

Wade Thomas Elementary

Data and Access

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](#).
- For additional information about the school, parents 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](#) 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](#).

About This School

Contact Information (School Year 2012-13)

School	
School Name	Wade Thomas Elementary
Street	150 Ross Ave.
City, State, Zip	San Anselmo, Ca, 94960
Phone Number	415-454-4603
Principal	Kim Kern, Principal
E-mail Address	kkern@rossvalleyschools.org
County-District-School (CDS) Code	21750026024731

District	
District Name	Ross Valley Elementary
Phone Number	(415) 454-2162
Web Site	www.rossvalleyschools.org
Superintendent First Name	Eileen
Superintendent Last Name	Rohan
E-mail Address	superintendent@rossvalleyschools.org

Last updated: 1/29/2014

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

School Description

Wade Thomas School is located in Marin County and is one of four elementary schools in the Ross Valley School District serving kindergarten through fifth grade students. It is located in one of San Anselmo's oldest neighborhoods. It stands on the site of the original grammar school built in 1879.

San Anselmo is a small town within commuting distance from San Francisco. Our student population draws from a community of professionals and artisans as well as students from the nearby San Francisco Theological Seminary. At Wade Thomas, we place a high value on social emotional learning and community, in addition to academic excellence. Wade Thomas received an overall API ranking of 938 in both 2011-2012 and 2012-2013. For the last 8 years, we have consistently received a statewide rank of 10 in comparison to all elementary schools in the state. Wade Thomas received the California Distinguished School Award in 1997 and 1989.

Mission

Wade Thomas is a caring, respectful, and loving school with a reputation for academic excellence. Our teachers are leaders in 21st Century learning strategies. This year, our school is focusing on developing use of technology in the classroom, continuing our implementation of the Toolbox and No Bully social emotional learning curricula, and aligning our instruction to the Common Core Standards with the vision of maintaining high expectations and standards for the academic and social development of all students. Our mission focuses on high student achievement, excellence in teaching, and developing leadership and accountability.

Last updated: 1/29/2014

Opportunities for Parental Involvement (School Year 2012-13)

Parents at Wade Thomas participate directly in delivery of the instructional program in a variety of ways (volunteers, on special projects, in selection of assemblies, in the school garden as guest lecturers). Parents help develop projects and programs through a variety of opportunities (Site Council, WTPA, YES, district committees). Parents will generate opportunities to include the community at large (Mustang Roundup, International Day, Science Day, school celebrations, Lap-a-Thon, YES presentations, and Spirit Assemblies). Parents will participate in a multi-faceted communications network that includes "Mustang News," committee minutes, telephone calls, a parent survey, and representation on a variety of committees.

Last updated: 1/29/2014

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.
- **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.

