

# Richgrove Elementary School

## School Accountability Report Card

### Reported Using Data from the 2012-13 School Year

### Published During 2013-14

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

### Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012–13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

## II. About This School

### Contact Information (School Year 2013-14)

School Contact Information	
School Name	Richgrove Elementary School
Street	20812 Grove Drive
City, State, Zip	Richgrove, CA 93261
Phone Number	(661) 725-2424
Principal	Mario Millan
E-mail Address	<a href="mailto:mariom@richgrove.org">mariom@richgrove.org</a>
CDS Code	54720826114672

District Contact Information	
District Name	Richgrove Elementary School District
Phone Number	(661) 725-2424
Web Site	www.richgrove.org
Superintendent	Frank. M Chavez
E-mail Address	frank@richgrove.org

### School Description and Mission Statement (School Year 2012-13)

This section provides information about the school, its programs and its goals.

The Richgrove staff has high expectation of all students for their academic, social and personal growth. Students are held accountable for their achievement towards meeting the standards. Students are encouraged to be risk takers when improving their learning. The Richgrove staff provides a physically and emotionally safe environment for all students. Input from staff, community and students is respected, encouraged, and valued. Teachers reflect on their practice as educators and strive to develop as professionals. Shared leadership, respect for all, and working as a team are encouraged.

Richgrove School District, a one-school district, serves 711 students in grades K-8. The district is located in Richgrove, an unincorporated community located in the South eastern part of Tulare County in the State of California. Richgrove is on the Kern County line approximately 10 miles from Delano and Highway 99 in the Central California Valley of California. Neighboring communities are: Delano to the West, Porterville to the North, and Bakersfield to the South.

Richgrove is an agricultural community with a population flexibility of up to 3,200 persons. Table grapes, pistachios, oranges and almonds are among the major crops in this area. The employment sources available are light industry and seasonal agriculture.

Richgrove School's mission is to: pursue significant educational improvements in curriculum and instruction, staff development and parent involvement in order for all students to meeting rigorous grade level standards; provide a safe, orderly, and nurturing school climate that promotes learning, fairness, and respect for each individual, and promote a sensitivity and appreciation for the value of learning as students continue their education through out their lifetime.

### Opportunities for Parental Involvement (School Year 2012-13)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Richgrove School believes that parent involvement is one of the keys for student success. Parents are encouraged to participate in the education of their children by helping them at home with their homework, volunteering in their student's classroom, and attending student events such as Students of the month assemblies. Parents are encouraged to participate in the English Language Advisory Committee (ELAC) , School Site Council (SSC), Migrant PAC Meetings, Monthly Parent Meetings and Monthly Breakfast with the Principal Meetings.

Parents who wish to participate in Richgrove School's leadership teams, school committees, and school activities may contact the school at (661) 725-2424.

## III. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is 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.

- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA 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.

The assessments under the STAR Program 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.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	34	36	28	34	36	28	54	56	55
Mathematics	42	39	39	42	39	39	49	50	50
Science	40	24	33	40	24	33	57	60	59
History-Social Science	35	16	35	35	16	35	48	49	49

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.

#### Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	28	39	33	35
All Student at the School	28	39	33	35
Male	22	39	33	30
Female	34	39	32	43
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	27	39	33	35
Native Hawaiian/Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged	28	39	33	35
English Learners	17	34	12	3
Students with Disabilities	6	25		
Students Receiving Migrant Education Services	20	30		

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 2012-13)

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	37.5	28.8	13.8
7	28.8	32.9	12.3

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.

## IV. Accountability

### Academic Performance Index

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. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

### Academic Performance Index Ranks - Three-Year Comparison

This table displays 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 ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten 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 ten 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	2010	2011	2012
Statewide	1	1	1
Similar Schools	2	3	1

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

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	22	-7	-16
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	22	-8	-15
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	22	-7	-16
English Learners	19	-5	-28
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

### Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	2013 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	496	688	499	689	4,655,793	790
Black or African American	0		0		298,394	707
American Indian or Alaska Native	0		0		30,423	742
Asian	4		4		407,143	906
Filipino	8		8		121,235	867
Hispanic or Latino	480	686	483	688	2,446,249	743
Native Hawaiian/Pacific Islander	0		0		25,432	773
White	4		4		1,203,252	852
Two or More Races	0		0		112,819	845
Socioeconomically Disadvantaged	495	688	495	688	2,842,931	742
English Learners	351	651	352	652	1,464,196	717
Students with Disabilities	28	498	31	543	557,080	616

### 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)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	No	No
Met Graduation Rate (if applicable)	N/A	N/A

### Federal Intervention Program (School Year 2013-14)

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. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2005-2006	
Year in Program Improvement	Year 5	
Number of Schools Currently in Program Improvement	---	1
Percent of Schools Currently in Program Improvement	---	100.0

## V. School Climate

### Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Kindergarten	94
Grade 1	84
Grade 2	91
Grade 3	70
Grade 4	76
Grade 5	78
Grade 6	57
Grade 7	76
Grade 8	59
Total Enrollment	685

### Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.0	White	0.0
American Indian or Alaska Native	0.0	Two or More Races	0.0
Asian	0.0	Socioeconomically Disadvantaged	100.0
Filipino	0.0	English Learners	72.7
Hispanic or Latino	97.1	Students with Disabilities	3.2
Native Hawaiian/Pacific Islander	0.0		

