

California Elementary School School Accountability Report Card Reported Using Data from the 2015-16 School Year Published During 2016-17

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 2016-17)

School Contact Information	
School Name	California Elementary School
Street	1080 N. California Street
City, State, Zip	Orange, CA 92867
Phone Number	(714) 997-6104
Principal	John Albert, Ed.D.
E-mail Address	jalbert@orangeusd.org
Web Site	http://www.orangeusd.org/schools/elementary/california/index.asp
CDS Code	30-66621-6029748

District Contact Information	
District Name	Orange Unified School District
Phone Number	(714) 628-4000
Superintendent	Michael Christensen
E-mail Address	superintendent@orangeusd.k12.ca.us
Web Site	www.orangeusd.k12.ca.us

School Description and Mission Statement (School Year 2016-17)

The purpose of the School Accountability Report Card is to provide parents with information about the school's instructional programs, academic achievement, materials and facilities and the staff. Information about Orange Unified School District is also provided.

California Elementary School is one of twenty-seven (27) elementary schools in the Orange Unified School District. The school was built in April, 1959 on 10.2 acres of land and is located in a residential area on California St. between Collins and Katella Avenues in Orange. We are on a modified traditional schedule. Approximately 607 students are enrolled in grades Transitional Kindergarten through 5th grade.

Understanding the school's educational program, student achievement and curriculum development can assist both school and community in on-going program improvement. To reach our vision, our goal is to provide a rich and rigorous education for all students. A long term effort is required as well as the commitment and involvement in a collaborative partnership of every person in the community: students, teachers, parents, support staff, administrators, District Office personnel, union representatives, community members and business leaders. Through hard work, together, our children will be challenged to reach their maximum potential.

California Elementary School staff is dedicated to helping our students become disciplined and self-reliant people who are creative problem-solvers committed to life-long learning.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	122
Grade 1	105
Grade 2	96
Grade 3	92
Grade 4	99
Grade 5	87
Total Enrollment	601

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.2
Asian	0.3
Filipino	0.2
Hispanic or Latino	97.5
Native Hawaiian or Pacific Islander	0
White	1.5
Two or More Races	0
Socioeconomically Disadvantaged	93.8
English Learners	80.2
Students with Disabilities	10
Foster Youth	0.7

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	27	26	25	1279
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	4

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	100.0	0.0

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 data were collected: October 13, 2016

All K-8 textbooks are selected from the state matrix provided through the California Board of Education. Teachers peruse the materials and select by majority vote. Selected texts are then submitted to the Board of Education for final approval. Textbooks are procured in sufficient numbers for each student to receive a textbook. High School adoptions are content area based, with teachers selecting appropriate materials for the course objectives as outlined in the course description approved by the Board of Education. Selected texts are submitted to the Board for approved use in classrooms with purchase ratio of one per student. The Public Hearing and Adoption of Resolution No. 13-16-17 of the Board of Education of Orange Unified School District on the sufficiency of textbooks, instructional materials and science lab equipment (9-12) was approved on October 13, 2016.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin R/LA Program adopted in 2009 Grades K-5 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
Mathematics	Pearson/Scott Foresman enVision California Common Core Mathematics Program adopted in 2014 for Grades K-2 & adopted in 2015 for Grades 3-6. Selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
Science	Pearson/Scott Foresman Science Program adopted in 2008 Grades K-6 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
History-Social Science	Harcourt Social Studies Program adopted in 2006 Grades K-5 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
Foreign Language	N/A	Yes	N/A
Health	Too Good For Drugs Program was adopted in 2008 for Grades 3-6, and adopted for grades 1-2 in 2009. It was selected from the most recent list of standards based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available to all students.	Yes	N/A

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Visual and Performing Arts	N/A	Yes	N/A
Science Laboratory Equipment (grades 9-12)	N/A	Yes	N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

