

Green Acres Elementary

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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).

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.



Nancy Krueger, Principal

Principal, Green Acres Elementary

About Our School

"As a diverse community in the heart of Santa Cruz County, our mission is to prepare preschool-through-fifth-grade students to make meaningful contributions in a rapidly changing world through engagement in academically rigorous curriculum within a collaborative, innovative, learning environment."

Green Acres is an energetic learning community with an experienced and dedicated staff, who combine rigorous and up-to-date instruction with technology and hands-on learning. We use a collaborative model for planning instruction so that every student at every grade level receives consistent and articulated curriculum. All students are given support and enrichment in order to keep them engaged and motivated, as well as opportunities to collaborate with peers and share their thinking. Green Acres will prepare students to be leaders, problem solvers and productive citizens of the 21st century.

The educational program at the school will reach this goal through an emphasis on early literacy, implementation of Common Core State Standards, accountable talk, a strong writing program, and a powerful Response to Intervention (RTI) safety net to ensure that all students are successful. Teacher collaboration, use of technology as an instructional tool, and a system of ongoing assessments are crucial in reaching this goal. Meeting the socio-emotional needs of our students is a priority at Green Acres. We have a strong Positive Behavioral Interventions and Supports (PBIS) schoolwide program. The Positive Behavior Intervention Team includes teachers, the principal, the psychologist and the counselor. All teachers participate in teaching the expected behaviors in all school areas so that the students know how to meet the expectations. Counseling groups, "Poga Paws" good-behavior ticket recognition, and weekly awards are included in our schoolwide positive reinforcement.

Contact

Green Acres Elementary
966 Bostwick Ln.
Santa Cruz, CA 95062-1700

Phone: 831-475-0111
E-mail: nkrueger@bsd.ca

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Live Oak Elementary
Phone Number	(831) 475-6333
Superintendent	Lorie Chamberland
E-mail Address	lchamberland@losd.ca
Web Site	http://www.losd.ca

School Contact Information (School Year 2018—19)	
School Name	Green Acres Elementary
Street	966 Bostwick Ln.
City, State, Zip	Santa Cruz, Ca, 95062-1700
Phone Number	831-475-0111
Principal	Nancy Krueger, Principal
E-mail Address	nkrueger@losd.ca
Web Site	http://www.ga.losd.ca/
County-District-School (CDS) Code	44697656049597

Last updated: 1/29/2019

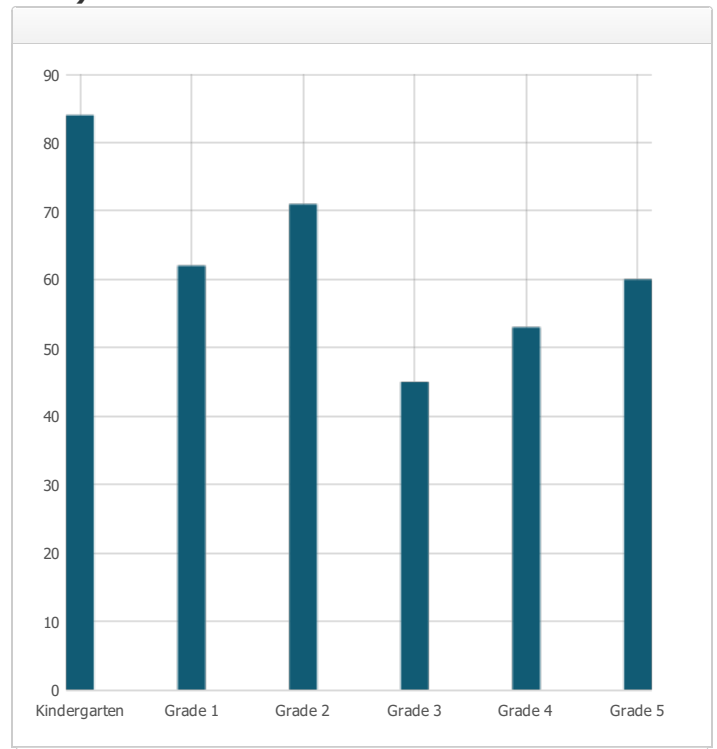
School Description and Mission Statement (School Year 2018—19)

As a diverse community in the heart of Santa Cruz County. LOSD's mission is to prepare preschool through 12th grade students to make meaningful contributions in a rapidly changing world through engagement in academically rigorous curriculum within a collaborative, innovative learning environment.

