El Marino Language School
School Accountability Report Card
Reported Using Data from the 2017-18 School Year
Published During 2018-19

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 2018-19)

School Contact Information	
School Name	El Marino Language School
Street	11450 Port Rd.
City, State, Zip	Culver City CA 90230-5346
Phone Number	(310) 842-4241
Principal	Mina Shiratori
E-mail Address	minashiratori@ccusd.org
Web Site	elmarino.ccusd.org
CDS Code	19644446012678

District Contact Information	
District Name	Culver City Unified School District
Phone Number	(310) 842-4220
Superintendent	Leslie Lockhart
E-mail Address	leslielockhart@ccusd.org
Web Site	www.ccusd.org

School Description and Mission Statement (School Year 2018-19)

School Mission: The El Marino Language School staff and community are committed to the principle that all students can become functionally bilingual and bi literate during the elementary school years, while participating in a balanced educational program which promotes academic, social, physical and psychological growth. The school will foster and support creativity, inquiry, intrinsic rewards, individuality, self-discipline, a sense of personal worth, mutual respect, and an appreciation of different cultures

Program Goals: At EMLS, students will gain:

1. Language proficiency in both English and the target language: Spanish or Japanese

2. Academic Achievement in both English and the target language

3. Positive self-esteem, cultural awareness and sensitivity

School Description: El Marino Language School (EMLS) is one of five elementary schools in the Culver City Unified School District . Every student attending the school is enrolled in one of the school's two language immersion programs, the Spanish Immersion Program (SIP), founded in 1971, or the Japanese Immersion Program (JIP), founded in 1992. In both programs, students learn the District curriculum as in other CCUSD schools, but most of the instruction is conducted in the target language, Spanish or Japanese. Currently there are 22 classrooms in SIP and 12 classrooms in JIP. El Marino also serves as a site for the CCUSD Transitional Kindergarten program. EMLS serves 842 students: of these 24 participate in the TK class, which is an English program, 523 participate in the SIP and 264 participate in the JIP. El Marino draws its students from the entire district attendance area; the school is ethnically diverse. About one third of the students speak a language other than English at home. While English is the primary language of most of our students, we have a wide array of home languages, though Spanish and Japanese are the dominant ones. English Learners comprise 22.2% of our student population; when factoring in the former English Learners who are now Reclassified as Fluent English Proficient, the percentage increases to 31% of our student population. El Marino is made up of a positive cultural diversity, which is one of it s most distinguishing features. El Marino has been named in the past as a National Blue Ribbon School and a California Distinguished School, and has also been recognized for excellence in Arts Education. Parents, students, staff and community members work together to contribute to the school's success.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	161
Grade 1	138
Grade 2	138
Grade 3	137
Grade 4	135
Grade 5	133
Total Enrollment	842

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	3.4
American Indian or Alaska Native	0.0
Asian	15.6
Filipino	1.3
Hispanic or Latino	37.3
Native Hawaiian or Pacific Islander	0.0
White	22.3
Socioeconomically Disadvantaged	14.3
English Learners	22.2
Students with Disabilities	5.5
Foster Youth	0.1

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			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	37	37	44	44
Without Full Credential	2	2	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *		0	0
Vacant Teacher Positions		1	1

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 Instructional Materials (School Year 2018-19)

Year and month in which data were collected: January 2017

All students at El Marino receive state- and district-adopted curricular materials to support the instructional program. Where available in the target languages of Spanish or Japanese, many of these materials are provided in the target language. Materials that are provided in English are supplemented with target-language resources to allow for target language instruction.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	The Culver City Unified School District uses Journeys from Houghton Mifflin Harcout, 2017 as its English reading and language arts core instructional program in grades K-5. For Target Language Arts, Spanish Immersion teachers uses Adelante (Benchmark Publishing) to teacher Spanish Language Arts. Japanese Immersion teachers at El Marino Language School use locally designed Content-Based Integrated Immersion units that support the Common Core State Standards. Each grade level has identified essential standards for reading, writing, written and oral English language conventions, listening, and speaking. Students are provided instruction at their grade level with differentiation for those that are struggling or are above grade level. Reading and writing are assessed throughout the year using publisher and district benchmark assessments. English Language Development (ELD) is provided to English language learners, with targeted instruction aimed at advancing their English language levels.	Yes	0%
Mathematics	Culver City Unified adopted Bridges Mathematics as their math K-5 curriculum while utilizing CGI (Cognitively Guided Instruction) as a mathematical approach to build on students' problem solving skills.	Yes	0%
Science	Scott Foresman	No	0%
History-Social Science	Houghton Mifflin	No	0%
Foreign Language	Spanish Language Arts- Benchmark Adelante	Yes	

