

# Hammer Montessori at Galarza Elementary

## School Accountability Report Card Reported Using Data from the 2016—17 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.



### Ms. Lynn Belmonte, Principal

Principal, Hammer Montessori at Galarza Elementary

#### About Our School

The mission of Hammer Montessori is to empower all students to develop strategies to gain the knowledge, skills and values needed to participate meaningfully in our diverse and global society. The Montessori classroom is divided into special learning areas that include practical life, sensorial, language arts, mathematics, geography, history, science, and the arts. Each classroom learning environment is prepared to meet the academic and social needs of each child. We specialize in individual and small group instruction. Uniquely designed and sequenced hands-on materials help isolate skills and lead the child through the curriculum. Montessori teachers help children choose challenging materials to discover underlying concepts, which leads to mastery of skills. Additional Hammer programs include Project Cornerstone, SPARK P.E., Lexia Reading, Achieve 3000 and DreamBox. Our Montessori program is further enriched by supportive and active parent participation. Our parents support activities of Spanish club, garden club, Robotics, and Fun Fridays. The Hammer Montessori Foundation (HMF) provides support for our Starting Arts program which includes instruction in drama, dance, art, and music. The HMF also provides support for the ABC Readers, field trips, and assemblies.

#### Contact

*Hammer Montessori at Galarza Elementary*  
1610 Bird Ave.  
San Jose, CA 95125-1821

Phone: 408-535-6671  
E-mail: [lbelmonte@sjsud.org](mailto:lbelmonte@sjsud.org)

## About This School

### Contact Information (School Year 2017—18)

District Contact Information (School Year 2017—18)	
<b>District Name</b>	San Jose Unified
<b>Phone Number</b>	(408) 535-6090
<b>Superintendent</b>	Nancy Albarrán
<b>E-mail Address</b>	<a href="mailto:nalbarran@sjusd.org">nalbarran@sjusd.org</a>
<b>Web Site</b>	<a href="http://www.sjusd.org">http://www.sjusd.org</a>

School Contact Information (School Year 2017—18)	
<b>School Name</b>	Hammer Montessori at Galarza Elementary
<b>Street</b>	1610 Bird Ave.
<b>City, State, Zip</b>	San Jose, Ca, 95125-1821
<b>Phone Number</b>	408-535-6671
<b>Principal</b>	Ms. Lynn Belmonte, Principal
<b>E-mail Address</b>	<a href="mailto:lbelmonte@sjusd.org">lbelmonte@sjusd.org</a>
<b>Web Site</b>	<a href="http://hammer.ca.campusgrid.net/home">http://hammer.ca.campusgrid.net/home</a>
<b>County-District-School (CDS) Code</b>	43696666048565

Last updated: 1/3/2018

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

#### School Description:

Our Montessori trained teachers provide students with a specialized instructional program and are committed to following each child's unique strengths. They collaborate extensively to create a classroom environment that integrates ELA, Math, Science, Social Studies, and the Arts instruction while using the Montessori philosophy. The use of sequenced Montessori hands on materials and lessons directs our students' learning. Technology is blended into the curriculum to support self-guided accelerated instruction. The Montessori education provided at Hammer aligns consistently with the 21st Century skills our district has adopted. We value parent participation and encourage all families to become involved. Family nights, parent education classes, interactive homework assignments, the Hammer School Site Council and the Hammer Montessori Foundation encourage families to support the program. The Hammer Montessori staff and community works diligently to ensure that each student is inspired to succeed academically. Additionally, we strive to nurture a love of learning that will continue throughout their lives.