Last updated: 1/25/2019

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

Grade Level	Number of Students
Kindergarten	84
Grade 1	62
Grade 2	71
Grade 3	45
Grade 4	53
Grade 5	60
Total Enrollment	375



Last updated: 1/25/2019

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	3.5 %
American Indian or Alaska Native	0.5 %
Asian	2.7 %
Filipino	1.9 %
Hispanic or Latino	50.1 %
Native Hawaiian or Pacific Islander	0.8 %
White	35.2 %
Two or More Races	%
Other	5.3 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	58.1 %
English Learners	36.5 %
Students with Disabilities	10.1 %
Foster Youth	%

A. Conditions of Learning

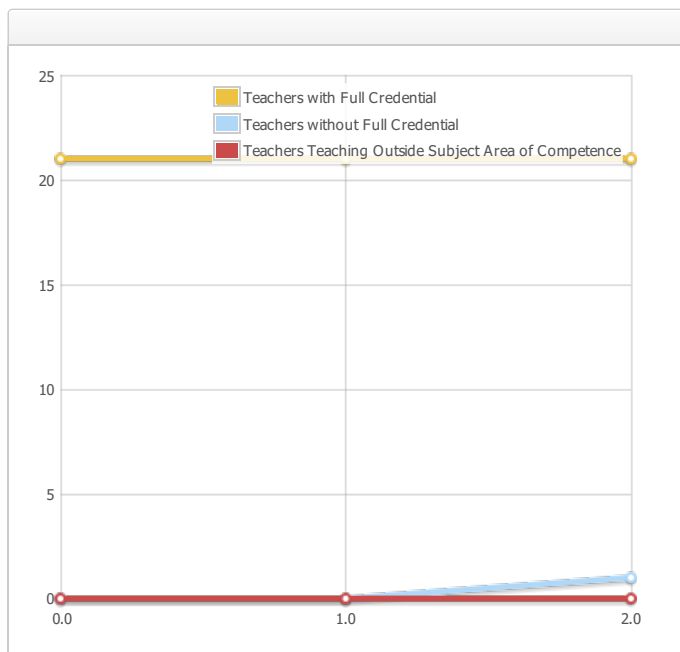
State Priority: Basic

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

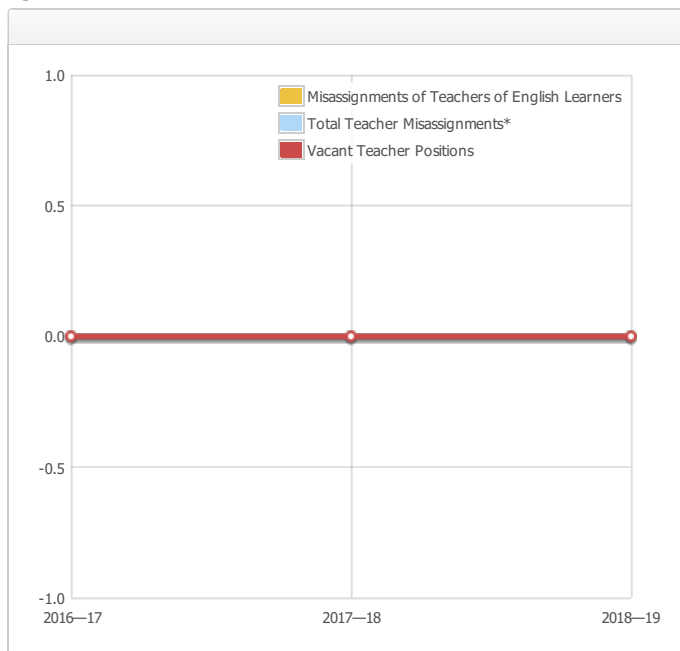
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	21	21	21	96
Without Full Credential	0	0	1	2
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	3



Last updated: 1/25/2019

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	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.

