

El Rincon Elementary School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://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 <https://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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California’s new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California’s diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	El Rincon Elementary School
Street	11177 Overland Ave
City, State, Zip	Culver City
Phone Number	3108424340
Principal	Amy Hodge
Email Address	amyhodge@ccusd.org
Website	https://elrincon.ccusd.org
County-District-School (CDS) Code	19-64444-6012686

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Culver City Unified School District-CCUSD
Phone Number	(310) 842-4220
Superintendent	Leslie Lockhart
Email Address	leslielockhart@ccusd.org
Website	www.ccusd.org

School Description and Mission Statement (School Year 2020-2021)

El Rincon Elementary School provides TK through 5th grade education to a diverse community of learners. Our mission is to provide an environment that prepares students to develop necessary skills to be successful in tomorrow's global community. Our state-of-the-art science and makerspace labs support our goal of providing STEAM (Science, Technology, Engineering, Arts, & Math) education. STEAM education is an interdisciplinary approach where academic concepts are coupled with real world applications. Our continued emphasis on balanced literacy integrates a variety of literacy modalities to guide students toward proficient and lifelong reading.

Through STEAM education, we go beyond the California state standards to foster the potential of ALL children by accessing their innate curiosity and stimulating their imaginations. At El Rincon we provide opportunities for inquiry, problem solving, exploration, and discovery of the natural world.

Our school community is also committed to expanding our focus beyond academic achievement alone. Our emphasis is on maintaining an environment that supports students as they develop the 5 core competencies of socially and emotionally skilled children:

- Self-awareness- the ability to recognize and name personal emotions
- Self Management- the ability to regulate emotions
- Social awareness – showing understanding and empathy for others
- Good relationship skills- ability to form positive relationships, work together, and effectively deal with conflict
- Responsible decision making- ability to make positive choices about personal and social behavior

We believe that through the mindful practices of collaboration and communication that are taught across all content areas, children will develop an appreciation for multiple perspectives and deepen their understanding of the world around them.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	120
Grade 1	96
Grade 2	106
Grade 3	103
Grade 4	85
Grade 5	90
Total Enrollment	600

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	23.8
American Indian or Alaska Native	0.2
Asian	9
Filipino	3.3
Hispanic or Latino	29
Native Hawaiian or Pacific Islander	0.3
White	20.2
Two or More Races	13
Socioeconomically Disadvantaged	30.8
English Learners	8.5
Students with Disabilities	11.5
Foster Youth	1
Homeless	0.8

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	32	31	31	342
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	8

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	1	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: May 2016

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	El Rincon uses the District adopted Journeys Reading Program kindergarten through fifth grade reading and writing curriculum that follows the Common Core State Standards. Each grade level has standards for reading, writing written and oral English Language Conventions of Listening, and Speaking.	Yes	0%
Mathematics	El Rincon uses the district adopted Bridges Math Program which is aligned to the state math standandards. Lessons use visuals, manipulative (blocks, fraction pieces, linking cubes, etc.) and games to practice skills. The focus of Bridges is conceptual understanding which means that students know more than isolated facts. Students are supported in their mathematical understanding and the kinds of contexts in which it is useful. Manipulatives are tools that help students solve problems and make meaning of concepts and are a valued part of the Bridges Math Program.	Yes	0%
Science	The curriculum for science follows the Next Generation Science Standards and consists of physical science, life science, earth science, and investigation and experimentation for each grade level.	Yes	0%
History-Social Science	Our history/social studies curriculum covers the state standards. The adopted text used is Houghton Mifflin.	Yes	0%

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

School Facility Conditions and Planned Improvements

The District provides a safe and clean environment for learning and growing. All sites have adequate classroom space, office facilities, libraries, and that support the instructional program. All sites have emergency plans in place with procedures for staff and students in case of fire, earthquakes, and other disasters. Emergency drills are held routinely. Staff members supervise all playgrounds during school hours. In order to ensure a safe environment at all sites, district security personnel monitor campuses on a daily basis. Maintenance is an on-going process provided by the district maintenance and operational department. All staff members have identification badges.

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 5/1/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Boys Elevator: Floor worn Boys Restroom @ room 13: Floor failing Boys Restroom @ room 14: Floor worn Boys Restroom @ room 8: Floor failing Girls Elevator: Floor worn Girls Restroom @ room 13: Floor failing Girls Restroom @ room 14: Floor worn Girls Restroom @ room 8: Floor failing Handicap Mens Restroom @ office: Floor worn KIK: Flooring worn Office: Cord through doorway; carpet bad Room 13: Carpet worn SACC: Flooring worn
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Custodian Room: Clutter Room 18: Home furniture Room 19: Termite droppings at window area; entire building needs roof replacement (rms. 19-30) Room 23: Entire building needs roof replacement (rooms 19-30); clutter Room 26: Entire building needs roof replacement (rooms 19-30); high storage; clutter Work Room at K1 & K2: Very cluttered; combustibles near stove.

