LAUREL DELL ELEMENTARY SCHOOL

SCHOOL ACCOUNTABILITY REPORT CARD

Reported for School Year 2013-2014,
Published during 2014-2015

District Information:

San Rafael City Schools
310 Nova Albion Way
San Rafael, CA 94903
415-492-3200
http://www.srcs.org
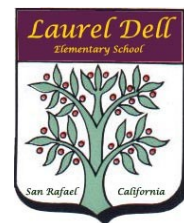Michael R. Watenpaugh, Superintendent

School Information:

Laurel Dell Elementary School
225 Woodland Avenue
San Rafael, CA 94901
415-485-2317
http://www.laureldell.srcs.org
Pepe Gonzalez, Principal

This School Accountability Report (SARC) contains the most current data available as of January 16, 2015.

I. DATA AND ACCESS

SARC Data

Every school in California is required by state law to publish a School Accountability Report Cars (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the new Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control 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.

Additional Information

➢ 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/.
➢ View this SARC online at the school and/or LEA Web sites.
➢ For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.gov/fg/aa/lc/.
➢ For additional information about the school, parents and community members should contact the school principal or the district office.

II. ABOUT THIS SCHOOL

School Description and Mission Statement (Most Recent Year)

Laurel Dell Elementary School is a small, multi-cultural school located in central San Rafael. It draws its attendance from the Bret Harte, Picnic Hill, and East Gerstle Park neighborhoods, and is considered a school of request by families throughout San Rafael. Laurel Dell prides itself on the power of its community and a true sense of family among the students, families and staff.

Laurel Dell is committed to teaching basic learning skills, offering enrichment programs in Art, Music, P.E., Garden, and Dance. The school community is dedicated to providing equal access to educational opportunities for all students, and challenging students at their educational level. Involving families and providing educational and support opportunities is an important part of this work. Laurel Dell's Vision Statement:

• Students will develop a deep understanding of essential knowledge, benchmark state standards, and life skills.
• Students will develop the capacity to apply their learning, to produce quality work, to reason and solve problems, preparing them for the challenges of the future.
• Students will be enriched by recognizing the contributions of many cultures, values, and ideas.
• Each student's unique physical, social, emotional, and intellectual contributions are valued, ensuing a safe and supportive learning environment.
• Effective collaboration and communication between school staff, district staff, families, and community members will facilitate the shared responsibility of advancing the school's mission and goals.

Student Enrollment by Grade Level (School Year 2013-2014)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	45	Grade 4	53
Grade 1	22	Grade 5	28
Grade 2	22		
Grade 3	48	Total Enrollment	218

II. ABOUT THIS SCHOOL

Student Enrollment by Group (School Year 2013-2014)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	1.8%	White	17.0%
American Indian or Alaska Native	1.8%	Two or More Races	1.8%
Asian	0.9%	Socioeconomically Disadvantaged	83.9%
Filipino	0%	English Learners	63.3%
Hispanic or Latino	76.6%	Students with Disabilities	9.2%
Native Hawaiian or Pacific Islander	0%		

III. CONDITIONS OF LEARNING

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence.

Teachers	School			District
	2012-2013	2013-2014	2014-2015	2014-2015
With Full Credential	10	9	9	219
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2

Teacher Misassignments and Vacant Teacher Positions

A "teacher misassignment" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. A "vacant teacher position" is one in which a single designated teacher has not been assigned to teach an entire course at the beginning of the school year or semester. This table displays the number of teacher misassignments and vacant teacher positions for the most current three-year period. Note: *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Indicator	2012-2013	2013-2014	2014-2015
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

III. CONDITIONS OF LEARNING

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-2014)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. This table displays the percent of classes in core academic subjects taught by and not taught by Highly Qualified Teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High-poverty schools are defined as those with student eligibility of approximately 40% or more in the free and reduced price meals program. Low- poverty schools are those with student eligibility of approximately 25% or less in the free and reduced price meals program. For more information, see the *Improving Teacher and Principal Quality* Web page at http://www.cde.ca.gov/nclb/sr/tq.

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100%	0%
All Schools in District	100%	0%
High-Poverty Schools in District	100%	0%
Low-Poverty Schools in District	100%	0%

Quality and Currency of Textbooks and Instructional Materials (Most Recent Year)

Curriculum development is a district-wide effort. Teachers and administrators from all subject areas form working committees to draft recommendations on courses of study, appropriate textbooks, and other instructional materials.

The California Department of Education has determined textbook selection and adoption schedules. The district follows the state schedule for these adoptions and has purchased textbooks from the most recent state-approved lists. All approved instructional materials are aligned with California content standards for core academic areas.