Last updated: 1/25/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: 2019

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Lucy Calkins Writing Units Lucy Calkins Reading Units Center for Collaborative Classroom Being A Reader Grammar Gallery	Yes	0.0 %
Mathematics	Great Minds-Eureka Math	Yes	0.0 %
Science	K-5 FOSS Science NGSS	Yes	0.0 %
History-Social Science	Pearson Scott Foresman History-Social Science for California	Yes	0.0 %
Foreign Language	NA		0.0 %
Health	NA		0.0 %
Visual and Performing Arts	NA		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/29/2019

School Facility Conditions and Planned Improvements

Green Acres opened in 1966, and was named after a popular television show of that era. The school underwent a major modernization project in 1999. Classrooms were expanded in size to accommodate kindergarten students, and restrooms were retiled and fitted with new toilets and sinks. The library was expanded with an added computer room. The modernization of the school helped create a visually positive educational learning environment.

In 2014, we added two "green" classrooms for our fifth graders! They are stunning architecturally, and back up onto a new outdoor amphitheater and gathering area. These facilities have been a fabulous update to our campus facilities. Additionally, through a joint effort between the parent groups and the district, a running track was added. Classes log miles over the year to prepare for the Elementary Track and Field Day, an event which includes all three of our elementary schools and takes place in May at a local high school. Our playground was slurry sealed and re-stripped in the summer of 2016. The school's exterior was painted in the summer of 2018 which added a fresh look to the campus! The maintenance department plans to complete the exterior with specially manufactured doors with the new color "baked" in that will not chip like ordinary paint and will stand up to the elements for many years to come.

Our garden coordinator does an incredible job of caring for our large garden. There is an arbor, greenhouse, grey-water sink and orchard, along with raised garden beds for every class. The student lunch garden club is a popular activity for students.

Our own district personnel, a fire inspector and a safety specialist regularly inspect the school. Problems that are found are corrected immediately. We take pride in the fact that our school site is attractive, clean and well maintained. Our custodial staff includes two eight-hour custodians. The day custodian is scheduled from morning to afternoon, and the night custodian is scheduled from afternoon to late at night. In addition, the district maintenance team collaborates with our custodians to handle all repairs in a timely fashion. It is a top priority to keep our school safe, clean and well maintained.

Last updated: 1/26/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Poor	Roofs are in need of restoration. Roof repairs will be incorporated into the district's major maintenance plan by priority of need.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Classroom doors are scheduled for replacement spring of 2019

Overall Facility Rate

Year and month of the most recent FIT report: December 2018

Overall Rating	Good
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Last updated: 2/1/2019

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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	50.0%	57.0%	52.0%	56.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	38.0%	51.0%	36.0%	44.0%	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.

Last updated: 1/23/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	161	161	100.00%	57.14%
Male	83	83	100.00%	48.19%
Female	78	78	100.00%	66.67%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	84	84	100.00%	47.62%
Native Hawaiian or Pacific Islander	--	--	--	
White	53	53	100.00%	67.92%
Two or More Races				
Socioeconomically Disadvantaged	101	101	100.00%	48.51%
English Learners	77	77	100.00%	44.16%
Students with Disabilities	27	27	100.00%	22.22%
Students Receiving Migrant Education Services	--	--	--	
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.

Last updated: 1/23/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	161	161	100.00%	50.93%
Male	83	83	100.00%	46.99%
Female	78	78	100.00%	55.13%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	84	84	100.00%	35.71%
Native Hawaiian or Pacific Islander	--	--	--	
White	53	53	100.00%	67.92%
Two or More Races				
Socioeconomically Disadvantaged	101	101	100.00%	38.61%
English Learners	77	77	100.00%	40.26%
Students with Disabilities	27	27	100.00%	14.81%
Students Receiving Migrant Education Services	--	--	--	
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.