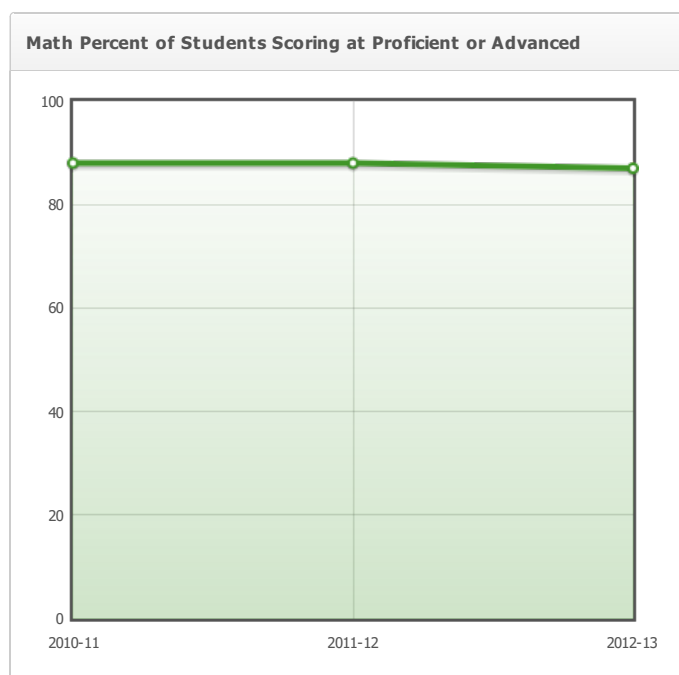
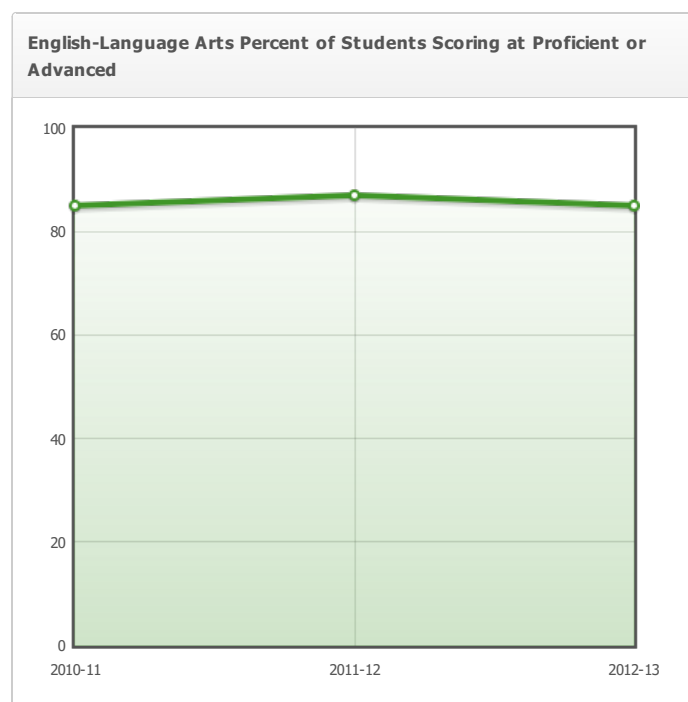
The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

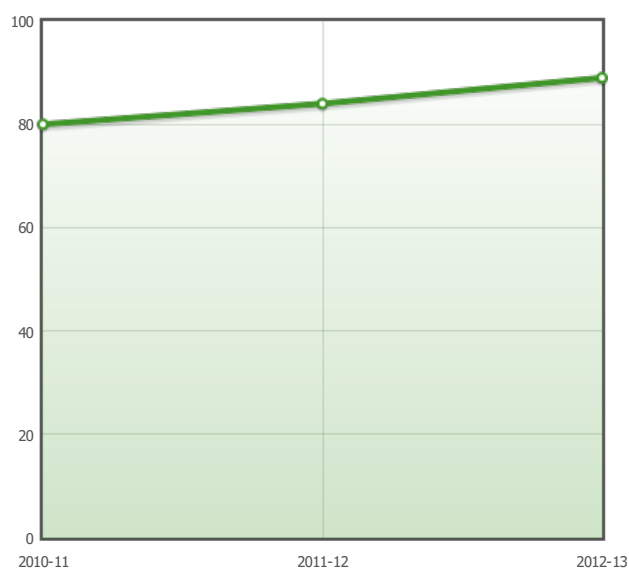
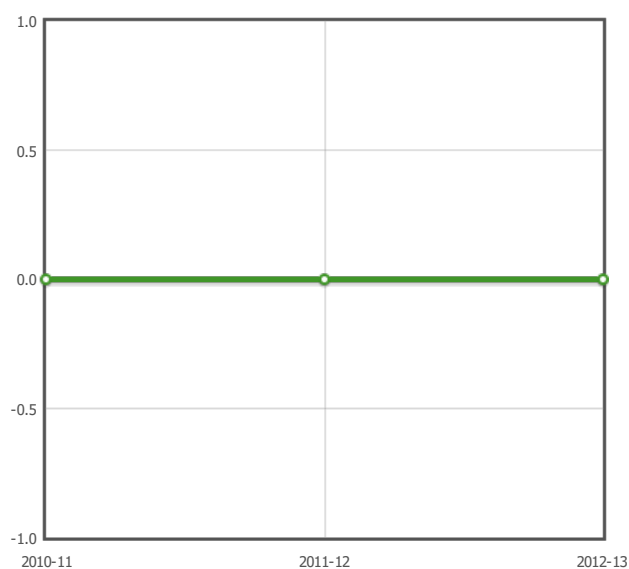
For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the [CDE STAR Results Web site](#).