**Mission:** Uniting as one community, we elevate opportunities for all.

**Visions:** Preparing today's students to be the thinkers, leaders, and creators of tomorrow.

#### School Goals:

Hammer Montessori's goal is to facilitate an educational environment, which promotes and inspires independent and self-directed learning by way of the Montessori philosophy

Nurture a child-centered prepared environment that utilizes hands on and active learning

Promote cooperation and collaboration skills to instill value for global understanding, and service to others

Integrate current instructional curriculum and best practice strategies

Provide a positive school climate and culture with a focus on independent progress and development

Incorporate the use of data to drive decisions

Expand our Parent and Teacher partnership

Pursue professional development and growth

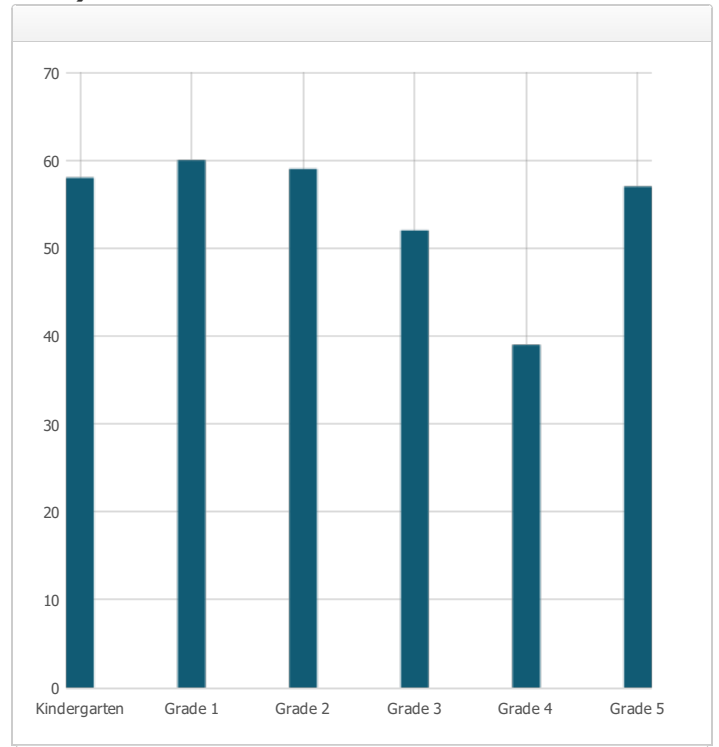
**Principal's Experience:**

Lynn Belmonte has worked diligently to support the Montessori philosophy of education within a public school setting. She began working at Hammer as a classroom teacher, became the Montessori resource teacher in 2002 and is currently the principal. Mrs. Belmonte is credentialed by the American Montessori Society (AMS) in elementary education. She received a master's degree in Montessori Education in 1999. In 2011 she completed another master's degree in administrative leadership. She continues to be a strong advocate for Hammer Montessori and has been successful in growing the program at the Galaza site.

*Last updated: 12/22/2017*

### Student Enrollment by Grade Level (School Year 2016—17)

Grade Level	Number of Students
Kindergarten	58
Grade 1	60
Grade 2	59
Grade 3	52
Grade 4	39
Grade 5	57
<b>Total Enrollment</b>	<b>325</b>



Last updated: 1/5/2018

### Student Enrollment by Student Group (School Year 2016—17)

Student Group	Percent of Total Enrollment
Black or African American	6.5 %
American Indian or Alaska Native	0.3 %
Asian	11.4 %
Filipino	6.2 %
Hispanic or Latino	34.8 %
Native Hawaiian or Pacific Islander	0.6 %
White	28.0 %
Two or More Races	12.3 %
Other	-0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	25.2 %
English Learners	10.2 %
Students with Disabilities	7.1 %
Foster Youth	0.3 %

