Ellerhorst Elementary School
School Accountability Report Card
Reported Using Data from the 2014-15 School Year
Published During 2015-16

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Ellerhorst Elementary School
Street	3501 Pinole Valley Road
City, State, Zip	Pinole, CA 94564-1299
Phone Number	(510) 231-1426
Principal	Jeffrey L. Carr
E-mail Address	jeffrey.carr@wccusd.net
Web Site	http://www.wccusd.net/site/Default.aspx?PageID=871
Grades Served	K-6
CDS Code	07-61796-6004733

District Contact Information	
District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Dr. Bruce Harter
E-mail Address	bharter@wccusd.net
Web Site	www.wccusd.net

School Description and Mission Statement (Most Recent Year)

SCHOOL DESCRIPTION: Ellerhorst Elementary School is located in the city of Pinole and in historic Pinole Valley. The creek that flows beside the campus was once the campsite for local Miwok Indians and an early ruin from the Spanish Rancho era can be found nearby. The school was built in 1959 and named in honor of Frances L. Ellerhorst, one of Pinole's earliest and most respected teachers. Ellerhorst Elementary is a K-6 school configuration that offers students a rigorous curriculum that is supported by technology, innovation and an experienced staff of teachers and paraprofessionals. Bolstered by tablet technology and the site computer lab plus a well-maintained library, students have access to a wide variety of literary and informational text documents and education-oriented applications. The site's science materials inventory and the demonstration gardens assist students in engaging in hands-on science learning. Through the financial and parental support of its PTA and Dads' Club, Ellerhorst sends its students on a wide variety of field study trips including a Mars Space Exploration simulation field trip and a week-long study trip to Yosemite National Park. Support services assist students with learning disabilities through speech and language therapy, occupational therapy, special education services, a learning center for assisting students to catch up to grade level performance and dedicated support for English Learners (ELs) to access the content area curricula.

MISSION STATEMENT: At Ellerhorst Elementary School, we are committed to:
•   Treating everyone with courtesy, dignity, and respect.
•   Respecting, celebrating, and welcoming the diversity and contributions of all members of our school community.
•   Providing a safe and productive environment in which to learn, teach, work, and participate.
•   Using instructional strategies that meet each child's unique needs to reach his or her goals for success.
•   Working with the community to develop well-rounded, life-long learners and contributing members of a global society.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	42
Grade 1	53
Grade 2	54
Grade 3	56
Grade 4	57
Grade 5	56
Grade 6	61
Total Enrollment	379

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	11.9
American Indian or Alaska Native	0.5
Asian	12.1
Filipino	3.2
Hispanic or Latino	32.5
Native Hawaiian or Pacific Islander	0.5
White	35.6
Two or More Races	1.8
Socioeconomically Disadvantaged	39.1
English Learners	18.5
Students with Disabilities	16.4
Foster Youth	0.5

A. 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

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	16	17	17	17
Without Full Credential	1	0	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

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	0.0
All Schools in District	96.9	3.2
High-Poverty Schools in District	96.8	3.2
Low-Poverty Schools in District	97.1	2.9

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: November 2015

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Macmillan/McGraw-Hill, California Treasures (K-6)	Yes	0%
Mathematics	Everyday Mathematics (Grades K-6), Wright Group/Macmillan-McGraw Hill	Yes	0%
Science	Scott Foresman Science K-6 Pearson/Prentice Hall, Focus on Earth Science (6th grade)	Yes	0%
History-Social Science	Elementary Social Science: Macmillan/McGraw Hill California Vistas	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Frances L. Ellerhorst Elementary School was built in 1959 and has a long tradition of service to the people of Pinole. In October 2005, the school received a totally renovated campus. The new administration building has numerous offices, a teachers' work room, faculty facilities, and a conference room. The reconstructed classrooms have new interior and exterior features and are Internet-capable through wired and wireless connections. The campus recess and play areas have been further improved through the addition of play structures and basketball hoops, repainted playground lines, a picnic area and performing arts lighting and sound systems in the Multi-Purpose Room (MPR). Ellerhorst is a modern school in excellent condition, complete with new furniture and newer technology equipment throughout the school.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: July 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Teacher is missing a work table (work order submitted).