School Facility Conditions and Planned Improvements (Most Recent Year)

The District provides a safe and clean environment for learning and growing. All sites have adequate classroom space, office facilities, libraries, and computer labs that support the instructional program. In 2007 El Marino benefited from the renovation of our school library, which doubled its size and added a media center to allow students to conduct research on the Internet. Additionally, our computer lab received air conditioning to accomodate the added heat generated by the school's computers. 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 (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

<table>
<tr><td colspan="3">School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: April 2018</td></tr>
<tr><td>System Inspected</td><td>Repair Status</td><td>Repair Needed and
Action Taken or Planned</td></tr>
<tr><td>Systems: Gas Leaks, Mechanical/HVAC, Sewer</td><td>Good</td><td>Nothing reported.</td></tr>
<tr><td>Interior: Interior Surfaces</td><td>Fair</td><td>Carpet worn & stained in the office. Corner chips in room 6. Floor railing dirty in boys & girls restroom at room 26. Carpet needs replacing (worn & dirty) in room 27. Carpet dirty in room 28. Peeling plaster at water heater and dirty in the custodian room/heater room.</td></tr>
<tr><td>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</td><td>Good</td><td>Clutter in area 4. Dirty floor & chipping in boys restroom at room 10. Floor chipping in girls restroom at room 10. Peeling plaster at water heater and dirty in the custodian room/heater room.</td></tr>
<tr><td>Electrical: Electrical</td><td>Good</td><td>Nothing reported.</td></tr>
<tr><td>Restrooms/Fountains: Restrooms, Sinks/ Fountains</td><td>Good</td><td>Drinking fountain faucet loose at room 3.</td></tr>
<tr><td>Safety: Fire Safety, Hazardous Materials</td><td>Fair</td><td>Strip to strip, room 9 and 10. Fire extinguisher needs hook in room 10. Expired fire extinguisher in room 11. Missing fire extinguisher in room 15. Extension cord in room 20. Pull station blocked in room 22. Panel blocked and extension cord issue in room 27. Panel blocked in room 28.</td></tr>
<tr><td>Structural: Structural Damage, Roofs</td><td>Good</td><td>Nothing reported.</td></tr>
<tr><td>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</td><td>Good</td><td>Broken window in room 14.</td></tr>
</table>

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: April 2018	
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 English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	75.0	80.0	67.0	69.0	48.0	50.0
Mathematics (grades 3-8 and 11)	84.0	81.0	55.0	56.0	37.0	38.0

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	404	399	98.76	80.20
Male	180	178	98.89	73.03
Female	224	221	98.66	85.97
Black or African American	14	14	100.00	50.00
Asian	63	61	96.83	78.69
Filipino	--	--	--	--
Hispanic or Latino	168	166	98.81	77.71
White	79	78	98.73	91.03
Two or More Races	76	76	100.00	82.89
Socioeconomically Disadvantaged	69	67	97.10	67.16
English Learners	135	131	97.04	71.76
Students with Disabilities	28	26	92.86	57.69
Foster Youth	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	404	402	99.5	81.34
Male	180	179	99.44	81.56
Female	224	223	99.55	81.17
Black or African American	14	14	100	50
Asian	63	61	96.83	90.16
Filipino	--	--	--	--
Hispanic or Latino	168	168	100	72.02
White	79	79	100	91.14
Two or More Races	76	76	100	90.79
Socioeconomically Disadvantaged	69	69	100	60.87
English Learners	135	133	98.52	73.68
Students with Disabilities	28	27	96.43	44.44
Foster Youth	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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
Grades Five, Eight, and Ten