## A. Conditions of Learning

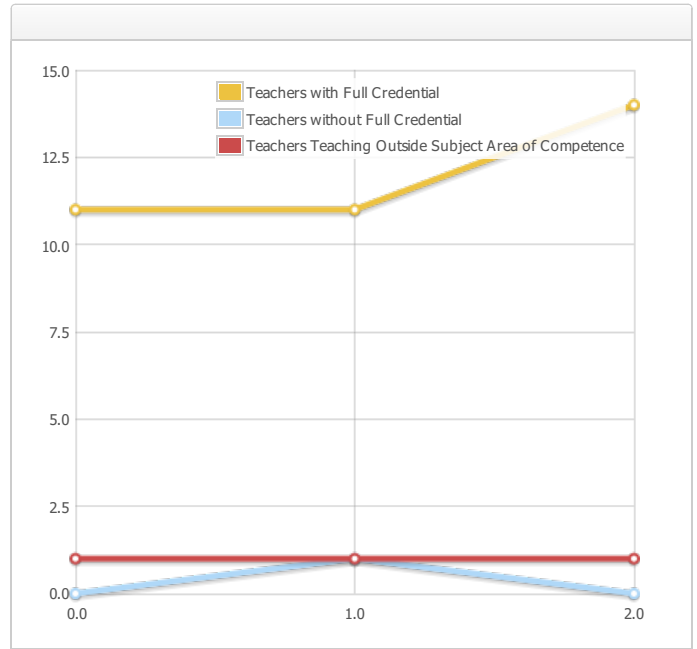
### State Priority: Basic

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

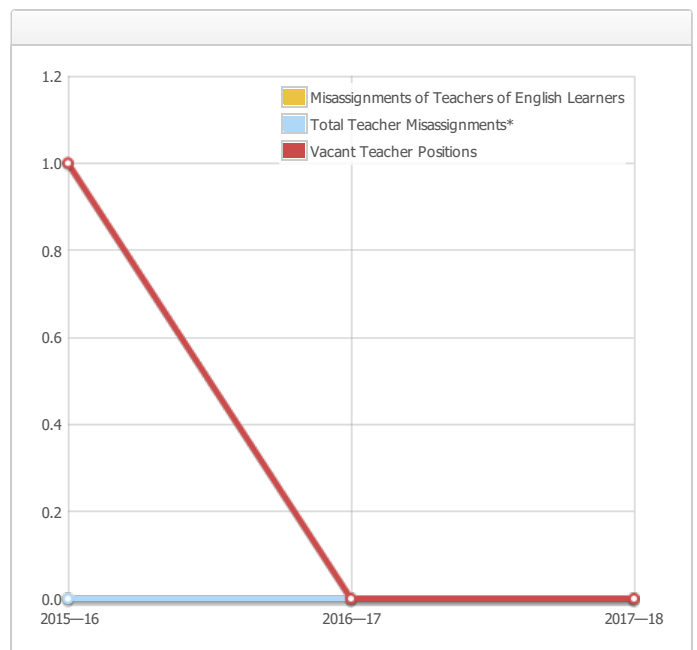
Teachers	School 2015—16	School 2016—17	School 2017—18	District 2017—18
With Full Credential	11	11	14	1427
Without Full Credential	0	1	0	34
Teachers Teaching Outside Subject Area of Competence (with full credential)	1	1	1	11



Last updated: 1/24/2018

#### 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	1	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: 1/24/2018

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

Year and month in which the data were collected: January 2018

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	<a href="#">Elementary Core Curriculum</a>	Yes	0.0 %
Mathematics		Yes	0.0 %
Science		Yes	0.0 %
History-Social Science		Yes	0.0 %
Foreign Language		Yes	0.0 %
Health		Yes	0.0 %
Visual and Performing Arts		Yes	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: 1/16/2018*