California Elementary School is located at 1080 N. California Street, Orange, CA. The school was built in April, 1959 on 10.2 acres of land and is located in a residential area on California St. between Collins and Katella Avenues in Orange. There are eight buildings that comprise 22 classrooms, two RSP/Intervention rooms, a faculty lounge, a Speech Center, a computer lab, a STEAM lab, library, the nurses office, the school psychologists/ Mental Health Counselor's office, a kitchen, and the main office. In addition, there are seven additional portable classrooms. The school is in good condition passing the most current Williams site inspection on October, 2016. There are currently no planned improvements to the facility.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 7/14/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Portables 26 to 30: 4: Portables could use new flooring. Heavily worn. Rooms 1 - 4: 4: Rooms could use new carpet, scuff marks on walls Rooms 18 - 21: 4: Rooms could use new carpet, scuff marks on walls Rooms 5 - 9: 4: Rooms could use new carpet, scuff
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 7/14/2016				
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	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	21	32	50	53	44	48
Mathematics	19	19	38	40	34	36

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	91	90	98.9	43.3
	4	102	98	96.1	27.6
	5	90	90	100.0	24.4
Male	3	45	45	100.0	35.6
	4	55	52	94.5	19.2
	5	48	48	100.0	18.8
Female	3	46	45	97.8	51.1
	4	47	46	97.9	37.0
	5	42	42	100.0	30.9
Black or African American	4	--	--	--	--
American Indian or Alaska Native	4	--	--	--	--
Asian	3	--	--	--	--
	4	--	--	--	--
Filipino	5	--	--	--	--
Hispanic or Latino	3	88	87	98.9	41.4
	4	99	95	96.0	27.4
	5	88	88	100.0	23.9

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
White	3	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	85	85	100.0	40.0
	4	94	93	98.9	26.9
	5	84	84	100.0	23.8
English Learners	3	75	74	98.7	36.5
	4	63	60	95.2	6.7
	5	45	45	100.0	4.4
Students with Disabilities	3	--	--	--	--
	4	11	10	90.9	
	5	14	14	100.0	
Students Receiving Migrant Education Services	4	--	--	--	--
	5	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	91	90	98.9	30.3
	4	102	100	98.0	21.0
	5	90	90	100.0	5.6
Male	3	45	45	100.0	34.1
	4	55	53	96.4	22.6
	5	48	48	100.0	4.2
Female	3	46	45	97.8	26.7
	4	47	47	100.0	19.1
	5	42	42	100.0	7.1
Black or African American	4	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
American Indian or Alaska Native	4	--	--	--	--
Asian	3	--	--	--	--
	4	--	--	--	--
Filipino	5	--	--	--	--
Hispanic or Latino	3	88	87	98.9	29.1
	4	99	97	98.0	20.6
	5	88	88	100.0	4.5
White	3	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	85	85	100.0	28.6
	4	94	93	98.9	22.6
	5	84	84	100.0	3.6
English Learners	3	75	74	98.7	24.7
	4	63	62	98.4	8.1
	5	45	45	100.0	
Students with Disabilities	3	--	--	--	--
	4	11	10	90.9	
	5	14	14	100.0	
Students Receiving Migrant Education Services	4	--	--	--	--
	5	--	--	--	--
Foster Youth	3	--	--	--	--
	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.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	47	33	23	73	68	64	60	56	54

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.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	90	90	100.0	23.3
Male	48	48	100.0	29.2
Female	42	42	100.0	16.7
Hispanic or Latino	88	88	100.0	21.6
Socioeconomically Disadvantaged	84	84	100.0	21.4
English Learners	45	45	100.0	8.9
Students with Disabilities	14	14	100.0	

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 Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	32.2	13.3	8.9

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 Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

California Elementary School is extremely fortunate to have a supportive parent and community commitment and involvement. Their dedication to the enhancement of the educational program for all students is greatly appreciated. Our parents volunteer their time and talents in the classrooms and on campus.

Parents help with book fairs, Red Ribbon Week activities, assists with vision/hearing screening, field trips and school pictures. Parents and interested community members serve on several site committees including: the School Site Council, the English Language Advisory Committee. Through active parental involvement, we have graciously received donations of school uniforms, clothes, books and other materials to enhance our educational program.

Due to several successful fundraisers, our parents participation helped to provide instructional study trips, school beautification projects, and programs in arts/science. Parents have a special section in our school library to check out books and are able to take computer classes on our campus.