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: July 2014				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X		Room 115 has 50 boxes that need to be removed to the warehouse (work order submitted).
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Paper towel dispenser broken (work order submitted). Water fountain not working (work completed).
Safety: Fire Safety, Hazardous Materials		X		Classroom has 50 boxes of books to be taken to the warehouse (work order submitted).
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Front door of MPR hitting at the top (work order submitted).

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: July 2014			
	Exemplary	**Good**	**Fair**	**Poor**
Overall Rating			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	**District**	**State**
English Language Arts/Literacy	39	32	44
Mathematics	35	22	33

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

CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

| Student Group | Grade | Number of Students | | Percent of Students | | | |
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	56	55	98.2	31	24	31	9
	4	59	59	100.0	36	29	27	8
	5	57	55	96.5	47	18	24	9
	6	60	60	100.0	20	33	35	12
Male	3		24	42.9	38	13	29	8
	4		32	54.2	31	34	25	9
	5		35	61.4	60	17	20	0
	6		31	51.7	29	35	32	3
Female	3		31	55.4	26	32	32	10
	4		27	45.8	41	22	30	7
	5		20	35.1	25	20	30	25
	6		29	48.3	10	31	38	21
Black or African American	3		7	12.5	--	--	--	--
	4		10	16.9	--	--	--	--
	5		5	8.8	--	--	--	--
	6		6	10.0	--	--	--	--
American Indian or Alaska Native	4		1	1.7	--	--	--	--
	5		1	1.8	--	--	--	--
Asian	3		5	8.9	--	--	--	--
	4		7	11.9	--	--	--	--
	5		11	19.3	36	18	36	9
	6		8	13.3	--	--	--	--
Filipino	3		1	1.8	--	--	--	--
	5		2	3.5	--	--	--	--
	6		2	3.3	--	--	--	--
Hispanic or Latino	3		24	42.9	38	29	29	0
	4		21	35.6	29	29	33	10
	5		18	31.6	44	28	22	0
	6		17	28.3	24	35	35	6
White	3		17	30.4	6	24	35	24
	4		20	33.9	30	35	25	10
	5		18	31.6	50	11	28	11
	6		27	45.0	22	37	37	4
Two or More Races	3		1	1.8	--	--	--	--
Socioeconomically Disadvantaged	3		30	53.6	43	27	23	3
	4		32	54.2	44	28	25	3

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5		28	49.1	68	18	7	4
	6		19	31.7	32	47	11	11
English Learners	3		14	25.0	43	36	14	0
	4		11	18.6	55	36	9	0
	5		8	14.0	--	--	--	--
	6		3	5.0	--	--	--	--
Students with Disabilities	3		17	30.4	59	12	12	0
	4		6	10.2	--	--	--	--
	5		11	19.3	82	9	0	0
	6		9	15.0	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	56	55	98.2	36	20	31	9
	4	59	59	100.0	27	39	19	14
	5	57	55	96.5	40	27	24	7
	6	60	60	100.0	28	35	20	17
Male	3		24	42.9	42	13	25	13
	4		32	54.2	22	38	22	19
	5		35	61.4	40	31	20	6
	6		31	51.7	39	32	13	16
Female	3		31	55.4	32	26	35	6
	4		27	45.8	33	41	15	7
	5		20	35.1	40	20	30	10
	6		29	48.3	17	38	28	17
Black or African American	3		7	12.5	--	--	--	--
	4		10	16.9	--	--	--	--
	5		5	8.8	--	--	--	--
	6		6	10.0	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
American Indian or Alaska Native	4		1	1.7	--	--	--	--
	5		1	1.8	--	--	--	--
Asian	3		5	8.9	--	--	--	--
	4		7	11.9	--	--	--	--
	5		11	19.3	18	45	18	18
	6		8	13.3	--	--	--	--
Filipino	3		1	1.8	--	--	--	--
	5		2	3.5	--	--	--	--
	6		2	3.3	--	--	--	--
Hispanic or Latino	3		24	42.9	38	21	33	0
	4		21	35.6	19	33	24	19
	5		18	31.6	56	11	28	0
	6		17	28.3	47	29	18	6
White	3		17	30.4	24	29	29	18
	4		20	33.9	20	55	10	15
	5		18	31.6	28	39	28	6
	6		27	45.0	22	37	19	22
Two or More Races	3		1	1.8	--	--	--	--
Socioeconomically Disadvantaged	3		30	53.6	43	17	27	7
	4		32	54.2	34	44	13	9
	5		28	49.1	54	18	21	4
	6		19	31.7	47	42	5	5
English Learners	3		14	25.0	43	21	21	0
	4		11	18.6	45	45	0	9
	5		8	14.0	--	--	--	--
	6		3	5.0	--	--	--	--
Students with Disabilities	3		17	30.4	71	12	6	0
	4		6	10.2	--	--	--	--
	5		11	19.3	91	0	0	0
	6		9	15.0	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	53	85	64	46	48	46	59	60	56