## School Facility Conditions and Planned Improvements

The two-story, 'closed' environment that Hammer Montessori resides at provides a safe learning atmosphere for all students and staff. During the summer of 2010, new exits on the second floor were created. Fixtures, appliances, and facilities are all in working condition. One daytime custodian is responsible for the cleanliness of student bathrooms, the cafeteria, and the emptying of trash throughout the school. A district coordinated 'night-crew' is assigned for two hours daily to vacuum stairways, maintain the office, health office, staff room and adult bathrooms. A weekly grounds crew is present to weed, rake, water and complete general yard work. Four years ago, a Liquid Cristal Display (LCD) board was installed at the Galarza site to foster communication between school and home. The LCD board will provide valuable written information while school is in/out of session. Last year a park style security gate was replaced with a full fencing at the entrance of the rear parking. Another fence and gate were installed at the front of the school by the school's blacktop. These gates provide additional security for our school after hours and on week ends. Security cameras around the perimeter of the main building were installed for added security. This year solar panels are being installed on the roof and field. The field solar panels provide additional shade for the students during outdoor activities and permanent metal benches are being placed under them.

*Last updated: 2/1/2018*

## School Facility Good Repair Status

Year and month of the most recent FIT report: September 2017

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

## Overall Facility Rate

Year and month of the most recent FIT report: September 2017

Overall Rating	Exemplary
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*Last updated: 1/5/2018*

## 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 (School Year 2016—17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015—16	2016—17	2015—16	2016—17	2015—16	2016—17
English Language Arts / Literacy (grades 3-8 and 11)	72%	75%	54%	53%	48%	48%
Mathematics (grades 3-8 and 11)	57%	63%	42%	42%	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.

*Last updated: 1/5/2018*

#### Career Technical (CTE) Education Programs (School Year 2016—17)

n/a
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*Last updated: 12/18/2017*

#### Career Technical Education (CTE) Participation (School Year 2016—17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	--
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

*Last updated: 12/18/2017*

#### 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	0.0%
2015—16 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%



# 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 2016—17)

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	20.8%	32.1%	32.1%

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: 1/5/2018

## 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 2017—18)

Parents are involved in the governance of Hammer Montessori by participating in monthly School Site Council (SSC) and School English Language Advisory Council (SELAC) meetings. At the monthly "Principal's Coffee," parents are informed and updated on current school activities. Parents are also encouraged to participate in on-going workshops where Montessori lessons are demonstrated. Parent volunteers work in the classrooms, coordinate classroom projects, chaperone field trips and assist with special activities. To encourage Montessori's philosophy of global understanding and increase appreciation for all cultures, our parents facilitate the Multi Cultural Fair. Parents prepare presentations and students dress according to their cultural backgrounds. Students attend the fair with a "passport " and progress through the different continents. The Hammer Montessori Foundation (HMF) provides funding for student enrichment and Montessori training for teachers. Their work to raise funds has supported the Starting Arts program and various residencies. We had a Mad Science Residency in 2017 in which each classroom of students received multiple hands on lessons. The HMF promotes service to others by sponsoring the Henry Hammer Day. Our service project involved families volunteering at Prush Farm Park Foundation by painting trash cans and tables, and cleaning out gardens and animal pens. For further information on the HMF please visit our web site. Project Cornerstone's ABC parent readers support our positive behavior goals. Parents are assigned to classrooms and each month they read a story and lead students through activities focused on anti bullying and acceptable behaviors. If you are interested in becoming more involved at your child's school please contact our office.

