

California Department of Education  
**School Accountability Report Card**  
**Reported Using Data from the 2016-17 School Year**  
(Published during the 2017 – 2018 School Year)



***For: TEAM Charter School***

**Address:** 600 E. Main Street  
**Principal:** Lynn Lysko Ed.D.

**Phone:** (209) 462-2282  
**Grade Span:** TK-5

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.

**Throughout this document, the letters DPL mean data provided by the LEA, and the letters DPC mean data provided by the CDE.**

## About This School

### District Contact Information (School Year 2016–17)

<b>District Name</b>	TEAM Charter School
<b>Phone Number</b>	(209) 462-2282
<b>Superintendent</b>	Debbie Vallejo
<b>E-mail Address</b>	Dvallejo@team-charter.org
<b>Web Site</b>	www.team-charter.org

### School Contact Information (School Year 2016–17)

<b>School Name</b>	TEAM Charter School
<b>Street</b>	600 E. Main Street
<b>City, State, Zip</b>	Stockton, CA 95202
<b>Phone Number</b>	(209) 462-2282
<b>Principal</b>	Lynn Lysko Ed.D.
<b>E-mail Address</b>	llysko@team-charter.org
<b>Web Site</b>	team-charter.org
<b>County-District-School (CDS) Code</b>	39 686760124958

### School Description and Mission Statement (School Year 2016 - 2017)

#### MISSION

“To cultivate healthy bodies, minds, and spirits based on compassion and love for all humanity.”

#### VISION

The TEAM Charter School (TEAM, school) student, parents, staff, and community are passionately committed to providing a nurturing, loving educational environment serving Pre-Kindergarten through 5th Grade children. The TEAM mission is “To cultivate healthy bodies, minds, and spirits based on compassion and love for all humanity.” The academy is committed to achieving individual and community success and teamwork by bridging cultural norms from a variety of diverse and often misunderstood settings. Emphasis will be on integrating into all subject matter, a non-biased, multicultural, socially just, quality environment embracing the rich cultural diversity of our county, leading to successful student learning outcomes.

## 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

### Student Enrollment by Grade Level (School Year 2016–17)

Grade Level	Number of Students
Kindergarten	147
Grade 1	96
Grade 2	87
Grade 3	90
Grade 4	91
Grade 5	77
<b>Total Enrollment</b>	<b>588</b>

### Student Enrollment by Student Group (School Year 2016–17)

Student Group	Percent of Total Enrollment
Black or African American	13.4%
American Indian or Alaska Native	N/A
Asian	2%
Filipino	1.7%
Hispanic or Latino	74.5%
Native Hawaiian or Pacific Islander	0.2%
White	4.6%
Two or More Races	2.9%
Socioeconomically Disadvantaged	88.1%
English Learners	27.2%
Students with Disabilities	1.89%
Foster Youth	1%

## Teacher Credentials

Teachers	School 2014-15	School 2015-16	School 2016-17	District 2016-17
With Full Credential	24	24	24	24
Without Full Credential	0	2	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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 2016-17)

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	100%	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.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which the data were collected:           DPL          

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Reading Wonders K-5 2014	Yes	0
Mathematics	Scott Foresman-Addison Wesley Envision Math 2016	Yes	0
Science	Delta Education Foss Next Generation K-5	Yes	0

<b>History-Social Science</b>	McGraw Hill Reading Wonders K-5 2014 (Studies Weekly)	Yes	0
<b>Foreign Language</b>	N/A	N/A	DPL
<b>Health</b>	N/A	N/A	N/A
<b>Visual and Performing Arts</b>	N/A	N/A	N/A
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	DPL

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

### School Facility Conditions and Planned Improvements

***Narrative provided by the LEA***

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

TEAM Charter is located in the heart of the Historical Downtown City of Stockton. TEAM Charter's main school building was renovated 5 years ago and continues to be maintained to ensure the facilities are in very good condition. TEAM expanded the facilities adding 2 additional fifth grade classrooms. The playground asphalt area was resurfaced.

TEAM Charter added an FTE Custodian to handle the daily cleaning needs as the school continues to expand. A team conducts a monthly inspection of the buildings and grounds to ensure that the cleanliness of the school continues to be a priority and to identify those areas that need to be improved.