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	85%	87%	85%	86%	86%	84%	54%	56%	55%
Mathematics	88%	88%	87%	81%	84%	80%	49%	50%	50%
Science	80%	84%	89%	89%	88%	89%	57%	60%	59%
History-Social Science	N/A	N/A	N/A	81%	81%	78%	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.



Science Percent of Students Scoring at Proficient or Advanced**History Percent of Students Scoring at Proficient or Advanced**

Last updated: 1/16/2014

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	84%	80%	89%	78%
All Students at the School	85%	87%	89%	N/A
Male	79%	86%	79%	N/A
Female	91%	87%	96%	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%	95%	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	74%	61%	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	86%	89%	90%	N/A
Two or More Races	92%	85%	N/A	N/A
Socioeconomically Disadvantaged	77%	74%	82%	N/A
English Learners	73%	64%	N/A	N/A
Students with Disabilities	58%	63%	64%	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.

Last updated: 1/16/2014

California High School Exit Examination Results for All Grade Ten Students –

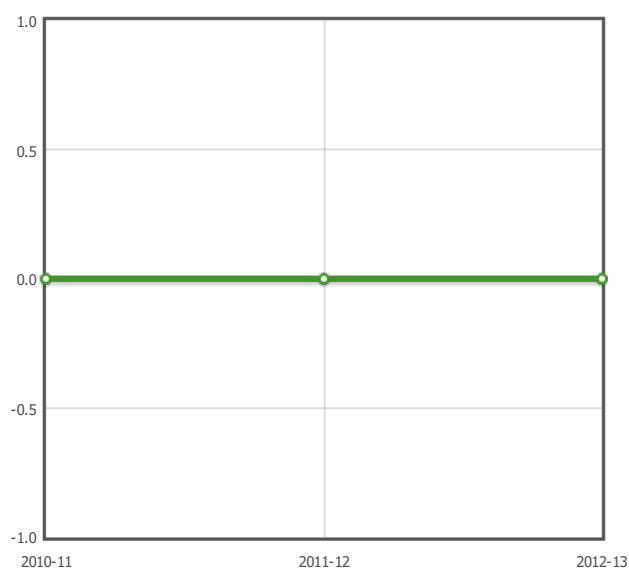
Three-Year Comparison

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 ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

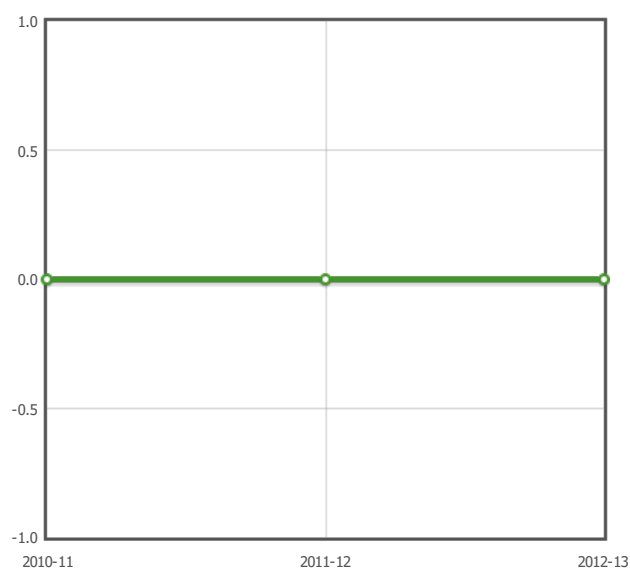
Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	N/A	N/A	N/A	N/A	N/A	N/A	59%	56%	57%
Mathematics	N/A	N/A	N/A	N/A	N/A	N/A	56%	58%	60%

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.

English-Language Arts Percent of Students Scoring at Proficient or Advanced



Mathematics Percent of Students Scoring at Proficient or Advanced



Last updated: 1/16/2014

California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	N/A	N/A	N/A	N/A	N/A	N/A
All Students at the School	N/A	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	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.

Last updated: 1/16/2014

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](#).

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	14.1%	30.8%	44.9%

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.