# State Priority: Pupil Engagement

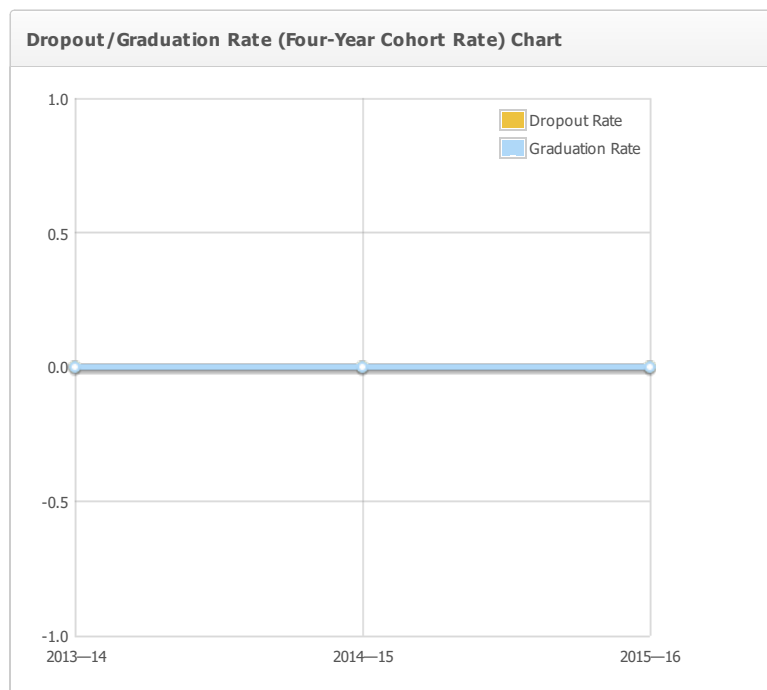
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

## Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2013—14	School 2014—15	District 2013—14	District 2014—15	State 2013—14	State 2014—15
Dropout Rate	0.0%	0.0%	0.0%	0.0%	11.5%	10.7%
Graduation Rate	0.0%	0.0%	85.9%	85.4%	81.0%	82.3%

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	0.0%	0.0%	9.7%
Graduation Rate	0.0%	87.7%	83.8%



For the formula to calculate the 2016—17 adjusted cohort graduation rate, see the 2017—18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/5/2018

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

Student Group	School	District	State
All Students	--	88.4%	87.1%
Black or African American	--	85.0%	79.2%
American Indian or Alaska Native	--	100.0%	80.2%
Asian	--	97.9%	94.4%
Filipino	--	90.6%	93.8%
Hispanic or Latino	--	83.4%	84.6%
Native Hawaiian or Pacific Islander	--	92.3%	86.6%
White	--	93.8%	91.0%
Two or More Races	--	91.3%	90.6%
Socioeconomically Disadvantaged	--	90.5%	85.5%
English Learners	--	52.6%	55.4%
Students with Disabilities	--	57.1%	63.9%
Foster Youth	--	--	--

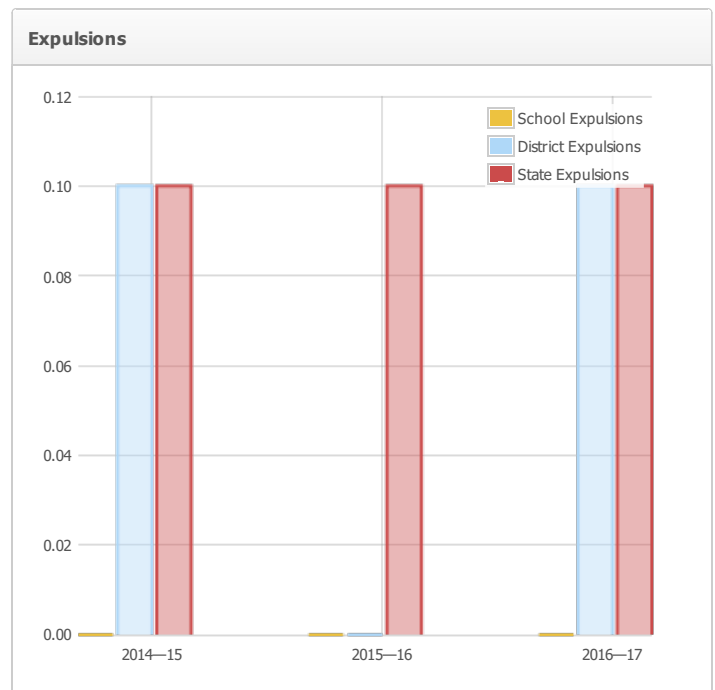
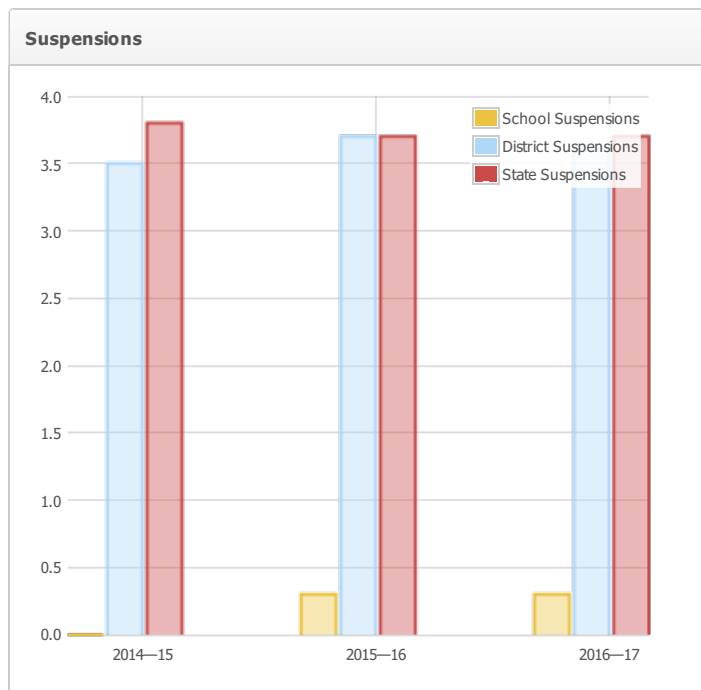
# State Priority: School Climate