The Elementary School District Curriculum Advisory Council, composed of administrators, teachers, and parents representing each school in the district, reviews curriculum recommendations and revisions for all courses of study, appropriate textbooks, and other materials utilized in the support of the instructional program. The Curriculum Council recommendations are forwarded to the Board of Education for final approval. This is an ongoing process, assuring that all textbooks and instructional materials are systematically reviewed, updated, and supplemented.

This table shows some of the textbooks used with grade K-5 students. A comprehensive list of all textbooks is available at the district office.

Subject Area	Textbook Publisher and Title	Grade Level	Year of Adoption
English-Language Arts	Houghton Mifflin- *A Legacy of Literature*	K-5	2003
English-Language Arts	Pearson– *Reading Street*	K-5	2011
English Language Development	Pearson- *Language Central*	K-5	2011
Mathematics	Wright Group/McGraw Hill- *Everyday Mathematics*	K-5	2008
History-Social Science	Scott Foresman- *History-Social Science Program for California*	K-5	2006
Science	Harcourt School Publishers-*California Science*	K-5	2007

III. CONDITIONS OF LEARNING

Availability of Textbooks and Instructional Materials (Most Recent Year)

With textbook funding assistance from the state and other sources, the district has been able to purchase sufficient materials to provide one textbook per student in all core subject areas. The Board of Education last approved the sufficiency of textbooks and instructional materials for the San Rafael City Schools Elementary District on September 22, 2014.

Curriculum Area	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
English-Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

At Laurel Dell School, the campus is orderly, and students feel safe at school. The school ensures that on-site supervision is provided for programs that take place before and after school. Beginning at 8:30 a.m., there is supervision for those students who have arrived on campus before the 8:45 a.m. start time. After school, many of the students participate in the LEAP intervention program for grades 1-5.

District and school policy require that during the school day all guests to the campus check in at the school office and obtain a "visitor pass" to identify them for security personnel and all staff and students.

The physical quality of the school campus influences teaching and learning. All students and faculty have a reasonable amount of classroom and open space. The playground is sufficient for the size of the student population and is easily supervised during recess. The campus offers sufficient spaces for pull-out groups and counseling services.

Laurel Dell Elementary was opened at its current location in 1961. The school has a total of nine classrooms (five permanent and four portable), a multipurpose facility, a library and technology center, community meeting room, covered eating area, and a student services (administration) building. Portable classrooms were added in 2003, 2004, 2005 and 2007. The school underwent modernization in recent years with the use of voter-approved school bond funds. Improvements included modernization of the technology center and library, community meeting room, installation of a new covered eating area, new roof, repair and replacement of gutters and downspouts, new heating and air ventilation system, electrical distribution upgrades, and new external lighting. In addition, the parking lot and fencing were reconfigured to expand the play area.

The district strives to ensure that all schools are clean, safe, and functional. All bathrooms, classrooms, and offices are cleaned daily. Students are encouraged to help keep the campus clean by recycling. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. An on-line maintenance order request process is used to ensure efficient service and that emergency repairs are given the highest priority.

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and flooring. For the current 2014-2015 school year, the district has budgeted $305,082 for the deferred maintenance program. This represents 0.70% of the district's general fund budget.

III. CONDITIONS OF LEARNING

School Facility Good Repair Status (Most Recent Year)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/ HVAC, Sewer	✓			n/a
Interior: Interior Surfaces	✓			n/a
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	✓			n/a
Electrical: Electrical	✓			n/a
Restrooms/Fountains: Restrooms, Sinks, Fountains	✓			n/a
Safety: Fire Safety, Hazardous Materials	✓			n/a
Structural: Structural Damage, Roofs	✓			n/a
External: Playground/School Grounds, Windows, Doors, Gates, Fences	✓			n/a

Date of Inspection: September 13, 2014

Overall Rating of School Facility Good Repair Status (Most Recent Year)

This table displays the overall rating from the results of the most recently completed school site inspection.

System Inspected	Overall Facility Condition			
	Exemplary	**Good**	**Fair**	**Poor**
Overall Rating	✓			

IV. PUPIL OUTCOMES

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its predecessor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

Statewide Student Assessments

The **Standardized Testing and Reporting** (STAR) Program was last administered during the 2012-2013 school year. California's new statewide student assessment system, the **California Assessment of Student Performance and Progress** (CAASPP), was established January 1, 2014 and first administered during the 2013-2014 school year. The CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. These assessments show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

- CSTs: California Standards Tests - all students are tested unless their individualized education program (IEP) indicates assessment with CAPA
- CMA: California Modified Assessment - designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations
- CAPA: California Alternate Performance Assessment - is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations

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.