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 Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	46
All Students at the School	64
Male	63
Female	65
Black or African American	--
American Indian or Alaska Native	--
Asian	66
Filipino	--
Hispanic or Latino	56
White	82
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	53
Foster Youth	--

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 Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	13.00	11.10	20.40

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

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

Opportunities for Parental Involvement (Most Recent Year)

Parent Involvement is very important at Ellerhorst Elementary School. Parents volunteer in the classrooms on a daily basis, helping teachers with small group instruction and classroom activities. They accompany teachers and students to the library, assist in the computer lab, and drive and chaperone students on study trips. In addition, a number of alumni parents whose students have already 'graduated' from Ellerhorst continue to return and volunteer in classrooms, as yard supervisors and in the office.

PTA and DADS CLUB: Ellerhorst has a very active Parent Teacher Association (PTA) and an affiliated Dad's Club. Together these groups have over 200 members. Both groups meet monthly to plan and implement an array of school and family activities. Their first activity of the year is to facilitate the sign-ups for classroom support and the various committees. The PTA developed and instituted its own website and an email tree to disseminate information to our families on upcoming events, academic information, etc. The Dad's Club has developed and instituted a website.

2014-2015 activities included a fall Ice Cream Social, Walk-A-Thon fundraiser, the annual Pumpkin Contest and Halloween Haunted Hallway, Trunk or Treat, monthly Movie Nights, Pasta Feed, Talent Show, Book Fairs, student year book, and a parent-sponsored Student Council, and several fundraiser activities. Funds raised by the PTA and the Dad's Club support extra supplies for classrooms, the Accelerated Reader Program, technology, supplemental math and science software for all grade levels, assemblies, and study trips.

SCHOOL SITE COUNCIL: Every elementary school must have a School Site Council (SSC) composed of five parents or community members, the principal, three classroom teachers, and one other staff member (Education Code Section 52852). The committee meets monthly. Additional meetings are scheduled when needed.

ENGLISH LEARNER ADVISORY COMMITTEE: The Ellerhorst English Learner Advisory Committee meets and traditionally delegates its responsibilities to the SSC which makes decisions about programs and issues pertaining to the English Learner population.

BOND MODERNIZATION COMMITTEE: A selection of parents and community members has been selected to serve on the modernization committee to assist in the oversight of school construction bond moneys approved by local taxpayers. These committee members give input on future upgrades to the campus buildings, infrastructure and landscape planning.

Contact Information for Parental Involvement
Staff Community Engagement Office - 510-307-4526

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 measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	3.59	0.92	4.47	10.15	6.59	6.16	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.04	0.03	0.02	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

SAFETY: The school has developed a detailed school safety plan which is reviewed by the faculty and staff each October. Staff members are assigned to emergency teams and understand their roles and responsibilities. Fire drills are held monthly and earthquake drills twice a year. The school participates in the county Shelter-in-Place drill held each November and the Great California Shake-Out drill each October. Key staff maintains training in First Aid/CPR, Epi-Pen administration and Seizure Awareness.