Last updated: 1/16/2014

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](#).

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	2010-11	2011-12	2012-13
Statewide	10	10	10
Similar Schools	9	6	4

Last updated: 1/16/2014

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	4	7	0
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White	13	7	-9
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
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.

Last updated: 1/16/2014

Academic Performance Index Growth by Student Group – 2012-13 Growth API Comparison

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

Group	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	289	938	1,653	919	4,655,989	790
Black or African American	2		18	801	296,463	708
American Indian or Alaska Native	0		1		30,394	743
Asian	19	978	61	945	406,527	906
Filipino	0		6		121,054	867
Hispanic or Latino	22	861	133	805	2,438,951	744
Native Hawaiian or Pacific Islander	0		2		25,351	774
White	233	942	1,368	930	1,200,127	853
Two or More Races	9		43	913	125,025	824
Socioeconomically Disadvantaged	33	905	213	855	2,774,640	743
English Learners	15	897	57	751	1,482,316	721
Students with Disabilities	24	770	197	756	527,476	615

Last updated: 1/16/2014

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

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](#).

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

Last updated: 1/16/2014

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](#).

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	50.0%

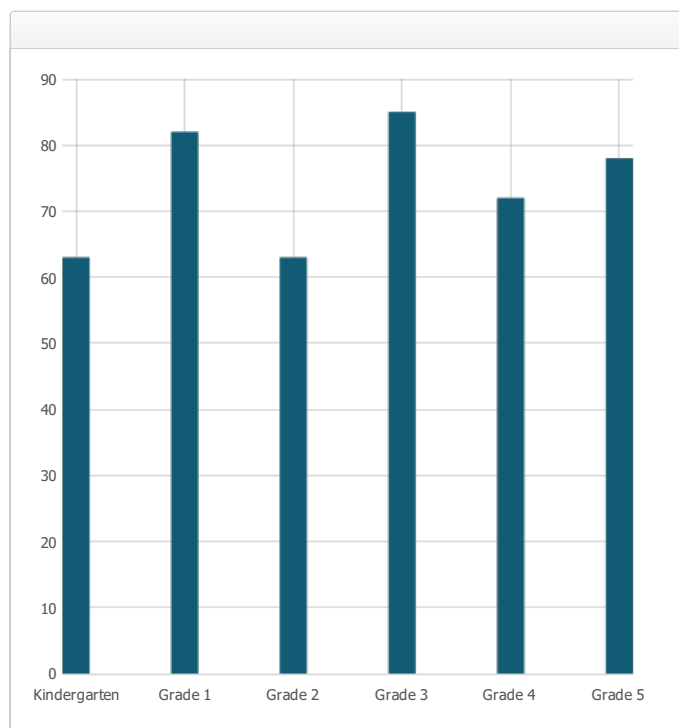
Note: Cells shaded in black or with N/A values do not require data.

Last updated: 1/16/2014

School Climate

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

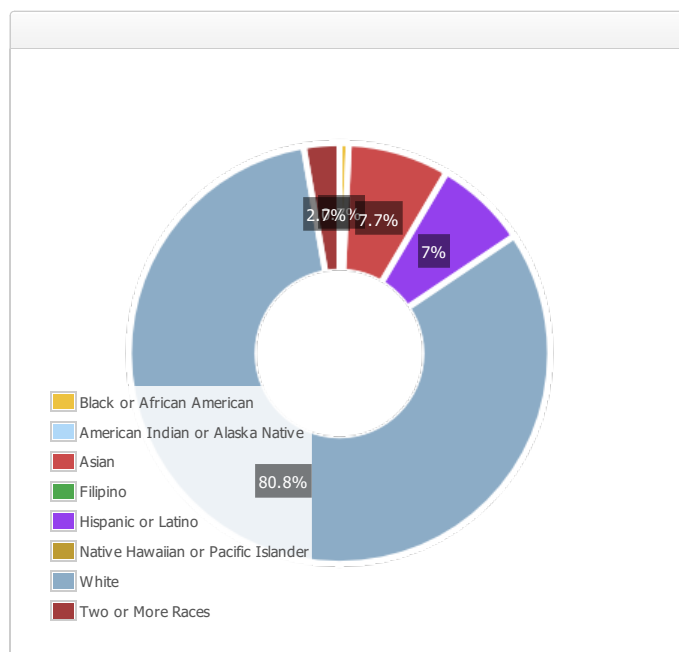
Grade Level	Number of Students
Kindergarten	63
Grade 1	82
Grade 2	63
Grade 3	85
Grade 4	72
Grade 5	78
Total Enrollment	443