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	2014—15	2015—16	2016—17	2014—15	2015—16	2016—17	2014—15	2015—16	2016—17
Suspensions	--	0.3%	0.3%	3.5%	3.7%	3.6%	3.8%	3.7%	3.7%
Expulsions	--	0.0%	0.0%	0.1%	0.0%	0.1%	0.1%	0.1%	0.1%



Last updated: 1/5/2018

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

Date Safety Plan updated: October 2017

Safety Plans are reviewed annually by the end of October. The key element in the plan is student safety as well as their respect for one another. Providing a safe, clean, and secure learning environment is important to the Hammer faculty and community. A school-wide behavior management plan is in place with school and classroom behavioral expectations that are reinforced throughout the year. Campus supervisors are hired to supervise students at the bus area, valet area, blacktop, and cafeteria before school. After school, students are supervised in the bus, blacktop, and valet areas. A well supplied, secured storage area houses emergency supplies. Regular preparedness and safety drills are conducted in accordance with district guidelines.

Last updated: 12/22/2017

## 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.

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

Grade Level	2014—15				2015—16				2016—17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	30.0	0	2	0	30.0	0	2	0	29.0	0	2	0
1	30.0	0	1	0	27.0	0	1	0	30.0	0	1	0
2	30.0	0	1	0	30.0	0	3	0	30.0	0	3	0
3	28.0	0	3	0	27.0	0	1	0	28.0	0	1	0
4	30.0	0	1	0	30.0	0	2	0	29.0	0	1	0
5	26.0	1	3	0	31.0	0	2	0	23.0	1	3	0
6	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Other	0.0	0	0	0	9.0	1	0	0	2.0	1	0	0

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

*Last updated: 1/24/2018*

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

Subject	2014—15			2015—16			2016—17					
	Average Class Size	Number of Classes *		Average Class Size	Number of Classes *		Average Class Size	Number of Classes *				
		1-22	23-32		33+	1-22		23-32	33+			
English												
Mathematics												
Science												
Social Science												

\* 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.