We have an extensive Parent Involvement Plan that includes monthly Parent Seminars with guest speakers, extended Parent Workshops, and parenting strategies series training. Our ELAC committee is extensively involved in our school and monthly attendance averages well past 60 participants each month.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.7	0.1	0.0	3.6	2.8	3.1	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Each of the district’s schools develops and adopts, in accordance with Education Code § 32280 – 32289, a Comprehensive Safe School Plan particular to their site. Each school site is required annually, by March 1st, to have reviewed, and if necessary, updated their Safe School Plan. Each school forwards its Safe School Plan to the district through the office of Student and Community Services, which provides plan development assistance to the schools and maintains a file of individual school plans available for inspection by the public.

A comprehensive disaster plan is in effect and fire and/or earthquake drills are conducted monthly. All schools in the district are linked through an emergency radio contact system, and radio drills are held periodically to be prepared in case of an actual disaster. Providing a safe environment for our students is of paramount concern at California Elementary School. California Elementary School has an extensive disaster preparedness plan. Playground supervision is provided by certificated staff and noon supervisors to ensure student safety. All gates are locked during the day and visitors report through the office to sign-in and receive a pass. Parent groups, as well as the school faculty and staff have opportunities to give feedback and input into updating the Safe School Plan annually to ensure everyone's safety and well being on the campus.

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2009-2010
Year in Program Improvement*	Year 3	Year 3
Number of Schools Currently in Program Improvement	N/A	11
Percent of Schools Currently in Program Improvement	N/A	73.3

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	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	31		5		30		5		30		5	
1	32		2		29		3		29		3	
2	30		4		28		3		28		3	
3	31		2	1	25	1	4		25	1	4	
4	31		3	1	28		3		28		3	
5	27	1	3		26	1	4		26	1	4	
Other	17	1										

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 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	.2	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.4	N/A
Social Worker	0	N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	4707.26	666.17	4041.09	68595.12
District	N/A	N/A	\$3,840	\$78,819
Percent Difference: School Site and District	N/A	N/A	0.4	-16.6
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	-27.9	-15.7

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

Types of Services Funded (Fiscal Year 2015-16)

California Elementary School operated the following categorical programs for the 2015-2016 school year:

Title I
LCFF

Below are the Academic and Behavioral Interventions provided for students at California ES:

Academic Interventions:

California has an extensive Multi Tiered System of Support (MTSS). We have a block schedule with staggered intervention time that allows our Resource Specialist to push into grades K-3 to provide targeted Reading support. Students grade K-5 utilize one-to-one iPads to provide a customized learning pathway for all students. In addition, students in grades K-5 take their iPads to and from school with the purpose of extending the learning time and providing equitable access to technology. Students utilize Lexia Core 5, a research based software based Reading Intervention program, during the school day for 80 minutes a week and an additional 40 minutes a week as homework. Teachers utilize the data on a daily basis to provide targeted intervention to students. Our "Mind The Gap" data team consisting of the principal, Instructional Coach, Resource Specialist, and RSP teacher meet weekly to analyze the intervention data, shift resources as needed, follow up with teachers of struggling students, and determine immediate response to next levels on the MTSS. In addition to the Mind the Gap meetings and an established Student Study Team (SST) referral process, California holds two CAST meetings annually with all teachers to discuss students that have not responded to interventions and make referrals to SST meetings. From the SST process and direct Special Needs referrals, referrals are systematically made for Special Needs testing and conducted within legal timelines.

Behavioral Interventions:

California ES implements Positive Behavioral Intervention Systems (PBIS) school-wide and has completed all three levels of training through the Orange County Department of Education. In addition to clearly establish school-wide expectations we have a school-wide positive reinforcement system in place, a Check In Check Out (CICO) system for Tier Two students, customized Behavioral Intervention Plans (BIP) for general education students, and social skills classes for social pragmatics and a separate social skills class for aggressive behavior. We have a .2 Counselor that meets with students referred for Mental Health Services. In addition, our full time Community Liason and our .2 Counselor provide parents with community resources to aid students in need of additional Mental Health Services.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,270	\$45,092
Mid-Range Teacher Salary	\$74,538	\$71,627
Highest Teacher Salary	\$100,322	\$93,288
Average Principal Salary (Elementary)	\$122,017	\$115,631
Average Principal Salary (Middle)	\$123,406	\$120,915
Average Principal Salary (High)	\$143,744	\$132,029
Superintendent Salary	\$240,000	\$249,537
Percent of Budget for Teacher Salaries	39%	37%
Percent of Budget for Administrative Salaries	5%	5%

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)

Staff development opportunities were provided through teacher-to-teacher mentoring programs such as CTIP (CREDENTIALING for Beginning Teachers), PAR (Peer Assessment and Review), Instructional Coach, staff meetings, conferences and school-based in-service meetings. CTIP, PAR, school facilitators and outside consultants provide school and district-level staff with curriculum development in identified areas of need.