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	14.9	25.4	53.0

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 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 2018-19)

Our leadership structures provide a multitude of opportunities for parents, staff and community members to work together to advance our school vision. Within each structure are focused efforts to develop certain features of the EM vision of bilingualism, bi literacy and multicultural appreciation through a balanced educational program that promotes academic, social, physical and psychological growth. The School Site Council (SSC), a decision-making body comprised of five parents, three teachers, one support staff member and the principal, meets bi-monthly to monitor the implementation of the goals to support student achievement in the SPSA and modify any goals or activities when necessary. All pertinent school decisions are made based on objectives articulated in our Site Plan, designed to complement the District LCAP. The English Learners Advisory Committee (ELAC), made up of parents, teachers and district staff, monitor the achievement data and articulate the needs of English Learners. They monitor the progress that El Marino students are making toward meeting and/or exceeding state standards and recommend additional support services to the School Site Council as needed. EM parents also serve on the District ELAC committee, obtaining information and providing additional input for programs. Through collaborative efforts through the PTA, parent volunteers have plethora of opportunities to support initiatives that support integration of curriculum and community by bringing in their expertise and/or cultural knowledge to the forefront. As the name of our booster club states, Advocates for Language Learning El Marino (ALLEM-EM), ALLEM supports our school by providing enrichment activities and providing parental groups to embrace and advocate Japanese and Spanish/Latin heritage and cultural opportunities

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.2	0.4	0.1	1.1	1.5	1.7	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

The School Safety Plan is presented to the Board of Education outlining the District 's plan and purpose. There are essentially two components: School Climate (strategies to maintain a caring climate) and Physical Environment (attributes of a hospitable environment). The district 's priority has: a) updated the individual school plans; b) provided training on curriculum that supports positive school environments such as Caring Schools Communities and Olweus Bullying Prevention Program; c) updated the physical environment; and d) developed a strategic plan. Each site has an emergency plan with a clear set of procedures. All elementary schools and the Middle School implemented the Olweus Bullying Prevention Program, a nationally recognized, research- based program designed to build connectedness and community within the classroom and across the school.

El Marino's Safety Plan is developed and updated annually by a group of stakeholders including parents and staff. The School Site Council will approve the Safe School Plan in February 2019. Below are goals from 2017-2018 as reference, which addresses school climate and physical environment.

School Climate Goal 1: El Marino Language School is a school w here everyone is respected and valued. We hold students accountable for their actions based on our Positive Behavior Intervention and Supports Program guided by behavioral expectations as identified by the acronym W.A.V.E. which stands for W- We show Respect, A- Act Responsibly, V- Value Effort, and E- Everyone is Safe.

School Climate Goal 2: El Marino Language School is a school where we build cross cultural appreciation between students in the Spanish and Japanese Program by utilizing unstructured and whole school gathering times as spaces to bridge cultural understanding.

School Climate Goal 3: Provide students with engaging activities during unstructured times at school and ensure students are effectively supervised.

Physical Environment Goal 1: El Marino community members take pride in the appearance of their campus. We strive to maintain a warm, clean, and welcoming environment.

Physical Environment Goal 2: Families take pride in keeping our campus a beautiful place to learn and grow .

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	2015-16				2016-17				2017-18			
	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	23		7		23		7		23		7	
1	23		6		23		6		23		6	
2	23		6		22		6		23		6	
3	22		6		23		6		23		6	
4	25	1	4		26		5		27		5	
5	26		5		25	1	4		27		5	

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.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	0.5	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	0.2	N/A
Social Worker		N/A
Nurse	0.6	N/A
Speech/Language/Hearing Specialist	0.6	N/A
Resource Specialist (non-teaching)	0	N/A
Other	2.9	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$544.6	$477.2	$4967.4	$77.0
District	N/A	N/A	$6482.3	$79,044
Percent Difference: School Site and District	N/A	N/A	1.8	-2.5
State	N/A	N/A	$7,125	$76,522
Percent Difference: School Site and State	N/A	N/A	-23.2	-7.3

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

EM's mission, to provide a "balanced educational program, which promotes academic, social, physical and psychological growth," underscores our belief that success comes by supporting the whole child. Community stakeholders, staff, and parents work in partnership to ensure that all students have the resources and services needed to support our children's development in all areas.