California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results for All Students in Science– Three-Year Comparison

This table displays the percent of students scoring at the Proficient or Advanced level (meeting or exceeding the state standards) on the STAR for the 2011-2012 and 2012-2013 school years and on the CAASPP for the 2013-2014 school year.

Subject	School			District			State		
	2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014
Science	32%	83%	48%	68%	63%	66%	60%	59%	60%

IV. PUPIL OUTCOMES

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-2014)

This table displays the percent of students, by group, scoring at the Proficient or Advanced level (meeting or exceeding the state standards) for the 2013-2014 school year..

Group	Percentage of Students Scoring at Proficient or Advanced Science
All Students in the District	66%
All Students in the School	48%
Female	29%
Hispanic or Latino	31%
Socioeconomically Disadvantaged	35%

Standardized Testing and Reporting Results for All Students– Three-Year Comparison

This table displays the percent of students scoring at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2010-2011	2011-2012	2012-2013	2010-2011	2011-2012	2012-2013	2010-2011	2011-2012	2012-2013
English-Language Arts	41%	44%	43%	58%	60%	56%	54%	56%	55%
Mathematics	59%	54%	69%	60%	60%	61%	49%	50%	50%
History-Social Science	n/a	n/a	n/a	54%	57%	66%	48%	49%	49%

Academic Performance Index Ranks– Three-Year Comparison

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at http://www.cde.ca.gov/ta/ac/ap/. This table displays three-year data on the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2011	2012	2013
Statewide	2	3	5
Similar Schools	3	4	7

IV. PUPIL OUTCOMES

Academic Performance Index Growth by Student Group– Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years. *Note: "n/a" means that the student group is not numerically significant.*

Grade Level	Actual API Change		
	2011	**2012**	**2013**
All Students in the School	-10	14	46
Hispanic or Latino	7	14	43
Socioeconomically Disadvantaged	4	18	47
English Learners	-13	28	32

State Priority: Other Pupil Outcome

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-2014)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the cumulative percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness testing Web page at http://www.cde.ca.gov/ta/tg/pf.

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.

Grade Level	Cumulative Percent of Students Meeting Fitness Standards		
	Four of Six Standards	**Five of Six Standards**	**Six of Six Standards**
5	75%	53.6%	28.6%

V. ENGAGEMENT

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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 (Most Recent Year)

Contact Person Name: Jessica Skieresz   **To Reach Contact Person:** jmartinoskieresz@gmail.com

Parent involvement is a vital component of the educational program at Laurel Dell Elementary School. San Rafael City Schools would not be what it is today without the contributions of countless parents and guardians who give their time and expertise as volunteers and who share their financial resources to support the goals and aspirations of San Rafael schools.

Parents and guardians have the opportunity to play an active role in their child's school experience through a number of activities, including parent council, district and school English language advisory committees, parent teacher associations, district and school site committees, fundraising campaigns and special events.

At Laurel Dell School, specific opportunities for parent participation include the Site Leadership Team, Parent Teacher Association, and School English Language Advisory Council.

Parents are also made to feel welcome through various informational and community-building events, including back-to-school nights, parent conferences, parent education nights, PTA meetings, parent coffees/Charla Cafes, and student performances. Main events include the Harvest Celebration, Fiesta Del Sol, Winter Concert, car washes and Saturday work days.

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school, district, and state levels for the most recent three-year period.

Rate	School			District			State		
	2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014
Suspensions	0.4%	2.2%	0.4%	3.4%	3.7%	2.7%	5.7%	5.1%	4.4%
Expulsions	0%	0%	0%	0.1%	0.1%	0%	0.1%	0.1%	0.1%

V. ENGAGEMENT

School Safety Plan (Most Recent Year)

Date Reviewed and Updated: August 19, 2014   **Date Discussed with School Faculty:** August 19, 2014

Laurel Dell has a comprehensive school safety plan covering all aspects of planning for emergency response and student safety. This plan is based on and coordinated with the district and county emergency preparedness plans. The plan is reviewed with school staff at the start of the school year. The plan is updated annually to increase preparedness for any emergency, including storms, fire, earthquake, or intruders on campus. The school has staff members who are trained in cardiopulmonary resuscitation (CPR) and first aid. Disaster drills are held once a semester throughout the year. The school also participates in an annual countywide disaster preparedness drill.

Key elements in the school safety plan include: disaster procedures, abuse reporting procedures, suspension/expulsion policies, sexual harassment policies, school dress code, and school discipline policies.