At California ES we implement Coaching cycles in which teachers receive training based on themes and instructional strategies focusing on school-wide best practices during pull out PD, Modified Wednesday PD, and/or virtual learning. Our Instructional coach meets with teachers the day after the training to reflect on the previous coaching cycle, reflect on the PD, and establish goals for the current cycle. Over the next coaching cycle, which lasts from 3-6 weeks, the Instructional Coach pushes into the classroom and models the strategies of the PD in the teachers' classes, comes back and implements the strategies alongside with the teacher, and visits again when the teacher demos the strategies independently with their students.

During the 2016-2017 school the following focus:

California Elementary's iInspire Academy Professional Learning Plan
2016-2017

The second Instructional Wednesday of the month (or TBD) we are dedicated to sharing our knowledge about technology integration with our staff. We conduct a Fall and Spring Educational Technology Tours limited to 27 guest.

Pre-Cycle

August 18, 2016 Fresh and Easy Day 1: Refresher and new staff induction. SAMR, Introduction to Haiku (iInspire website), Blended learning utilizing Lexia Core 5-Raz Kids-Overdrive, discuss distribution, pass out ipads & accessories, Go to Integration apps: Notability, VIDRA

Pedagogy: SAMR, TPACK, ISTE Standards

PBIS Classroom Management: PBIS systems & Class Dojo

Close Read: Notability

Work Flow: Haiku & Drive

Check Please: Assessments (DIBLES, Scholastics SRI/SMI, Kahoot It

Creativity Apps: Do ink, VIDRA,

Blended Learning: Lexia, Raz Kids/Overdrive, iXL, FASST Math NG

Flipping Out: Flipped classroom design (Discovery Learning, KHAN Academy, converting online sources)

2 week cycle (Support Visits: no coaching)

August 31, 2016 Fresh and Easy Day 2 (2:00-3:00PM Optional Support Time; 3:00PM -5:00PM Extra Earnings):

Learning walks

Continue whatever did not finish on day 1

1week cycle (Support Visits: no coaching)

Cycle 1

September 7 Round 1- GLAD Math:

4 week cycle: Reflection/Goal setting, I do, we do, you do

Demo Ideas: GLAD Math, Blended Learning Math Centers

October 12 Round 2- GLAD Math:

Cycle 2

November TBA [11/14,] (Full Day 7 subs 3 rotations), Reboot on Best Practices: Refresher on Close Read of multiple text with response to questions (Discovery Learning, Time for Kids, Notability), Close Listen (Discovery Learning), Thinking Maps (Notability, Popplet), Collaborative Writing (Google Docs), Publication/Portfolio (Drive, Haiku, QR codes)

3 week cycle: Reflection/Goal setting: we do, you do

Demo Ideas: Close Read

TBD (December 5th)- Fall Tour (How are we now?): Apple representatives with district representatives to help identify current levels of implementation (Fall Tour)(3 subs)

TBA (Week of December 12th (Full Day 7 subs 3 rotations 5th, 4th, 3rd)- Interim Assessment Scoring

No Subs available

Cycle 3

January 30 Round 1: Consumer to Creator in 30 Days: How to get students to be creators, collaborators, and publisher of digital content.

4 week cycle: Reflection/Goal setting, I do, we do, you do

Demo Ideas: mixed product

February 15 Round 2: Consumer to Creator in 30 Days: How to get students to be creators, collaborators, and publisher of digital content.

