

# East Bay Arts High School

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

#### Published During 2017-18

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 2017-18)**

<b>School Contact Information</b>	
<b>School Name</b>	East Bay Arts High School
<b>Street</b>	20450 Royal Ave.
<b>City, State, Zip</b>	Hayward, CA 94541
<b>Phone Number</b>	(510) 317-4411
<b>Principal</b>	Abigail Kotzin
<b>E-mail Address</b>	akotzin@slzUSD.org
<b>Web Site</b>	<a href="http://www.eba.schoolloop.com/">http://www.eba.schoolloop.com/</a>
<b>CDS Code</b>	01-61309-0111799

<b>District Contact Information</b>	
<b>District Name</b>	San Lorenzo Unified School District
<b>Phone Number</b>	(510) 317-4690
<b>Superintendent</b>	Dr. Fred Brill
<b>E-mail Address</b>	fbrill@slzusd.org
<b>Web Site</b>	www.sanlorenzousd.k12.ca.us

## School Description and Mission Statement (School Year 2017-18)

### Principal's Message

East Bay Arts High School is a small college preparatory high school that is a school of choice. We started in the fall of 2005 with a clear vision of the future for our students. We envisioned a safe school where every student could learn the habits of mind, body and character necessary for success. With college as the goal, our students master the common core standards, complete the UC/CSU a-g requirements and grow as an artist. Our cross curricular grade level projects are based in real world problems and include the arts to encourage student engagement and participation. At East Bay Arts students develop their creativity, sense of confidence, grow as a community, and learn the skills so they are college and career ready.

The staff has worked to focus on development of Academic Discourse, both oral and written to ensure that students are able to clarify complex ideas and express various ideas. The staff have also focused on project based learning through the use of integrated curriculum and projects.

The mission of East Bay Arts is to provide a safe place for all students to learn the habits of mind, body, and character necessary for success. Our central intellectual purpose is that all students will be problem solvers, researchers, communicators, users of technology, and productive, ethical citizens. Our goal is to provide an educational environment that is academically rigorous while also incorporating the visual and performing arts so as to ensure a safe, exciting, and interesting community while at school. Students graduate prepared for college, having fulfilled California's A-G requirements and the world of work.

### VISION:

East Bay Arts is a college prep high school in the San Lorenzo Unified School District. Students at East Bay Arts are exposed to a variety of performing, visual, and electronic arts. The goal of East Bay Arts is to provide all students with a rigorous, engaging, and enjoyable education that prepares all students for college and life after graduation.

### District Mission Statement

The San Lorenzo Unified School District teachers and staff will collaborate with families and the community to cultivate safe learning environments and ensure equitable opportunities and outcomes for all students

All students will become engaged community members contributing to, and becoming good stewards of our changing world.

All students will reach their highest potential as creative and critical thinkers prepared for college, career and life-long learning.

### District Vision

Students will become creative, collaborative, compassionate, resilient, well-informed and socially responsible advocates for equity and social justice as a result of their education, experience and support from educators, families and the community.

**Student Enrollment by Grade Level (School Year 2016-17)**

Grade Level	Number of Students
Grade 9	79
Grade 10	54
Grade 11	48
Grade 12	45
<b>Total Enrollment</b>	<b>226</b>

**Student Enrollment by Group (School Year 2016-17)**

Student Group	Percent of Total Enrollment
Black or African American	20.8
American Indian or Alaska Native	0
Asian	3.5
Filipino	3.5
Hispanic or Latino	54
Native Hawaiian or Pacific Islander	2.2
White	13.7
Two or More Races	1.8
Socioeconomically Disadvantaged	62.8
English Learners	10.6
Students with Disabilities	9.7
Foster Youth	0

**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
	2015-16	2016-17	2017-18	2017-18
With Full Credential	11	9	9	503
Without Full Credential	1	1	1	6
Teaching Outside Subject Area of Competence (with full credential)	1	1	0	11

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)**

**Year and month in which data were collected:** 1/27/15

Schools in the San Lorenzo Unified School District (SLZUSD) are supplied with all instructional materials needed for student learning. Textbooks are reviewed and adopted to coincide with the State seven-year curriculum adoption cycle. The SLZUSD Board of Education approves texts and instructional materials selections. The Instructional Materials Evaluation Oversight Committee (IMEOC) certifies that the District's instructional materials adoption policies have been followed before texts and materials are brought to the School Board for adoption.