VI. OTHER SARC INFORMATION

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

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-2014)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate – English-Language Arts		
Met Participation Rate – Mathematics	The state will not produce AYP data for elementary and middle schools for the 2013-2014 school year	
Met Percent Proficient – English-Language Arts		
Met Percent Proficient – Mathematics		
Met API Criteria		
Met Graduation Rate		

VI. OTHER SARC INFORMATION

Federal Intervention Program (School Year 2014-2015)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE PI Status Determinations Web page at http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement	n/a	2009-2010
Year in Program Improvement	n/a	Year 3
Number of Schools Currently in Program Improvement	n/a	6
Percent of Schools Currently in Program Improvement	n/a	85.7%

Average Class Size and Distribution

This table displays, by grade level, the average class size and the number of classes that fall into each size category (a range of total students per classroom).

Grade Level	2011-2012				2012-2013				2013-2014			
	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	22.0	1	0	0	25.0	0	1	0	23.0	0	2	0
1	23.0	0	1	0	20.0	1	0	0	22.0	0	1	0
2	021.0	2	0	0	25.0	0	2	0	22.0	0	1	0
3	20.5	2	0	0	17.0	3	0	0	24.0	0	2	0
4	28.0	0	1	0	17.0	1	1	0	27.0	0	2	0
5	25.5	0	2	0	27.0	0	1	0	28.0	0	1	0

VI. OTHER SARC INFORMATION

Academic Counselors and Other Support Staff (School Year 2013-2014)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full- time; one FTE could also represent two staff members who each work 50 percent of full-time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	n/a
Counselor (Social/Behavioral or Career Development)	0.20	n/a
Library Media Teacher (librarian)	0.2	n/a
Library Media Services Staff (paraprofessional)	0	n/a
Psychologist	0.1	n/a
Social Worker	0	n/a
Nurse	0	n/a
Speech/Language/Hearing Specialist	0.4	n/a
Resource Specialist (non-teaching)	0.6	n/a

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2012-2013)

This table displays a comparison of the school's per pupil expenditures from unrestricted sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. *Supplemental/Restricted* expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. *Basic/Unrestricted* expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor. Detailed information regarding school expenditures and teacher salaries for all school districts in California can be found at http://www.cde.ca.gov/ds/fd/ec/ and http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, visit the Ed-Data Web site at http://www.ed-data.org.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School	$6,257	$2,204	$4,053	$62,760
District	n/a	n/a	$4,248	$63,005
Percent Difference - School and District	n/a	n/a	-4.6%	<1%
State	n/a	n/a	$4,690	$67,289
Percent Difference - School and State	n/a	n/a	-13.6%	-6.8%

VI. OTHER SARC INFORMATION

Types of Services Funded (Fiscal Year 2013-2014)

Laurel Dell School offers programs and supplemental services that are available at the school and funded through categorical funds or other sources. For the 2013-2014 school year, these programs and services included the following:

- Supplementary educational programs
- Before and after school intervention
- Translation services for conferences, meetings and trainings
- Materials and supplies
- Professional development for staff and parents
- Professional consultation on GLAD (Guided Language Acquisition by Design) model

Teacher and Administrative Salaries (Fiscal Year 2012-2013)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries and Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	—	$41,535
Mid-Range Teacher Salary	—	$64,101
Highest Teacher Salary	—	$82,044
Average Principal Salary (Elementary)	—	$104,336
Superintendent Salary	*	$155,309
Percent of Budget for Teacher Salaries	39%	41%
Percent of Budget for Administrative Salaries	7%	6%

*The Superintendent serves the Elementary District for 50% of the assignment.

VI. OTHER SARC INFORMATION

Professional Development

All teachers in the San Rafael Elementary District have the opportunity to participate in two formal professional development days scheduled as part of the district calendar.

Since the 2010 academic school year, Laurel Dell Elementary has had every teacher trained in the project GLAD (Guided Language Acquisition by Design) program model to create Common Core aligned thematic units. The thematic units teach the language arts standards via science or social studies content areas.

As part of a federally funded counseling grant, staff is being trained on how to implement PBIS (Positive Behavioral Interventions & Supports). Common language is created among all students in dealing with conflict resolution.

Teachers and other key school staff members have additional opportunities for participation in professional development activities through district, school, categorical, grant, foundation, and parent teacher organization funds. Professional development is focused to support the mission and goals of the district and each school site plan and may include site and district training, county offerings, state and national conferences, and workshops as appropriate.

Annual Number of School Days Dedicated to Staff Development		
2011-2012	2012-2013	2013-2014
2	2	2