4 week cycle: Reflection/Goal setting, I do, we do, you do

Demo Ideas: mixed product

February 20: OUSD Technology Festival

February TBD: Apple Distinguished Program Invitations submitted (cross our fingers)

Cycle 4

March 8, 2017(TBD) Round 1- All Hands on Deck: Using Technology to enhance Hands -On Science

3D Printing, Makerspace (Design); Science Journals; Project Based Learning

3 week cycle: Reflection/Goal setting, I do, we do

Demo Ideas: Designing a hands on science unit; STEAM Lab

March 17-19: Cue Conference

April 19 Round 2- All Hands on Deck: Using Technology to enhance Hands-On Science

3D Printing, Makerspace (Design); Science Journals; Project Based Learning

3 week cycle: Reflection/Goal setting, I do, we do
Demo Ideas: Designing a hands on science unit; STEAM Lab

Post Cycle

May: No coaching cycles during SBAC testing
TBA Tustin Connect Apple Spring Tour

June: No coaching cycles during end of the year planning/activities

June: TBA (after SBAC) Apple Distinguished Program Validation visit TBD

June (after end of school, limited to 20 participants): TBA Apple Professional Development: Challenge Based Learning
Day 1: Apple Professional Development

June (after end of school limited to 1 participant per grade level): TBA CUE Rock Star Three day intensive workshop formatted PD

Agenda

7:30-7:45 Get your sub set
7:45 - 8:00 Gallery Walk (bring items to put on your team wall)
8:00 -8:30 Introduction & Daily Objective
8:30 -9:30 Learning Walks
Visit classes
3 Groups
Albert: ? 3-4
Bauer: ? 3-4
Bauman: ? 3-4
9:30-9:45- Break
9:45 -10:00 Learning Walk Reflection
What do you want to commit to trying?
What do you need support with?
10:00- 11:15 PD Part I (1 hour 15 min)
11:15-11:30 break
11:30- 12:45 Part II (1 Hour 15 min)
12:45- 1:30 Lunch
1:30- 3:00 (Part III if full day or Modified Day Schedule)

Staff Meeting (1st and 3rd Instructional Wednesday)

3:00 - 3:45 45 minutes separate from Site PD dedicated as needed for essential face-to-face staff communication and/or support time
(not Professional Development)

Trainers

Miranda Bauman: Reading Specialist California Elementary School
Carrie Bauer: Instructional Specialist California Elementary School
Dr. John Albert: Principal California Elementary School

Coaching Cycles

1st Instructional Week 1 = Post cycle reflection, PD Reflection, Pre-cycle briefing & goal setting

Cycle 1

9/8/16

10/13/16

Cycle 2

TBA

Cycle 3

1/19/17

2/9/17

Cycle 4
3/9/17
4/20/17

Week 2 = Demo (I do) Bauer Monday (5), Tuesday (5), Thursday(5): 15 total

Week 3 =Co-Teach (we do) Monday (5), Tuesday (5), Thursday(5): 15 total

Week 4 = Classroom Support Visit (you do) Monday (5), Tuesday (5), Thursday(5): 15 total Independent: reflection (weekly), sharing (post lesson plan), evidence(student work-observation)

Carrie Bauer

Group A

Dalia Rosales (Kinder) *

Mireya Rodriguez (2nd) *

Dahlya Resendez(3rd) *

Selene Marin (4th) *

Allison Agresti (2nd)

Daisy Chan (5th)

Charlene Lear (5th) Need to specialize as she is not doing math

Kim Johnson (4th)

Tracy Maple (2nd)

Stephanie Sentell (RSP)

Richard Everakes (5th)

Sue Baum

Group B

Adriana Garcia (K)

Suzie Bennett (K)

Esmeralda Ramos (K)

Jodi Bradshaw (K)

Jennifer Kim (1st)

Vivian Llaneras (1st)

Carol Dubbs (3rd)

Paul Hines (3rd)

Sean Faulk(4th)

Marianne Silva (1-2)

Michael Gibbons (SDC)

3rd Instructional Wednesday

California Professional Learning Room or STEAM Lab

1:30-3:00 PM

Site PD: Focus on STEAM

Subject to Change

September 21, 2016: Makerspace, 3D Printing, Coding

October 19, 2016: Challenge Based Learning- Flipped Classroom

November 16, 2016: Next Generation Science Standards

January 25, 2017: Makerspace, 3D Printing, Coding

February 15, 2017: Challenge Based Learning- Flipped Classroom

March 15, 2017: Next Generation Science Standards

April 26, 2017: Makerspace, 3D Printing, Coding

May 17, 2017: Challenge Based Learning- Flipped Classroom

