	✔	—	—

VII. Teachers

Teacher Credentials

Teachers	School 2010-11	School 2011-12	School 2012-13	District 2012-13
Teachers with Full Credential	23	26	27	357
Teachers without Full Credential	0	0	0	5
Teachers Teaching Outside Subject Area of Competence	0	0	0	n/a

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at http://www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	99	1
High-Poverty Schools in District	99	1
Low-Poverty Schools in District	98	2

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

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development		N/A
Library Media Teacher (Librarian)	0.5	N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	1	N/A
Social Worker		N/A
Nurse	0.5	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non - teaching)	1	N/A
Other		N/A

Note: Cells shaded in black or 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.

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected:

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Houghton Mifflin: A Legacy of Literature McDougal Littell/Houghton Mifflin: Literature of Language	yes	0%
Mathematics	Harcourt Brace Math Holt, Rinehart, and Winston: Mathematics Course 1 Pearson Scott Foresman enVision Math	yes	0%
Science	MacMillian-McGraw-Hill Science Glencoe/McGraw-Hill series	yes	0%
History-Social Science	Houghton Mifflin Hisotry-Social Science Series McDougal Littell: World History	yes	0%
Foreign Language			0%
Health			0%
Science Laboratory Equipment (grades 9-12)			0%
Visual and Performing Arts			0%

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	$3,718	$275	$3,442	$69,395
District	N/A	N/A	$4,992	$65,163
Percent Difference – School Site and District	N/A	N/A	($31.05)	$6.49
State	N/A	N/A	$5,537	$67,106
Percent Difference – School Site and State	N/A	N/A	($37.84)	$3.41

Note: Cells shaded in black or with N/A values do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Types of Services Funded (Fiscal Year 2012-13)

Paradise Valley does not receive Federal Title I funding, but our Title III funds are used to support our English learners. Our School-Based Coordinated Program Funds are used to pay for some classroom supplies, technology, workbooks and teacher attendance at conferences for professional development.

Our Home and School Association raises funds for classroom supplies, field trips, library books, SmartBoards, computer lab renovations, and special assemblies through our annual book fair and Parents' Night Out dinner and auction. Part of this money also goes toward scholarships for sixth grade Science Camp.

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$42,427	$40,928
Mid-Range Teacher Salary	$65,315	$64,449
Highest Teacher Salary	$82,651	$82,826
Average Principal Salary (Elementary)	$112,137	$102,640
Average Principal Salary (Middle)	$115,160	$109,253
Average Principal Salary (High)	$130,734	$118,527
Superintendent Salary	$209,756	$183,968
Percent of Budget for Teacher Salaries	0.38%	39.74%
Percent of Budget for Administrative Salaries	0.06%	5.8%

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

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Our teachers attended staff development sessions to learn how to incorporate GLAD strategies into the curriculum along with training on Systematic ELD. Teachers collaborate 3 to 4 times monthly to aligning our curriculum to state standards, learning how to analyze standardized test results, exploring techniques for creating constructive classroom environments, and discussing the latest research in child development and its application to the elementary school. Our school's site leadership team meets regularly to develop collaboration topics and to co-facilitate these meetings.