

# Live Oak Charter 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	Live Oak Charter School
Street	100 Gness Concourse, Bldg. 1
City, State, Zip	Petaluma, Ca, 94952-3395
Phone Number	707-762-9020
Principal	Justin Tomola
Email Address	director@liveoakcharter.org
Website	www.liveoakcharter.org
County-District-School (CDS) Code	49708546119036

### District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Live Oak Charter School
Phone Number	(707) 778-4813
Superintendent	Gary Callahan
Email Address	gcallahan@petk12.org
Website	www.petalumacityschools.org

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

Live Oak Charter School is a charter school that also is its own LEA with a charter granted by the Petaluma City School District. Live Oak Charter School provides public school students of Southern Sonoma County with a K-8 whole-child program inspired by Waldorf Education. The school embraces a developmental approach to learning that strives to bring forth from each child his or her innate capacities through an age-appropriate curriculum. Live Oak seeks to educate the whole child – head, hands and heart – through an education that cultivates and integrates each child’s creative, intellectual, emotional, physical, and social capacities. The school offers an artistically rich and experiential-based program that enlivens student curiosity about the natural world and human culture as the foundation for fostering academic achievement.

As the world “shrinks” and global interconnectedness becomes ever more apparent, it is also essential that our educational efforts help children learn to recognize, appreciate, and navigate the diversity of human experience and culture. Consequently, efforts to increase cultural awareness are infused in curriculum. The school envisions pedagogy led by professional educators with a commitment to a program inspired by Waldorf Education, and a program strongly supported and augmented by the talents of parents and the resources of the greater community Live Oak is committed to helping each child grow into a creative, independent-thinking individual with a positive self-image, a sense of social responsibility, a refined capacity for cross-cultural communication, a love of learning, and a respect for the planet and its myriad life forms. Graduates will emerge ready to meet life’s challenges and to pursue further educational goals.

Live Oak Charter School creates and maintains a vital learning community that provides the children with a secure sense of place in the world by grounding them in the unique cultural, historical, and natural attributes of their locale and leading them out towards global citizenship. Cultivating this sense of place includes a direct experience of the seasonal rhythms and life cycles of the world via school-based and local agriculture and outdoor adventures informed by the natural sciences.

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

Grade Level	Number of Students
Kindergarten	44
Grade 1	32
Grade 2	32
Grade 3	30
Grade 4	30
Grade 5	30
Grade 6	32
Grade 7	32
Grade 8	28
Total Enrollment	290

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

Student Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	2.8
Asian	1
Filipino	0.3
Hispanic or Latino	2.8
White	81
Two or More Races	11.4
Socioeconomically Disadvantaged	20.3
English Learners	1
Students with Disabilities	11.4
Homeless	0.7

## 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	11	11	11	11
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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.

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

Year and month in which data were collected: 2017

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Live Oak Adopted Heineman's Writers Workshop model designed by Lucy Caulkins in 2017. Live Oak also uses the Fountas & Pinnell Reading program including the leveled reading library, Word Study, and assessment tools (adopted in 2016). Live Oak uses a centers based model for instruction in small group for skill building, weaving these mini-lessons into the broader interdisciplinary themes of each unit of study.	Yes	0.0%
Mathematics	Live Oak adopted Prentice Hall Math Investigations for the 2016-2017 school year in grades 1-5.  For grades 6-8 Live Oak uses Eureka Math, adopted in 2015-2016.	Yes	0.0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Science</b>	<p>Live Oak’s instructional methodology is thematic interdisciplinary studies. As such our units of science and history are integrated from several source materials and designed by teachers specifically for each class.</p> <p>Textbooks are not used, though primary source materials are used in the classroom including scientific and historical articles, non-fiction texts, and specific reference guides.</p>	Yes	0.0%
<b>History-Social Science</b>	<p>Live Oak’s instructional methodology is thematic interdisciplinary studies. As such our units of science and history are integrated from several source materials and designed by teachers specifically for each class.</p> <p>Textbooks are not used, though primary source materials are used in the classroom including scientific and historical articles, non-fiction texts, and specific reference guides. Textbooks are not used, though materials from Advocates for Youth, Freedom from Chemical Dependency, Planned Parenthood, the Public Health Department, Cyberwise and restorative resources are used in the health program.</p>	Yes	0.0%
<b>Health</b>	Textbooks are not used, though materials from Advocates for Youth, Freedom from Chemical Dependency, Planned Parenthood, the Public Health Department, Cyberwise and restorative resources are used in the health program.	Yes	0.0%
<b>Visual and Performing Arts</b>	All students are trained in Recorder & strings orchestra. Materials are primary source sheet music and instructional methodology is rooted in the Kodály method.	Yes	0.0%