Last updated: 1/23/2019

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

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Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	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 new California Science Test (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.

Last updated: 1/23/2019

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 area of physical education

California Physical Fitness Test Results (School Year 2017–18)

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	16.9%	18.6%	32.2%

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.

Last updated: 1/22/2019

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)

At Green Acres, we have many opportunities to get together as a community throughout the year, including Family Learning Nights, a Fall Festival, Family Reading Night, Art Night, school concerts, and more. Parents at Green Acres Elementary School are encouraged each year to participate as a school volunteer in their child's classroom or to help with school-wide events. Many volunteer in the classrooms on a regular basis and assist the teachers by working with students and chaperoning on educational field trips. Others may help by volunteering on specific projects in the garden or helping out at school wide events. We will always find a way for parents to participate in ways that are valuable and that they enjoy! Our parent groups include School Site Council, English Learner Advisory Committee and the Home and School Club. At a district level, Green Acres parents are active participants in the Parcel Tax Oversight Committee, the Superintendents' Parent Advisory Committee, and the Wellness Committee. Parents are also encouraged to participate in school board meetings and other district-level committees. For more information on how to become involved, please contact Ben Kennedy at (831) 475-0111.

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

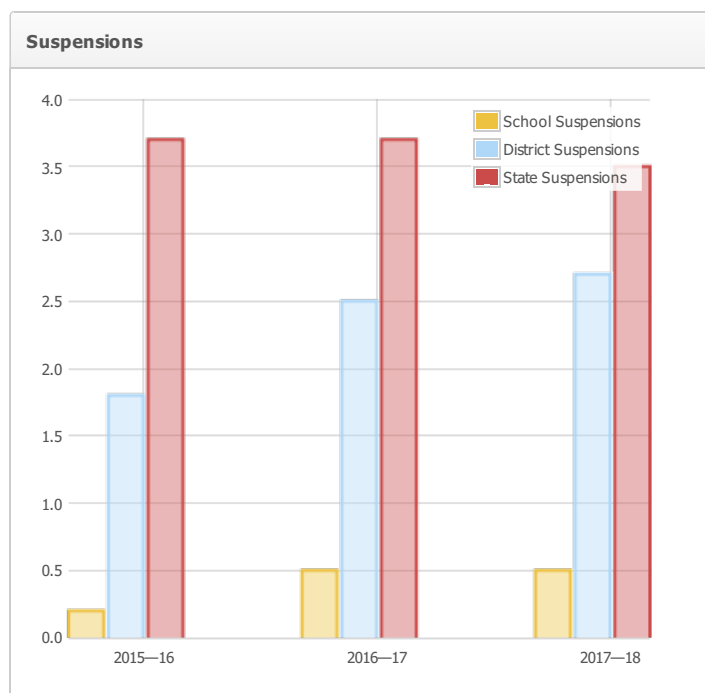
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	0.2%	0.5%	0.5%	1.8%	2.5%	2.7%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%	0.1%	0.1%



Last updated: 1/23/2019

School Safety Plan (School Year 2018—19)

Teachers, administrators, support staff and first responders work together to ensure that we maintain a safe and positive learning environment for all students. All visitors are required to check in at the front office and playground staff supervise students on the playground and cafeteria. All of our schools also implement Positive Behavioral Supports and Interventions and Second Step Curriculum to foster social-emotional well-being, including anti-bullying lessons.

Pursuant to Sections 32280-32288 of the California Education Code, Green Acres Elementary School, writes, develops, and adopts a Comprehensive School Safety Plan relevant to the needs and resources of our school on an annual basis. The Part II-Internal Components of the Comprehensive Safety Plan was discussed with staff in August of 2018. All components of the 2018-19 Comprehensive Safety Plan will be considered by the Board of Trustees on February 6, 2019. Our Comprehensive School Safety Plan is a result of a systematic planning process, that includes strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on our school campus, and contains the following elements:

- Assessment of school crime committed on school campuses and at school-related functions
- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies

- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan is reviewed and updated by March 1st every year.