*Last updated: 1/24/2018*

**Academic Counselors and Other Support Staff (School Year 2016—17)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.2	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.3	N/A
Psychologist	0.2	N/A
Social Worker	0.0	N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	0.4	N/A
Resource Specialist (non-teaching)	2.7	N/A
Other	0.1	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: 1/24/2018*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015—16)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$10304.0	\$2241.0	\$8063.0	\$76718.0
District	N/A	N/A	\$8016.2	\$72711.6
Percent Difference – School Site and District	N/A	N/A	0.6%	5.4%
State	N/A	N/A	\$6574.0	\$79228.0
Percent Difference – School Site and State	N/A	N/A	20.4%	-3.2%

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

*Last updated: 1/10/2018*



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

### GATE

In the spring, all second grade students are screened for the Gifted and Talented Education program using the Ravens 3 Matrix. Students new to the district, as well as current fifth grade students with previous 'borderline' results are screened in the fall. Montessori Curriculum by design is differentiated at all levels to provide GATE students with opportunities for challenging, self-guided work. Hands-on projects allow students to explore topics at greater depth and complexity.

### Special Education

Through the COST, Student Success Team process and by way of academic testing, students may be eligible for special education services for speech, reading, language arts, and/or math. Special education services provided at Hammer are 'pull-out' and 'push-in' programs: the majority of time is spent in a regular classroom setting with same-ability pull-out groups working with the Resource Teacher for blocks of 1/2 – 2 hours daily. All progress and goals are monitored in accordance with the individual IEPs. A counselor meets weekly with those students who need extra help.

### At-Risk Students

Students are identified based on academic or social performance as well as outside mitigating factors. Initially, students are taken through the Student Success Team process to help develop a plan whereby the student's needs are addressed. Follow up meetings are held monthly to review the plan and adjust, as needed. Interventions may include sessions with a counselor, buddy teachers, peer tutoring, or other outside services. Adaptive technology programs support our at risk students. Continual academic and behavior monitoring is done along the timeline of the Student Success Team process.

### English Language Learners

English learners are provided full access to the balanced core curriculum in English. Sheltered language techniques are embedded in classroom instruction. Specific time is scheduled daily for instruction of content and language skills.

### Students with Disabilities

Hammer School works with the district office to align services for those with disabilities according to the needs outlined in their individual IEP's. Currently, we use RSP, Speech and Occupational Therapy services.

### After-School Programs

After-school homework assistance, childcare and enrichment activities are provided through a partnership with the YMCA. The Hammer staff provides a variety of after-school interventions to support students in Language Arts, English Language Development and Math. Hammer students also enjoy various after school clubs. Examples of clubs include Robotics, Spanish, Soccer, and Chess.

### Peer Tutoring

Peer tutoring is implemented in a variety of ways and for a variety of reasons. Upper and lower grade teachers will partner their classes for Peer Tutoring in Reading. Kinder teachers invite fifth grade students into the classroom to read to their students. Students needing a boost in self-esteem and sense of belonging, will return to their previous year's teachers and assist in the classroom with student work. Montessori education believes in combination classrooms where peer tutoring is a natural process between grade levels.