In the future, plans are being made to renovate targeted areas such as the cafeteria and the playground.

## School Facility Good Repair Status

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

**Year and month of the most recent FIT report:** June 2017

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			Monthly inspections are conducted by pest control.
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Turf on playground needs to be replaced. Cafeteria and restrooms need to be renovated.

## Overall Facility Rate

**Year and month of the most recent FIT report:** June 2017

Overall Rating	Exemplary	Good	Fair	Poor
		X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015–16	2016–17	2015 - 16	2016–17	2015-16	2016–17
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	18%	27.8%	23%	25%	49%	48.6%
<b>Mathematics (grades 3-8 and 11)</b>	17%	21.2%	20%	20%	37%	37.6%

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.

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016–17)

#### ELA – Grade 3

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
<b>All Students</b>	91	89	98%	14.6%
<b>Male</b>	48	48	100%	13%
<b>Female</b>	43	43	100%	16.8%
<b>Black or African American</b>	24	24	100%	15%
<b>Hispanic or Latino</b>	75	73	97%	12.3%
<b>Socioeconomically Disadvantaged</b>	74	72	97%	11.2%
<b>English Learners</b>	22	22	100%	4.6%

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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

## ELA – Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	84	84	100%	28.6%
Male	40	40	100%	25%
Female	44	44	100%	31.9%
Hispanic or Latino	64	64	100%	45%
Socioeconomically Disadvantaged	77	77	100%	28.6%
English Learners	20	20	100%	0%

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 on the CAAs divided by the total number of students who participated in both assessments.

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## ELA – Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	75	75	100%	45.3%
Male	32	32	100%	28.1%
Female	43	43	100%	18.6%
Hispanic or Latino	56	54	100%	21.4%
Socioeconomically Disadvantaged	68	68	100%	20.6%
English Learners	21	21	100%	14.3%

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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 2015–16)**

**Mathematics – Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	91	90	99%	22%
Male	48	48	99%	23%
Female	43	43	100%	22%
Black or African American				
Hispanic or Latino	75	75	100%	18.7%
Socioeconomically Disadvantaged	74	74	100%	20.2%
English Learners	22	22	100%	4.5%

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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

**Mathematics – Grade 4**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	84	84	100%	27.3%
Male	40	40	100%	27.5%
Female	44	44	100%	17.3%
Hispanic or Latino	64	64	99%	28.2%
Black/African American	11	11	100%	18.2%
Socioeconomically Disadvantaged	77	77	99%	28.5%
English Learners	20	20	100%	5%

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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

## Mathematics – Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	42	42	100%	16%
Male	32	32	100%	28%
Female	43	43	100%	7%
Hispanic or Latino	56	56	100%	12.5%
Socioeconomically Disadvantaged	68	68	100%	11.7%
English Learners	21	21	100%	14.3%

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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 score.

## NGSS Test Results in Science for All Students – Pilot Test– No student data available

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2014–15	2015–16	2016–17	2014–15	2015–16	2016–17	2014–15	2015–16	2016–17
Science Grade 5	5%	14%	n/a	24%	23%	n/a	55%	54%	n/a

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

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.

## NGSS Test Results in Science by Student Group – No student data available Grades Five (School Year 2016–17)

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

## State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

### California Physical Fitness Test Results (School Year 2016–17) Grade 5

Area	Percentage of Students in the Healthy Fitness Zone
<b>Aerobic Capacity</b>	25.3%
<b>Body Composition</b>	69.3%
<b>Abdominal Strength</b>	61.3%
<b>Trunk Extension Strength</b>	70.7%
<b>Upper Body Strength</b>	72.0%
<b>Flexibility</b>	38.7%

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.

## 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 schoolsite

### Opportunities for Parental Involvement (School Year 2016–17)

TEAM Charter School is committed to encouraging parental involvement at school. Parents are provided with many options to choose how they will participate. Opportunities to engage in parental involvement include the following: Back to School Night; Parent Teacher Conferences (Fall and Spring); School Site Council, School-Wide Events, Parent Teacher Organization, Book Fairs, Parent Coffee Hours, Project Based Learning Family Nights, Student Assistance Program, Student Study Teams and developing Individualized Educational Plans.