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

### School Facility Conditions and Planned Improvements

Live Oak Charter School is located on the Sonoma-Marin Fairgrounds.

Our school has two campuses with an 1/8 mile distance from each other, known as upper and middle school campus.

The upper campus is comprised of seven classrooms (K-5), a RSP room, a handwork room, a library, an aftercare room, a kitchen, a remedial room/intervention room, two boys and girls' bathrooms, and a separate bathroom for teachers and staff.

The 3-5 playground has monkey bars, a climbing wall, a sandbox, a ball wall, and stripings for 20 different games has been added in Dec. 2016.

The K-2 grade playground has six swings, a set of monkey bars, a circular sandbox and a climbing dome.

A beautiful vegetable garden tended by the 3rd grade students with the help of our teachers and parents.

Our middle school campus is comprised of three classroom for 6th, 7th & 8th grade including a math room, a counseling room, a theater area, a kitchen/teachers' lounge, a boys & girls bathrooms and a separate bathroom for the teachers and staff.

The building is adjacent to a large grass field area that is used during recess times. One portable basketball hoop has been added.

### 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:

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Fair	
<b>Interior: Interior Surfaces</b>	Fair	
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	Fair	Deep clean all classrooms every summer.
<b>Electrical: Electrical</b>	Fair	Upgraded lighting throughout the school.
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	Fair	
<b>Safety: Fire Safety, Hazardous Materials</b>	Fair	
<b>Structural: Structural Damage, Roofs</b>	Fair	
<b>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</b>	Fair	
<b>Overall Rating</b>	Fair	

## 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)	69	N/A	56	N/A	50	N/A
Mathematics (grades 3-8 and 11)	58	N/A	52	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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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 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)	66	N/A	44	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.

**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)**

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Parents of Live Oak students are strongly encouraged to be active participants in their children’s education.

Parent involvement helps ensure a student’s success in school and creates an informed parent community capable of supporting a Waldorf-inspired charter school.

Each class has its own Class Parent Coordinator who organizes classroom volunteers according to the needs (e.g. parent evenings, class phone tree, classroom projects, etc.) and its own Field Trip Parent Coordinator who gathers field trip parents' authorizations, organizes chaperones, drivers, etc. Live Oak has many events needing parents' involvement:

- Rose Ceremony
- Dragon Pageant
- Winter Assembly & Craft Faire
- Middle School Strings Concert
- Auction Night
- 5th Grade Pentathlon
- 6th grade Knighting Ceremony
- 6th Grade Medieval Games
- 7th Grade Explorer Games
- 8th Grade Track Meet
- Spring Faire
- 8th Grade Project
- EOY School Assembly
- 5th Grade Shield Ceremony
- Fly Away Ceremony - Kindergarten entering to 1st grade
- 8th Grade School Graduation
- Team sports - Basketball and Volleyball utilized parent coaches (cancelled for 20/21)

Additionally, during COVID, we created a Community Response Team. They create opportunities by:

1. Coordinating "hot" topics within the community
2. Planning for Town Hall gatherings
3. Agenda creation for Town Halls
4. Collaborating between non-profit community organizations and the school
5. Meeting weekly with school Administration
6. Organizing community volunteer groups
7. Establishing projects that enhance school culture
8. Assisting school employees with tasks including consultation of services
9. Monitoring social media accounts
10. Reflect on community and school needs for mutual satisfaction

## 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	1.0	1.6	3.4	3.0	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	0.3		2.5
Expulsions	0		0.1

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)

Live Oak Charter School has a comprehensive set of health, safety, and risk management policies developed in consultation with the school's insurance carrier, RESIG. It was last updated and Board approved in January 2020.