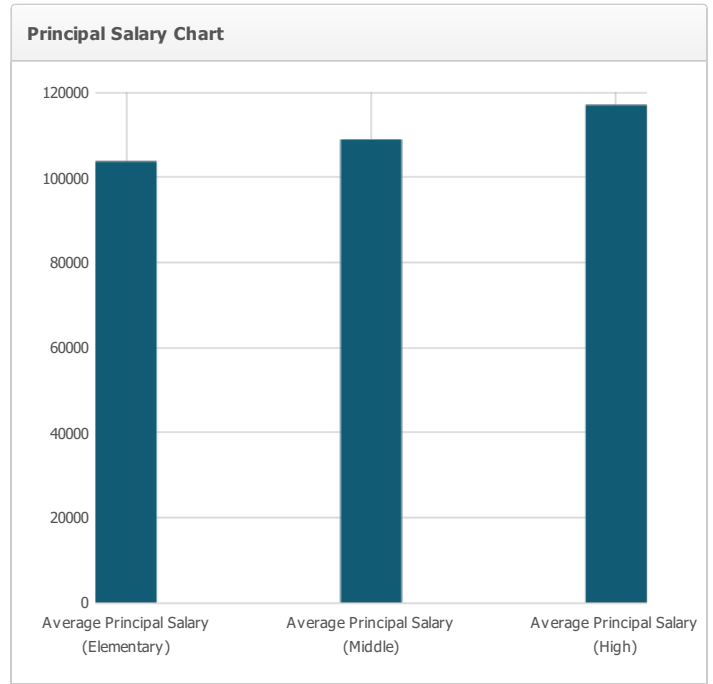
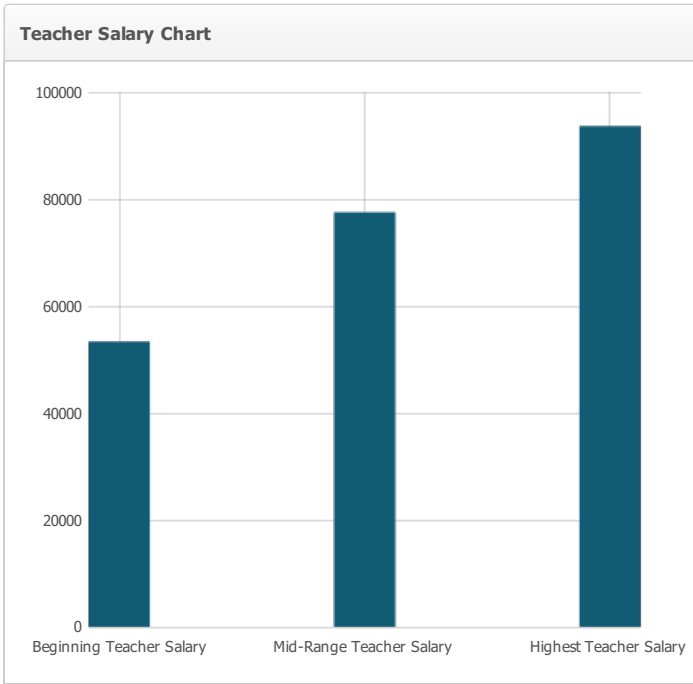
*Last updated: 12/22/2017*

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

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$53,358	\$47,808
Mid-Range Teacher Salary	\$77,532	\$73,555
Highest Teacher Salary	\$93,642	\$95,850
Average Principal Salary (Elementary)	\$103,741	\$120,448
Average Principal Salary (Middle)	\$108,855	\$125,592

Average Principal Salary (High)	\$117,012	\$138,175
Superintendent Salary	\$263,799	\$264,457
Percent of Budget for Teacher Salaries	33.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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



Last updated: 1/5/2018

**Advanced Placement (AP) Courses (School Year 2016—17)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

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

*Last updated: 1/5/2018*

**Professional Development**

The district allots 3 days of staff development and 3 in-service days throughout the year. In the beginning of the year, meetings are reserved for analysis of test scores and student achievement from the previous year. This is the time to realign our goals with current student needs. One Staff development day in the fall is reserved for Parent Teacher conferences and one in the spring focuses on multi cultural aspects of education. Other days are used for additional focus on improving the academic needs of our students. Professional speakers are invited and grade level teaming/planning is always integrated. Our staff regularly initiates on-going Montessori professional development on a monthly basis. Our Instructional Coach provides each teacher with a minimum of two weeks of academic coaching. Staff collaborates on an on-going basis as well as visiting other schools and/or attends district trainings. These trainings have included Observation Surveys, Direct Instruction, Lucy Calkins Writers' workshop, Stepping Stones Math and Common Core math. Classroom teachers have completed extensive Montessori Training and credentialing. Teachers of kindergarten through second grade attended a week long Guided Reading training in the summer of 2017. They will continue to receive support throughout the year in Guided Reading with 2 day long trainings.

*Last updated: 12/22/2017*