The instructional materials evaluation process includes evaluations of materials by teachers, parents, students, and administrators, as well as a public notice and a two-week public display period. Instructional materials are purchased to provide all core texts and also to provide supplemental materials to enrich and support all curricular areas.

Each pupil has access to his or her own copy of the Standards-aligned textbooks (approved by the local Board of Education) in the core curriculum areas of reading/language arts, math, science, history/social science, foreign language, and health to use in class and to take home.

The IMEOC brings all high school core and elective texts and materials to the Board of Education for approval after a review of the evaluation process. All high school students have access to core texts and instructional materials to use in the classroom and at home for homework. All high school adoptions are cataloged and referenced on a District list available in the Instructional Materials Technology Center and provided on the District's Web site, [www.slzusd.org](http://www.slzusd.org).

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Literature and Language Arts - Third Course (9), Holt, 2010 2003 Edition Adopted in 2003  Literature and Language Arts - Fourth Course (10), Holt, 2009 Adopted in 2009  Literature and Language Arts - Fifth Course (11), Holt, 2010 2003 Edition Adopted in 2007	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Mathematics</b>	<p>California Algebra 1, Concepts, Skills, and Problem Solving, Glencoe, 2008 Adopted in 2008</p> <p>Geometry (Aligned to the Common Core State Standards), Glencoe, 2012 pilot</p> <p>Algebra 2 (Aligned to the Common Core State Standards), Glencoe, 2012 pilot</p> <p>Pre-Calculus, Blitzer, 2004 Adopted 2005</p> <p>Calculus of a Single Variable, Houghton Mifflin, 2006 Adopted 2005</p>	Yes	0%
<b>Science</b>	<p>Conceptual Physical Science Exploration, Addison Wesley, 2003 Adopted in 2004</p> <p>Essentials of Anatomy and Physiology, McGraw-Hill, 2007 Adopted in 2007</p> <p>Chemistry in the Community, W.H. Freeman and Company, 2002 Adopted in 2001</p> <p>Biology, Prentice Hall, 2007</p>	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>History-Social Science</b>	World Geography: Building a Global Perspective, Prentice Hall, 2005 2000 Edition Adopted in 2001  The Americans: Reconstruction through the 20th Century, McDougal Littell, 1999 Adopted in 1999  Modern World History: Patterns of Interaction, McDougal Littell, 2006 2003 Edition Adopted in 2003  Economics—New Ways of Thinking, EMC Publishing, 2007 Adopted in 2007  McGruder’s American Government, Prentice Hall, 2003 Adopted in 2002	Yes	0%
<b>Foreign Language</b>	Realidades 1, 2, 3, Prentice Hall 2004 Adopted 2004	Yes	0%
<b>Health</b>	Holt Lifetime Health, Holt Rinehart & Winston, 2004 Adopted 2005	Yes	0%
<b>Visual and Performing Arts</b>			0%
<b>Science Laboratory Equipment (grades 9-12)</b>			0%

### School Facility Conditions and Planned Improvements (Most Recent Year)

EBA has seven classrooms, two computer labs, one weight room, one dance studio, and six portables classrooms for a total of seventeen rooms. The campus was built in 1955. Overall, the school is in fair condition and is cleaned on a regular basis by the custodial staff. We have two security staff members who patrol both East Bay Arts and Royal Sunset High School.

With funds from Measure E, EBA also has a relatively new Dance and Science lab. The Dance lab is an extra-large classroom with bamboo flooring and an elephant door. The Science lab is fully outfitted and state of the art. All the electrical and networking are embedded into the floor. In addition, there is storage space and a teacher prep room.

While, the Measure O bond money along with grant money has enabled EBA to have: two fully wired computer lab that seat 30 students and can run extensive software programs, one sound studios for recording music, a ceramics studio, and a digital photography class.

Finally, our campus has a relatively new field with an irrigation system and bleachers.