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

N/A

## 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		
	2014–15	2015–16	2016–17	2014–15	2015–16	2016–17	2014–15	2015–16	2016–17
Suspensions	21%	0	0	4.8%	9.4%	7.7%	3.8%	3.7%	3.6%
Expulsions	0	0	0	33	.1	0.05	0.1	0.1	0.09

### School Safety Plan (School Year 2016–17)

Our staff monitors the school grounds before and after school and during the recess times. All gates and doors are closed and locked after the start of school. They remain locked until dismissal and then closed again after school to ensure school safety. All visitors must sign in at the office and receive proper authorization to be on campus, and must display their passes at all times. School playground equipment meets safety standards, and teachers routinely go over playground rules with students. Our strict school-wide discipline plan and strong parental support curtail most fighting and bullying. An information packet is sent home at the beginning of the year to notify parents of the procedure to sign in at the office any time they wish to visit their children's classroom. They also receive information from their children's teacher at Back to School Night. The School Safety Plan was last updated in May of 2016. We hold monthly fire drills, quarterly earthquake drills, and yearly bus evacuation drills.

## C. 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.

### Federal Intervention Program (School Year 2016–17)

Indicator	School	District
Program Improvement Status	3	--
First Year of Program Improvement	2013	--
Year in Program Improvement	3	--
Number of Schools Currently in Program Improvement	1	--
Percent of Schools Currently in Program Improvement	1	--

Note: Cells with NA values do not require data.

### Average Class Size and Class Size Distribution (Elementary) Kristin

Grade Level	Avg. Class Size	2013–14 Number of Classes*			Avg. Class Size	2014–15 Number of Classes*			Avg. Class Size	2015–16 Number of Classes*			Avg. Class Size	2016–17 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19.80	4	0	0	26.83	2	2	0	23.30	2	4	0	23.60	0	5	0
1	22.25	2	2	0	23.75	3	1	0	23.75	0	4	0	23.25	0	4	0
2	21.00	3	1	0	22.75	2	2	0	22.00	0	4	0	20.75	2	2	0
3	20.50	1	2	0	19.00	4	0	0	22.50	1	3	0	22.50	1	3	0
4	24.00	0	1	0	22.50	3	1	0	21.00	2	2	0	21.00	2	2	0
5	19.00	1	0	0	17.25	1	0	0	18.50	1	1	0	18.50	4	0	0

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

### Academic Counselors and Other Support Staff (School Year 2016–17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	0
Library Media Teacher (librarian)	1	0
Library Media Services Staff (paraprofessional)	0	0
Psychologist	.25	15
Social Worker	0	0
Nurse	.75	530
Speech/Language/Hearing Specialist	.25	7
Resource Specialist (non-teaching)	.25	8
Other	0	0

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	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$10,403			\$57,287

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

### Types of Services Funded (Fiscal Year 2016–17)

The following is a list of Federal and State funded programs that may be available to TEAM Charter:

Title I Helping Disadvantaged Students Meet Standards  
 Title I Homeless  
 Title II Improving Teacher Quality  
 Title III Limited English Proficient Students  
 Beginning Teacher Support and Assessment (BTSA)  
 Extended Day Programs  
 English Language Acquisition Program

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).

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### Teacher and Administrative Salaries (Fiscal Year 2016–17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	45,150	47,000
Mid-Range Teacher Salary	57,287	62,800
Highest Teacher Salary	65,752	84,981
Average Principal Salary (Elementary)	115,000	n/a
Average Principal Salary (Middle)		n/a
Average Principal Salary (High)		n/a
Superintendent Salary	230,000	
Percent of Budget for Teacher Salaries	34%	34%
Percent of Budget for Administrative Salaries	16%	

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

**Professional Development**

The primary staff development focus was on the Common Core State Standards (CCSS). The content was selected due to the full implementation of the CCSS in California in 2014-2015 and the related CAASPP state assessment implemented in spring of 2015.

Our professional development for the past two years has been on Professional Learning Communities and reading instruction. During the 14-15 school year, our teachers received full-day training in using Quantum Learning strategies; Comprehension, Accuracy, Fluency and Extending vocabulary. Additionally, onsite coaching was provided during the week to support the school wide training on instructional strategies. On-going teacher support is provided through site-based instructional coaching, staff PLC collaboration meetings, and data team meetings.