Additional, Live Oak created a COVID Safety Plan (CSP) which included a site specific plan as well as CALOSHA plan and the State Check list all of which are posted onto the website.

They include, but are not necessarily limited to the following:

A requirement that all enrolling students and staff provide records documenting immunizations to the extent required for enrollment in non-charter public schools Policies and procedures for response to natural disasters and emergencies, including fires and earthquakes. Policies relating to preventing contact with blood-borne pathogens.

A policy requiring that all core staff will maintain current CPR certification and full-time staff be schooled for response to natural disasters and emergency situations Policies relating to the administration of prescription drugs and other medicines.

A policy that the school will be housed in facilities that have received state or local Fire Marshal approval and that have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard.

A policy establishing the school as a drug-, alcohol-, and tobacco-free workplace.

A requirement that each employee of the school submit to a criminal background check and furnish a criminal record summary as required by Education Code Section 44237  
Emergency Operation Plan.

## 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	20	1	2		22		2		11	4		
1	32		1		30		1		32		1	
2	32		1		32		1		32		1	
3	31		1		32		1		30		1	
4	32		1		32		1		30		1	
5	31		1		32		1		30		1	
6	32	2			31	2			32	2		

\*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	0.2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.2
Resource Specialist (non-teaching)	
Other	

\*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	12,069	1,716	10,353	69,912
District	N/A	N/A	10,021	
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$7,750	
Percent Difference - School Site and State	N/A	N/A		

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

### Types of Services Funded (Fiscal Year 2019-2020)

Academic Coaching Teams that provide for differentiated, targeted and responsive small group support in grades 1-4 with additional support from classroom aides for grades 5-8.

Academic Coaching Teams reduce Academic Core class size by providing additional learning support staff in a workshop model. This school wide implementation ensures pupils have access to more responsive small learning groups and supplemental RTI services at their targeted developmental level. Live Oak uses the workshop model for reading and writing to provide flexible homogenous peer workgroups at all levels of academic performance. This ensures that unduplicated students have access to peer and teacher feedback in a small setting designed to fully engage their academic capacity where they are at.

In addition, the RTI/MLSS program provides multi-tiered supports for students in reading and writing.

The MLSS program dovetails with Academic Coaching Teams providing 1 on 1 pre-teaching for individual students in connected with flexible homogenous small groups daily. RTI supports also include regular case management to ensure students engaged in interventions are well monitored and supports are adjusted to ensure student is making adequate progress.

Reduced middle school class sizes in ELA and Math supplemented with an additional learning support teacher for ELA achieves a strong staff to pupil ratio of 1:8 for ELA and 1:16 for math.

Parent engagement activities including class meetings quarterly, numerous festivals, parent education presentations, community forums and child care support for all evening events.

### Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

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	10	10	10

\*We use five days at the beginning of the year, the week immediately preceding the arrival of students, to cover any topics that the Leadership team believes to be the priority for that given school year. Previous topics include: student discipline, strategies for engagement, community building activities, recess and lunch supervision tips and tricks, classroom preparation, lesson planning, unit planning, vertical articulation and more.

\*The delivery of this professional development is whole group meetings, small group break out sessions, and individual coaching.

\*Implementation of professional development is supported by weekly meetings with faculty representatives, one on one support as needed, faculty discussions on what works, what is not working, and how to get better.