East Bay Arts had it's exterior painted in the summer of 2014.

**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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 10/17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	Ceiling tiles are stained or damaged and need to be replaced.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical		X		
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: 10/17				
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. 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	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	64	45	37	35	48	48
Mathematics (grades 3-8 and 11)	18	7	27	26	36	37

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	46	44	95.65	45.45
Male	19	19	100	63.16
Female	27	25	92.59	32
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	25	24	96	37.5
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	27	26	96.3	30.77
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	46	42	91.3	7.14
Male	19	18	94.74	5.56
Female	27	24	88.89	8.33
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	25	23	92	4.35
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	27	24	88.89	0
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

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	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	52	26	47	44	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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

**Career Technical Education Programs (School Year 2016-17)**

All East Bay Arts students participate in the Career Technical Education program as part of the theater program. There are courses in dramatic production that include acting, technology support for putting on a production and set design. In addition, the school provides instruction on performing musically and vocally.

The guidance counselor and the library/media center are available for career counseling.

**Career Technical Education Participation (School Year 2016-17)**

Measure	CTE Program Participation
Number of pupils participating in CTE	47
% of pupils completing a CTE program and earning a high school diploma	22.4%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0%

**Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	95.13
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	63.16

**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 2016-17)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	19.1	7.4	2.9

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 State priority: Parental Involvement (Priority 3):

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

**Opportunities for Parental Involvement (School Year 2017-18)**

The goal of East Bay Arts is to involve the parents in the education of their child:

- -To work with the school staff and take a proactive role in their child’s education.
- -To assist the school in developing programs that prepares students for graduation from high school and the world of work and school after high school.
- -To work together as stakeholders to provide students with a nurturing environment in which learning can occur.
- -To assist students in developing good working habits, including coming to school on time and with the necessary materials to complete work requirements in class.

There are many ways in which parents can be involved:

- -Our monthly School Site Council meetings are held the the second Tuesday of the month at 5:30.
- -SELAC (Site English Learner Advisory Committee also meets the second Tuesday of every month.
- -Parents can represent the school at district wide committees such as: DELAC (District English Learner Advisory Committee), the District LCAP meetings, the district wide Budget committee, safety committee, and SLC recruitment events in the spring

- -We encourage parents to attend our Orientation night, Back to School night events, Report Card Pick up night events, college advisory nights, parent education nights and our many shows and performances.
- -In addition parents are always welcome to volunteer at our regular Saturday work parties as well as during the school day.

For more information on how to become involved, contact Abigail Kotzin at (510) 317-4411.

### 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			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	5.6	5.5	4.5	10.7	7.2	8.5	11.5	10.7	9.7
Graduation Rate	92.59	92.73	90.91	85.42	89.32	87.73	80.95	82.27	83.77

#### Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	79.17	90.97	87.11
Black or African American	50	83.47	79.19
American Indian or Alaska Native	0	100	80.17
Asian	100	97.33	94.42
Filipino	100	100	93.76
Hispanic or Latino	81.82	90.3	84.58
Native Hawaiian/Pacific Islander	100	77.78	86.57
White	100	90.53	90.99
Two or More Races	0	80	90.59
Socioeconomically Disadvantaged	75	92.82	85.45
English Learners	0	54.55	55.44
Students with Disabilities	80	64.21	63.9
Foster Youth	0	40	68.19

## State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
<b>Suspensions</b>	18.6	13.5	11.1	4.6	4.8	4.5	3.8	3.7	3.6
<b>Expulsions</b>	0.0	0.0	0.8	0.0	0.0	0.1	0.1	0.1	0.1

### School Safety Plan (School Year 2017-18)

Our school safety plan is aligned with the District Safety Plan and includes:

- Different types of emergencies as well as the procedures and protocols involved with those emergencies.
- Chain of Command specific to the site and the District, along with the various job descriptions and duties for each member of the chain of command.
- General safety procedures and school operational strategies for a number of situations and emergencies.
- Forms, such as search and rescue reports.
- Schedule for drills, types of drills, procedures and protocols for drills

The School Safety Plan was most recently reviewed, updated, and discussed with school faculty in August, 2017