Last updated: 1/16/2014

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

Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.0
Asian	7.7
Filipino	0.0
Hispanic or Latino	7.0
Native Hawaiian or Pacific Islander	0.0
White	80.8
Two or More Races	2.7
Socioeconomically Disadvantaged	12.2
English Learners	4.3
Students with Disabilities	5.9



Last updated: 1/16/2014

Average Class Size and Class Size Distribution (Elementary)

2010-11		2011-12							2012-13			
Grade Level	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.3	4	0	0	19.2	5	0	0	21.0		3	
1	18.6	5	0	0	20.3	4	0	0	21.0	1	3	
2	17.3	4	0	0	20.0	4	0	0	21.0	1	2	
3	19.3	4	0	0	23.3	1	2	0	21.0	1	3	
4	29.0	0	2	0	26.3	0	3	0	24.0	1	2	
5	25.5	0	2	0	30.0	0	3	0	26.0		3	
6												
Other												

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

Last updated: 1/16/2014

Average Class Size and Class Size Distribution (Secondary)

2010-11		2011-12							2012-13			
Subject	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/16/2014

School Safety Plan (School Year 2012-13)

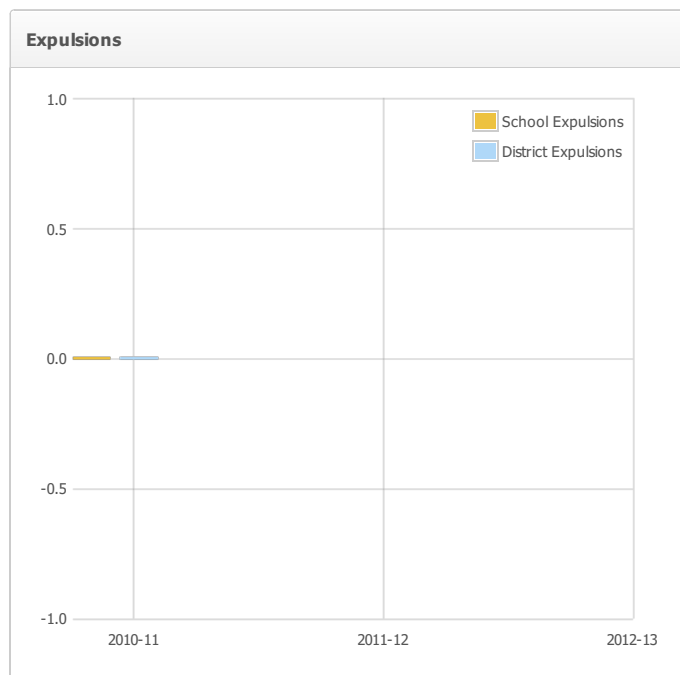
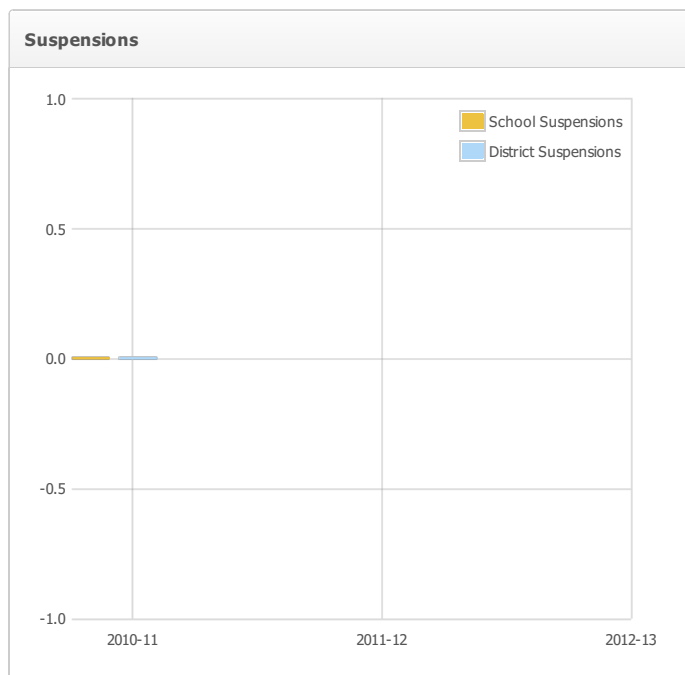
Our Emergency Plan includes a complete NIMS chart, twelve emergency drills per year, and emergency training for all staff. Training includes search and rescue, basic first aid, lockdown, and student release. Our emergency supply container is checked and restocked yearly.