Last updated: 2/1/2019

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) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	16.0	3	3	
1	25.0		2	
2	24.0		2	
3	24.0		3	
4	25.0		3	
5	28.0		2	
6				
Other**				

* 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.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	16.0	2	4	
1	22.0		3	
2	23.0		2	
3	25.0		2	
4	28.0		2	
5	27.0		3	
6				
Other**				

* 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.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	20.0	1	4	
1	24.0		2	
2	23.0		3	
3	23.0		2	
4	27.0		2	
5	30.0		2	
6				
Other**				

* 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.

Last updated: 1/29/2019

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	0.0	
Counselor (Social/Behavioral or Career Development)	0.8	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.5	N/A
Psychologist	0.6	N/A
Social Worker	0.0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/25/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$3554.8	\$558.1	\$2996.8	\$78685.0
District	N/A	N/A	\$404.3	\$81063.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7125.0	\$76046.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/10/2019

Types of Services Funded (Fiscal Year 2017—18)

Green Acres has programs and supplemental services that are provided to the students throughout the year. The Response to Intervention (RTI) program, funded by Title I, plays a key part in our schoolwide educational offerings by providing support services to all students. We have an intensive explicit phonics program for all grade 1-2 students: Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS). Other grade-level students who qualify receive this instruction. Our RTI program provides targeted instruction to grade 2-5 students at their instructional level. Using an innovative model that includes classroom teachers, students are grouped according to their reading levels. For 35 minutes daily, this supplemental instruction ranges from phonics support to advanced literature groups. Computer-assisted learning is thriving at Green Acres. Accelerated Reader, a reading comprehension and motivational program, is available for all students. Google Classroom is used in upper-grade classrooms. In addition, the second grade supplements literacy instruction with Raz-Kids. BrainPOP, a highly rated Web-based enrichment program, is used by all teachers to enhance their whole group instruction.

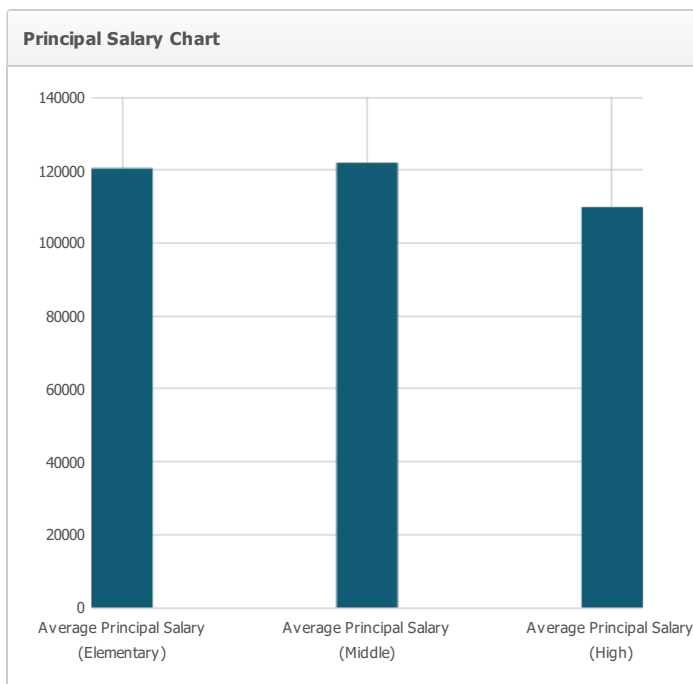
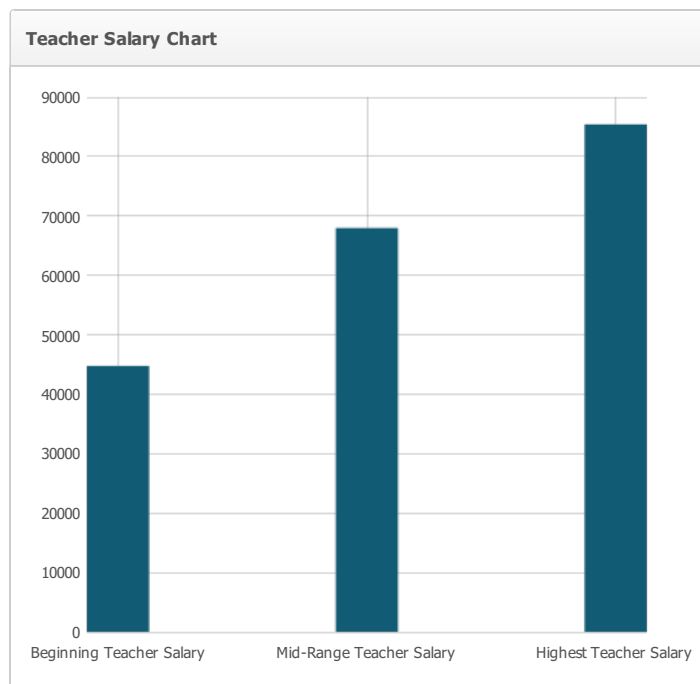
Funded by a voter-approved parcel tax, our Science Garden program (the original Life Lab) provides support to every student in the school with a science-based curriculum in our garden area. All classes have garden plots and students have the opportunity to manage a private garden bed during the lunchtime program. The parcel tax also funds a music teacher and an art teacher for our district’s elementary schools. Translation of documents and school newsletters are supported by the use of a translator that is funded through categorical funds. The translation of items ensures that every parent has the opportunity to receive all of the information the school sends out to keep them informed of their child’s educational progress and school functions.