## 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 2017-18)

Indicator	School	District
<b>Program Improvement Status</b>		In PI
<b>First Year of Program Improvement</b>		2004-2005
<b>Year in Program Improvement*</b>		Year 3
<b>Number of Schools Currently in Program Improvement</b>	N/A	8
<b>Percent of Schools Currently in Program Improvement</b>	N/A	80

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

### Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15			2015-16			2016-17					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
<b>English</b>	20	6	5		22	3	6		21	5	6	
<b>Mathematics</b>	19	8	2		22	4	4		20	7	2	1
<b>Science</b>	22	5	3		29	1	4	1	26	1	7	
<b>Social Science</b>	23	3	4		25	1	4		23	2	4	

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	225
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	0.3	N/A
Psychologist	0.1	N/A
Social Worker	0.3	N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.1	N/A
Resource Specialist	0.8	N/A
Other		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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7,344	\$72	\$7,272	\$60,479
District	N/A	N/A	\$7,743	\$79,561
Percent Difference: School Site and District	N/A	N/A	-6.1	-24.0
State	N/A	N/A	\$6,574	\$77,824
Percent Difference: School Site and State	N/A	N/A	10.6	-22.3

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

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

These programs and supplemental services are provided at the school either through categorical funds or other sources that support and assist students:

- Title III (for Limited English Proficient students)
- Title III (Emergency Immigrant)
- Title IV (Safe and Drug-Free Schools and Communities)
- Economic Impact Aid/Limited English Proficient (EIA/LEP)
- Teacher Induction Program (TIP)
- School and Library Improvement Program (SLIP)
- LCAP Additional Funding
- Special Education
- Tobacco Use Prevention Education (TUPE)
- National School Lunch Program
- Career Pathways Trust Grant
- Enhancing Education Through Technology

### Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,265	\$48,522
Mid-Range Teacher Salary	\$75,053	\$75,065
Highest Teacher Salary	\$101,140	\$94,688
Average Principal Salary (Elementary)	\$123,325	\$119,876
Average Principal Salary (Middle)	\$130,089	\$126,749
Average Principal Salary (High)	\$139,616	\$135,830
Superintendent Salary	\$273,680	\$232,390
Percent of Budget for Teacher Salaries	38%	37%
Percent of Budget for Administrative Salaries	7%	5%

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

### Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.

### Professional Development (Most Recent Three Years)

In addition to ongoing site-based professional development, all teachers have the opportunity to improve their skills by taking college courses, workshops at the District's training center, and in-services or other workshops offered by the County Office of Education or other organizations. Teachers have opportunities to attend professional conferences supported by site or District funding, that focus on teaching and learning for all students particularly, EL students and students performing below grade level.

Since the integration of technology is important to student success, teachers also have access to technology integration workshops at the District's training center; these workshops are offered monthly and also during the summer. The District regularly offers the Intel: The Essentials course that provides 32 hours of professional development on how to integrate technology to support standards and learning as well as professional collaboration.

The District also provides peer coaching and in-classroom support for teachers in order to provide other meaningful opportunities for staff development. As well as a literacy coach focused on our Academic Discourse focus and increasing academic rigor on campus.

#### Site based PD have included:

- PD on Cognitive Rigor, incorporating CLR strategies
- PD on Academic Vocabulary Instruction, focusing on the Frayer model
- PD on strategies to increase Academic Discourse and both oral and written output that addresses complex issues
- PD on Instructional Rounds (Community Rounds)
- PD on Calibration of grading & Analysis of Student work-Expressions Artist Statements
- PD on the implementation of Restorative practices and the transition to new office referral system
- PD on implementation of COST process
- Retreat- Data review and Pathway development

**The Professional Development for New Teachers:**

Through participation in the East Bay Beginning Teacher Support and Assessment (BTSA) Induction Program, the District secures support providers to work with our new teachers. Through this BTSA Induction Program, new teachers are also afforded the opportunity to take university level courses at a reduced tuition cost. This program offers training to new teachers for two years, as they sharpen their skills as educators. The induction portion of this program leads them to acquiring their clear credential through the Commission on Teacher Credentialing.