System Inspected	Rating	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	Office: Cord through doorway; carpet bad Room 15: Extension cord; home lamp Room 8: Extension cord across doorway Work Room at K1 & K2: Very cluttered; combustibles near stove.
Structural: Structural Damage, Roofs	Fair	Room 19: Termite droppings at window area; entire building needs roof replacement (rms. 19-30) Room 20: Entire building needs roof replacement (rooms 19-30) Room 21: Entire building needs roof replacement (rooms 19-30) Room 22: Entire building needs roof replacement (rooms 19-30) Room 23: Entire building needs roof replacement (rooms 19-30); clutter Room 24: Entire building needs roof replacement (rooms 19-30) Room 25: Entire building needs roof replacement (rooms 19-30) Room 26: Entire building needs roof replacement (rooms 19-30); high storage; clutter Room 27: Entire building needs roof replacement (rooms 19-30) Room 28: Entire building needs roof replacement (rooms 19-30) Room 29: Entire building needs roof replacement (rooms 19-30) Room 30: Entire building needs roof replacement (rooms 19-30)
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	75	N/A	70	N/A	50	N/A
Mathematics (grades 3-8 and 11)	62	N/A	56	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	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
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	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
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	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
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	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
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	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
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	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
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	51	N/A	43	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	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
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	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
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	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
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2020-2021)

El Rincon is truly a community where parents, teachers, and students care for each other, and strive to build positive relationships that support academic and social growth. We encourage a productive partnership with all stakeholders to ensure our scholars can achieve their highest potential. There are a variety of opportunities to be involved across the campus, starting with the El Rincon PTA. The school year begins with a huge membership drive and the importance of the PTA is made clear to all. Each classroom has a room parent to support the teacher, the classroom, and school wide activities. The room parent acts as the liaison between the teacher and parents, and will facilitate volunteer opportunities for all who are able. The PTA holds monthly meetings, free family fun nights, and hosts a book fair twice a year. Each week, a newsletter is sent home detailing all of the activities across campus. Information is provided about how to participate. Additionally, the school website and classroom communication provides information regarding school wide activities. The PTA is truly a partnership at El Rincon, and through sub committees such as the Diversity. and Equity Committee, Green Ambassador, School Safety, and the Inclusion Committee, parents and leadership work together to continually improve our school.

In April we host a Multicultural Week to celebrate the diverse community of El Rincon. There are cultural performances from the families and staff, some of which include Ethiopia, India, Philippines, Brasil. Thailand, and more. Each class will choose and explore one country and one night during the week, we host Multicultural Night and families and staff come together to learn about the diversity across our campus.

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)

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate									
Graduation Rate				95.5	93	94.5	82.7	83	84.5

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	1.5	1.3	1.7	1.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0	1.6	3.4
Expulsions	0.0		

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

The Comprehensive School Safety Plan was updated in October 2020 and reviewed with the staff. The plan was approved by School Site Council in November 2020. Major components of the Safety Plan include Emergency Operations Command, Evacuation Maps, Incident Command Structure, Teacher and Staff Responsibilities, Team descriptions (including Triage, Search and Rescue, etc.), and procedures for Lock down, Fire, Shelter in Place, and Earthquake situations. Additionally, the safety plan includes two goals, Goal 1 – Physical Safety: Ensure that all staff members and emergency response teams are trained for emergencies. Review lockdown procedures and ensure protocols are adhered to by all staff members. This includes: 1. Training of staff and emergency response teams during drills, 2. Review and revise lockdown procedures to ensure that all staff and students are trained and aware of their roles. Goal 2 – Social and Emotional Safety: Ensure that there are systems in place to provide necessary support and resources for all students in need. This includes: 1. develop, implement and assess school-wide SEL supports, 2. develop and implement ways to support Tier 2 students, and 3. in order to best support the diverse learners on campus, the administrator, counselor, school psychologist and other support providers will be trained in culturally responsive practices, equity and cultural proficiency.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	19	6	1		20	2	4		24		5	
1	24		4		21	2	3		24		4	
2	23		3		20	1	4		21	1	4	
3	23		4		23		3		21	1	4	
4	29		3		25	1	3		27		3	
5	28		3		30		3		28		3	
Other**	12	2							8	1		

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

** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

*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.

Student Support Services Staff (School Year 2019-2020)

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

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6251.3	\$1633.6	\$4617.8	\$66380.0
District	N/A	N/A	\$6482.3	\$82,358
Percent Difference - School Site and District	N/A	N/A	-33.6	-21.5
State	N/A	N/A	\$7,750	\$79,209
Percent Difference - School Site and State	N/A	N/A	-50.7	-17.6

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

Types of Services Funded (Fiscal Year 2019-2020)

El Rincon received Title I funding of which 50% was utilized for supplemental educational services. Title II funding was used for teacher quality, staff development and Title III was used to fund programs used to improve performance of English Language Learners and students with disabilities.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$52,143	\$49,782
Mid-Range Teacher Salary	\$81,873	\$76,851
Highest Teacher Salary	\$101,382	\$97,722
Average Principal Salary (Elementary)	\$127,403	\$121,304
Average Principal Salary (Middle)	\$130,523	\$128,629
Average Principal Salary (High)	\$148,127	\$141,235
Superintendent Salary	\$230,625	\$233,396
Percent of Budget for Teacher Salaries	36.0	33.0
Percent of Budget for Administrative Salaries	6.0	6.0

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	40	45	39

Currently, our staff is focusing on developing a balanced literacy model for Language Arts instruction. As a campus with inclusion classrooms, we are emphasizing curriculum development and changing our instructional practice to meet the diverse needs of individual students. Our Teaching and Learning Partner works with teachers around the Readers and Writers Workshop model and supports teachers in their implementation. Our Leadership Team studies student achievement, analyzes needs, and identifies other areas for staff development.

These identified needs become the focus of professional development for the following year for an ongoing comprehensive staff development program. This program includes district-wide assistance to teachers around balanced literacy, Cognitively Guided Instruction, supporting students with disabilities in the general education classroom, supporting ELD students, technology, and paraprofessional training. New teachers have attended Los Angeles County workshops and the Beginning Teacher Support and Assessment program (BTSA) is provided by CCUSD.