Last updated: 2/1/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,761	\$48,064
Mid-Range Teacher Salary	\$67,970	\$75,417
Highest Teacher Salary	\$85,411	\$94,006
Average Principal Salary (Elementary)	\$120,458	\$119,037
Average Principal Salary (Middle)	\$121,958	\$123,140
Average Principal Salary (High)	\$109,818	\$135,974
Superintendent Salary	\$185,200	\$183,692
Percent of Budget for Teacher Salaries	37.0%	36.0%
Percent of Budget for Administrative Salaries	8.0%	6.0%

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



Last updated: 1/22/2019

In the Live Oak School District, we have three non-student days focused on professional learning. We also have three meetings per month dedicated to professional learning and teacher collaboration. In addition, we have a number of release days at our site for teachers to meet in grade level teams to score student writing, analyze benchmark data in math and language arts, and use the results to inform their instruction.

During our annual LCAP planning process for the 2016-17, 2017-18 and 2018-19 school years, we review student assessment data to determine areas of focus for professional learning. Professional learning for teachers includes:

- Math Lesson Study and professional development from the Silicon Valley Math Initiative
- Close Reading using collaborative strategies
- Continued support of ELs in writing and the use of language objectives
- Accountable Talk
- ELD

Professional learning is led by instructional coaches at each site. Instructional coaches meet with individual teachers during 8 week "coaching cycles." Teachers work intensively with instructional coaches in afterschool collaboration and coaches provide "on the job" professional learning in the classroom. When they are not participating in the coaching cycle, teachers focus on Math, Science and Technology with content experts. Across the district, all schools participated in Instructional Rounds focused on the use of accountable talk in the classroom.

To expand teacher expertise, professional learning topics in the 2018-19 school year are based on deepening the work of prior years and utilize the same structure of coaching cycles. This year, the focus of professional learning is on the implementation of the newly adopted language arts curriculum, Lucy Calkins Units of Study in Reading and Writing and the implementation of the reading workshop. In addition, all district teachers received training in Grammar Gallery to support standards-based ELD instruction aligned with language arts. Beginning in the winter of the 2018-19 school year, K-5 teachers also received professional development in implementing our newly adopted, hands-on Science curriculum: FOSS NGSS Science.

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