Last updated: 1/16/2014

Suspensions and Expulsions

Rate *	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions						
Expulsions						

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



Last updated: 1/16/2014

School Facilities

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

The Ross Valley School District passed a \$41 million facility bond in November 2010 to accommodate increased enrollment and replacement and/or repairs at Wade Thomas and other schools in the district. Wade Thomas Elementary school has no major improvement plans for 2014-2015 school year.

Last updated: 1/16/2014

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

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Rooms 13 and 14 could use new carpet in 2013/2014.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Original restrooms are in need of renovation but are clean and functional.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rate (School Year 2013-14)

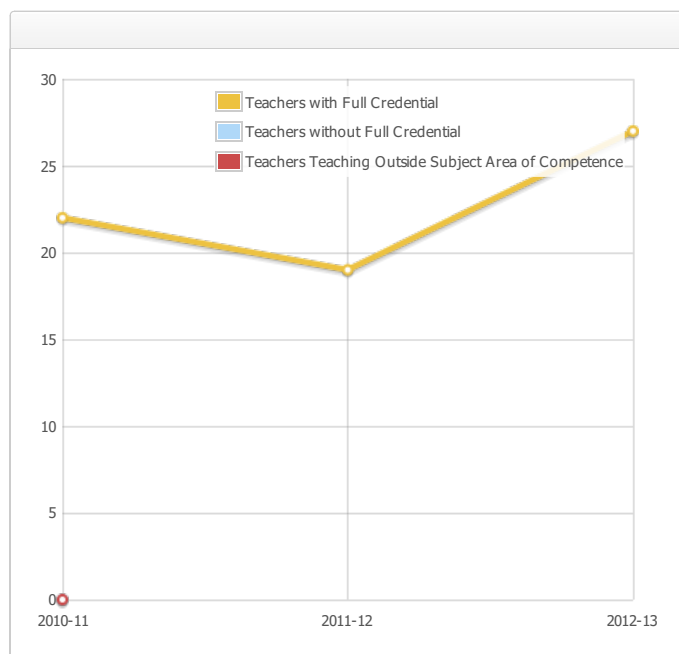
Overall Rating	Good
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Last updated: 1/16/2014

Teachers

Teacher Credentials

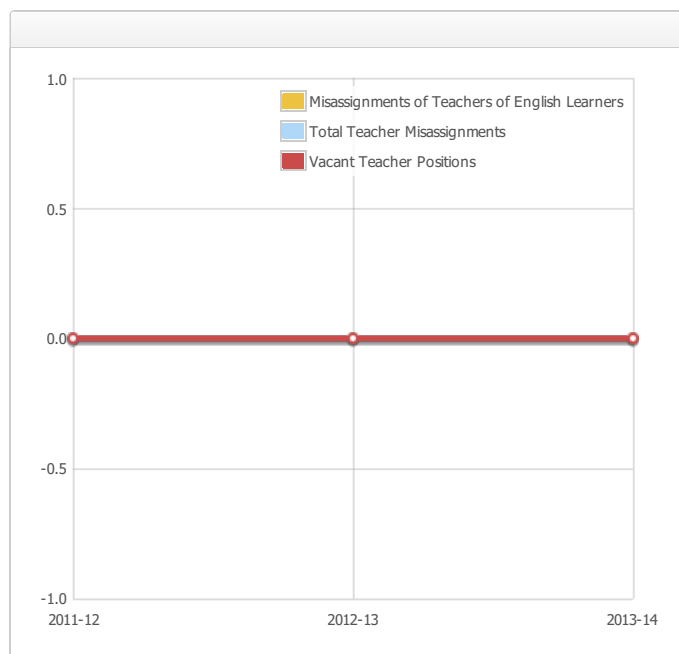
Teachers	School				District
	2010-11	2011-12	2012-13	2012-13	
With Full Credential	22	19	27	135	
Without Full Credential	0				
Teachers Teaching Outside Subject Area of Competence (with full credential)	0				