POLICE PARTNERSHIP: Through an effort with the Pinole Police Department, a community liaison officer is assigned to each elementary school in Pinole, and their officer visits during recess times and lunches and is available to make special presentations to classes. The WCCUSD also has community service officers who regularly visit campus to assess safety concerns and provide insight for planning.

BEHAVIOR: The teachers and Building Effective Schools Together (BEST) team have developed and teach character education and confidence building. Student expectations are taught and reviewed as needed. Positive behavior is recognized and rewarded at school assemblies. Monthly assemblies are held to recognize students who exhibit the characteristics of good citizens. Yard supervision is provided by administration, teachers and yard supervisors. Many of the equity, awareness and diversity activities and celebrations are organized under the umbrella of the No Place for Hate program. The Team-Up Recess program from PlayWorks provides positive playground interactions for students.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	21
Percent of Schools Currently in Program Improvement	N/A	72.4

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	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	19	2	2		20	1	1		16	3		
1	29		1		29		2		25		2	
2	28		2		24		2		25		2	
3	27		3		21	2	2		19	1	2	
4	33			1	29		2		28		2	
5	33			2	29		2		27		2	
6	26	1		2	24	1	2		27		2	
Other									12	1		

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

Academic Counselors and Other Support Staff (School Year 2014-15)

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	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.20	N/A
Psychologist	.15	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0.80	N/A
Resource Specialist	1.00	N/A
Other	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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	**Supplemental/ Restricted**	**Basic/ Unrestricted**	
School Site	$7471.71	$5448.20	$2023.51	$63771.66
District	N/A	N/A	$9628.10	$56383.71
Percent Difference: School Site and District	N/A	N/A	-79.0	13.1
State	N/A	N/A	$5,348	$72,971
Percent Difference: School Site and State	N/A	N/A	-62.2	-12.6

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

Types of Services Funded (Fiscal Year 2014-15)

Services and Programs at Ellerhorst:

Special Education Services: K-3 SH class, K-3 NSH class, 4-6 NSH class
English Language Development Tutoring Services to assist with content area learning
The Rattler Resource Room, our Learning Center for Academic Intervention (RtI interventions)

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$37,572	$43,165
Mid-Range Teacher Salary	$57,903	$68,574
Highest Teacher Salary	$77,623	$89,146
Average Principal Salary (Elementary)	$88,724	$111,129
Average Principal Salary (Middle)	$94,047	$116,569
Average Principal Salary (High)	$105,032	$127,448
Superintendent Salary	$227,250	$234,382
Percent of Budget for Teacher Salaries	31%	38%
Percent of Budget for Administrative Salaries	5%	5%

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

Professional Development (Most Recent Three Years)

The Ellerhorst staff engages in staff workshops, grade level collaboration, and attends outside training on a regular basis. For the current school year, the staff is focused on the district's major areas of focus in English Language Arts, Mathematics and English Language Development. These goals incorporate the implementation efforts for the Common Core State Standards. Professional Development activities are planned by the school site's Instructional Leadership Team in collaboration with the district Educational Services Department. In addition, teacher passion is driving changes in the social studies and science curricula, the staff continues to honor the use of academic data to inform instruction, and provides effective support for students who are preparing to take the Common Core-Aligned SBAC assessment for language arts and math.

Quality instruction and instructional leadership are at the heart of the district's achievement efforts. To ensure this quality and leadership, the Educational Services Division engages teachers, administrators and other personnel in ongoing professional development focused on improving teaching and learning. Training is provided to principals and other administrators to improve their ability to provide strong instructional leadership and guide teaching and learning at school sites. The principals, in turn, provide support to teachers through staff conferences, opportunities for collaborative study and planning, and individual coaching based on ongoing classroom observations. Teachers and other staff are provided with both on and off-site professional development in all Common Core based curriculum content areas. Beyond the content areas, professional development is provided in English Language Development, differentiated instruction and educational technology. In addition, training is made available in classroom management and the effective use of assessment data and teacher data teams in meeting the needs of all students. A primary goal of the professional development program is ensuring that all students are served by skilled, highly qualified teachers and that teachers are supported by strong, knowledgeable instructional leaders.