Services to assist students include: one-to-one assistance by classroom teacher; individual assistance by paraprofessional; small group reinforcement within the regular day. Academic interventions help students gain proficiency in content standards. Our teachers give their personal time by offering after school study hall to help individual students with homework or for additional support on concepts taught in class. During the day, flexible grouping and small group instruction can be observed in classrooms to help meet the needs of individual students. In addition, through site funds, an Intervention Support staff has been hired for intensive intervention in English Reading. Most of our teachers have been trained in providing differentiated instruction for our gifted students. Strategies such as compacting, challenge menus, depth and complexity, and higher order questions and activities help keep students challenged and stimulated. Teachers team in subjects such as language arts, where student instruction and accountability can be shared amongst grade level teachers. Teachers communicate student achievement using a common rubric and student groupings are kept flexible throughout the year. Supplemental software supports direct instruction by teachers; differentiated practice is provided through the STMath and RAZKids programs, both web-based programs that can be accessed both at school and in the home.

With the keen understanding that students learn best when their physical and emotional needs are met, EM has a variety of processes, both formal and informal, designed to identify, refer, and supply students w it h necessary support services. Some of these processes target all children, or groups of children, in an effort to identify any referrals. A Student Support Team (SST) referral process assists monitors student progress both academically and behaviorally. In addition, a school-site counselor is available 2.5-days a week for students who may benefit from social emotional support. Health screenings are provided in partnership with District nursing services and community based organizations such as the Lions Club and Rotary Club. Results of these screenings are immediately communicated to the parents by our District nurses, who are able to refer parents to available support services such as Culver City Youth Health Center and Venice Family Clinic, to provide free or low cost services. Parent volunteers from each classroom also conduct monthly lice screenings to ensure a healthy and focused academic and social environment.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$50,625	$47,547
Mid-Range Teacher Salary	$79,488	$74,775
Highest Teacher Salary	$98,430	$93,651
Average Principal Salary (Elementary)	$120,949	$116,377
Average Principal Salary (Middle)	$117,142	$122,978
Average Principal Salary (High)	$132,971	$135,565
Superintendent Salary	$210,000	$222,853
Percent of Budget for Teacher Salaries	36.0	35.0
Percent of Budget for Administrative Salaries	5.0	6.0

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)

Site leadership teams study student achievement, analyze needs, and identify areas for staff development. Additionally guidance is given from the District's Department of Educational Services as to where the focus may be. 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 on Standards, curriculum, special needs students, differentiation, EL strategies, the SEL program, technology, paraprofessional training and classroom management. Professional development days have been utilized for training on the effective implementation of Professional Learning Communities (PLC), Cognitively Guided Instruction (CGI) in Mathematics, Guided Reading practices, Running Records, Daily 5/CAFE, Science, Technology Integration, Common Core Standards, using technology as an instructional tool, and the PBIS system and structures. The District continued its focus on using data to build a culture of continuous improvement and providing students with first best instruction. Teachers at El Marino have adopted data analysis protocols to help them use student scores in determining best instructional practices. Results from classroom assessments, district-wide interim tests, and the California Standards tests are used to guide grade-level discussions on meeting the needs of all students.

Support of implementation has been supported through instructional coaching and dedicated time for teacher collaboration. As CCUSD moved to adopt Cognitively Guided Instruction (CGI) as the teaching philosophy for math, instructional coaches brought on initially through the COTSEN grant were hired to continue on through the district as an instructional coach. Coaches offer in-class coaching, lesson planning, and debriefing. Additionally, for language specific needs (Spanish/Japanese), program specific Professional Learning time is dedicated for five times a year.