Last updated: 1/16/2014

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.

Last updated: 1/16/2014

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](#).

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	100	0
High-Poverty Schools in District	0	0
Low-Poverty Schools in District	100	0

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

Last updated: 1/16/2014

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)	0.3	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist	0.3	N/A
Social Worker	0.0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.4	N/A
Resource Specialist (non-teaching)	0.7	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.

Last updated: 1/16/2014

Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (Fiscal 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 instructional 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	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Open Court	Yes	0.0
Mathematics	Everyday Math	Yes	0.0
Science	FOSS	Yes	0.0
History-Social Science	Pearson Scott Foresman	Yes	0.0
Foreign Language			0.0
Health			0.0
Visual and Performing Arts			0.0
Science Laboratory Equipment (grades 9-12)			0.0

Last updated: 1/16/2014

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	N/A	N/A	\$6,373	N/A
District	N/A	N/A	N/A	\$62,744
Percent Difference – School Site and District	N/A	N/A	0.90%	N/A
State	N/A	N/A	\$5,537	\$66,594
Percent Difference – School Site and State	N/A	N/A	5.90%	N/A

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](#). For information on teacher salaries for all districts in California, see the CDE [Certificated Salaries & Benefits Web page](#). To look up expenditures and salaries for a specific school district, see the [Ed-Data Web site](#).

Last updated: 1/16/2014

Types of Services Funded (Fiscal Year 2012-13)

Categorical Programs: Federal

- Title II: Concentrates on upgrading the principals, teachers and paraprofessionals through professional development based on a needs assessment to enable them to increase student academic achievement by improving teacher quality.
- Title III: Provides supplementary programs and services for Limited English Proficient students to enable them to meet grade level requirements.
- Title IV: Funds are to be used to carry out a comprehensive drug and violence prevention program which will decrease drug abuse and violence among our students.
- Title V: Provides broad support for activities that encourage educational innovation and enhancement of learning through technology, library services and instructional and media materials and to meet the needs of all students at-risk.
- Special Education Program: Ensures that all students with exceptional needs are appropriately identified, assessed and provided free appropriate public education programs and services designed to meet their unique needs.

Categorical Programs: State

- English Language Learner Program (ELL): Develops fluency in English in each student as effectively and efficiently as possible and provides equal opportunity for academic achievement.

Categorical Programs: State

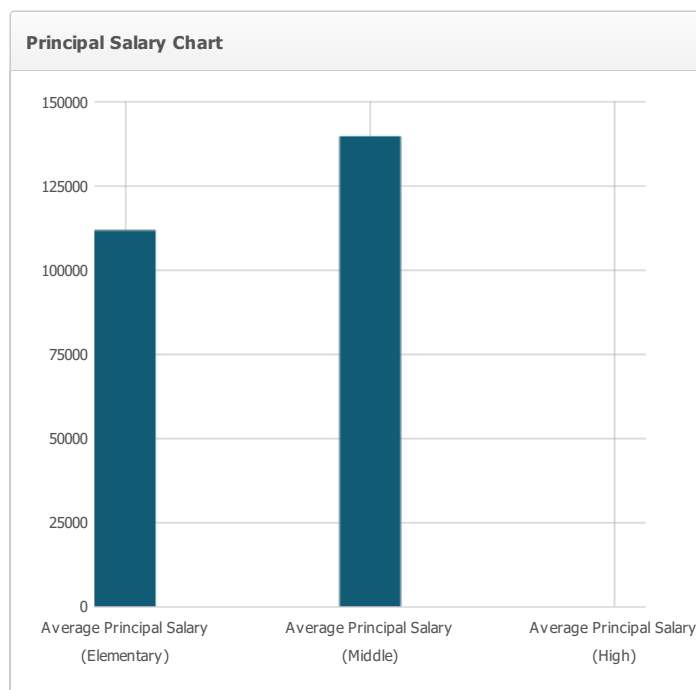
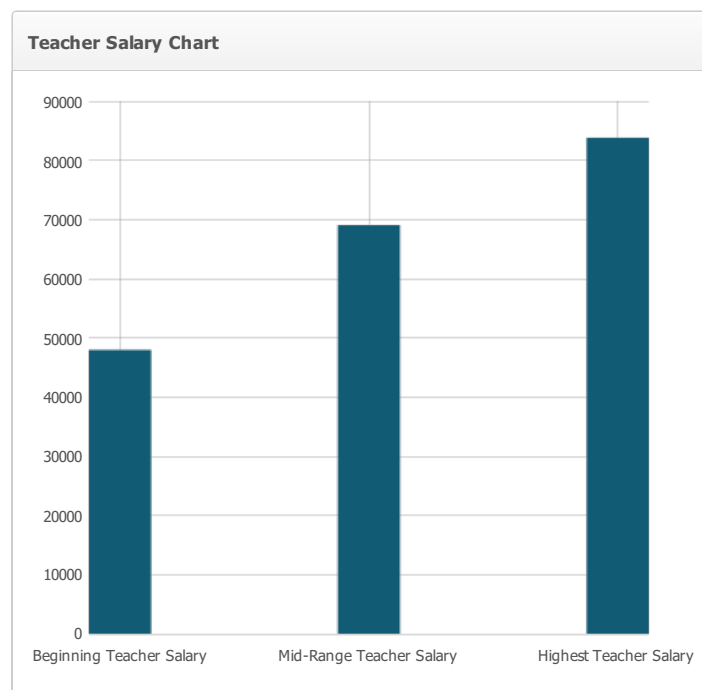
- English Language Learner Program (ELL): Develops fluency in English in each student as effectively and efficiently as possible and provides equal opportunity for academic achievement.
- Tobacco Use Prevention Education (TUPE): Educates our students regarding the deleterious effects of tobacco products and gives them skills to resist the pressures to begin or provide counseling to help them stop.
- School Improvement Program (SIP): Helps to meet the educational needs of all students as well as to support and sustain high quality professional development.

Last updated: 1/16/2014

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,966	\$41,327
Mid-Range Teacher Salary	\$69,042	\$63,903
Highest Teacher Salary	\$83,809	\$81,573
Average Principal Salary (Elementary)	\$111,657	\$103,887
Average Principal Salary (Middle)	\$139,587	\$107,439
Average Principal Salary (High)	\$00	\$102,399
Superintendent Salary	\$196,691	\$155,551
Percent of Budget for Teacher Salaries	40.0%	41.0%
Percent of Budget for Administrative Salaries	6.3%	6.0%

For detailed information on salaries, see the CDE [Certificated Salaries & Benefits Web page](#).



Last updated: 1/16/2014

School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the [UC Admissions Information Web page](#).

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the [CSU Web page](#).

Advanced Placement Courses (School Year 2012-13)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All Courses		

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

*Where there are student course enrollments.

Last updated: 1/16/2014

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.

Transitioning to the Common Core Math standards was the focus of professional development in the 2011-12 school year. Teachers benefited from two staff development days with Phil Daro, author of the CC math standards, with follow up work on designing units of study with trainers from the California Math Project.

Professional Development in the 2012-13 school year focused on providing all teachers in the district with Guided Language Acquisition Design (G.L.A.D.) training. Two district wide staff development days and four teacher release days for all teachers, K-8 provided comprehensive training in these strategies, designed to provide differentiation for all students. Coaching in these strategies continues during the 2013-14 school year.

The focus of teacher professional development in the 2013-14 school is on the development of units aligned with the Common Core Standards in English Language Arts. Three district wide staff development days, along with teacher release days have provided the time for teachers to learn the process for developing CC aligned units and design units for piloting during the 2014-15 school year.

Last updated: 1/20/2014