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

Grade Level	2010-11				2011-12				2012-13			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19.2	5	0	0	1	5	0	0	19	5		
1	18.4	5	0	0	0.6	5	0	0	17	5		
2	19.3	4	0	0	0.5	4	0	0	18	5		
3	19	4	0	0	0.8	5	0	0	18	4		
4	22.7	2	1	0	1.3	3	0	0	12	4	3	
5	27	0	3	0					18	4	9	
6	21.7	1	2	0					20	4	8	
Other												

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

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

Subject	2010-11				2011-12				2012-13			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	23.9	3	12	0	24.7	1	9	0	9	9	6	
Mathematics	23.4	1	4	0	24	1	5	0	19	4	3	
Science	24	1	5	0	24	1	5	0	22	3	3	
Social Science	23.5	1	5	0	24.3	1	5	0	22	3	3	

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

### School Safety Plan (School Year 2012-13)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

In order to cooperate and support the disaster efforts of the schools in the event of a major disaster, Richgrove School District has established emergency headquarters to be at the district office or transportation department as designated by the superintendent depending on the nature and extent of a disaster. The governing board shall grant the use of school buildings, grounds and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The board shall cooperate with such agencies in furnishing and maintaining whatever services it deems necessary to meet the community's needs. (Ed. Code 38132)

Richgrove School has an established disaster preparedness plan which is reviewed and updated annually. The school plan includes designated responsibilities and an established chain of command. Specified staff members will communicate with or report to emergency headquarters in the event of a disaster or when notified to do so. Disaster drills are practiced on a regular basis.

Richgrove School's Comprehensive Safe School Plan was developed in 1998 by the Safe School Committee and the On-Site Sheriff's Officer. The plan was last up-dated in August 2012 and reviewed with the staff at that time. The updated plan is available to the public at the district/school office.

The highlights of the plan include the following:

- Comprehensive disaster and crisis plan
- Communication strategies
- Safe transportation

## Suspensions and Expulsions

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
<b>Suspensions</b>	12.98	13.7	11.5	12.98	13.7	11.5
<b>Expulsions</b>	0.28	0.21	1.29	0.28	0.21	1.29

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

## VI. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

Richgrove School provides a safe, clean environment for students, staff and parents. School facilities were built in 1954 and include 24 classrooms, a staff lounge, a latch key room, a cafeteria, playgrounds, and a band room. These existing buildings were included in modernization plans in 1985 and in 2003. In 2003, the restrooms were modernized. In 1996, a middle school and district office were built. This addition includes a library, computer lab, a gymnasium, a resource room, a playground, and 6 classrooms and 4 permanent portables.

Richgrove School has a scheduled maintenance program that ensures that all classrooms and facilities are maintained to a degree of adequacy that provides for good learning and safety. Richgrove School's maintenance department uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on August 24, 2010. At this time no deficiencies were cited.

A plan has been developed to design and replace the current storm drainage system between wings 400 and 500 and 500 and 600. The plan includes environmental friendly landscaping, removal of termite infested trees, eliminating seasonal flooding, outdated drains. This plan includes the installation of solar panels. The panels will be engineered to be shade structures. The plan also includes repairing and replacing fence line along the front of the elementary school. Improvements to the water pump are planned to increase water pressure. The maintenance plan for the 2010-2011 year includes AC repairs.



### School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

School Facility Good Repair Status (School Year 2013-14)				
Year and month in which data were collected: August 2013				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[ ]	[X]	[ ]	Some of 300 wing will need new carpet.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[ ]	[X]	[ ]	Some light fixtures on breeze way need repair.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	
<b>Safety:</b> Fire Safety, Hazardous Materials	[ ]	[X]	[ ]	Need to dispose of some paint.
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	N. Side Cafeteria Doors will need replacement soon. Gutters for 700 wing.

### Overall Facility Rate

Overall Rating	Exemplary	Good	Fair	Poor
	[ ]	[X]	[ ]	[ ]

## VII. Teachers

### Teacher Credentials

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
<b>With Full Credential</b>	35	35	35	35
<b>Without Full Credential</b>	2	1	1	1
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	---

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
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 2012-13)

The federal ESEA, also known as 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. For more information, see the CDE Improving Teacher and Principal Quality Web page at [www.cde.ca.gov/nclb/sr/tq/](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	78.8	21.2
All Schools in District	78.8	21.2
High-Poverty Schools in District	78.8	21.2
Low-Poverty Schools in District	0.0	0.0

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.

## VIII. Support Staff

### Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	1	---
Library Media Services Staff (Paraprofessional)	0	---
Psychologist	2	---
Social Worker	0	---
Nurse	0	---
Speech/Language/Hearing Specialist	0.4	---
Resource Specialist		---
Other	1	---

Note: 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.

## IX. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

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Year and month in which data were collected: August 2011

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	1 per student New or good condition 2009 edition	Yes	0
Mathematics	1 per student New or good condition 2008 edition	Yes	0
Science	1 per student New or good condition 2007 edition	Yes	0
History-Social Science	1 per student New or good condition 2006 edition	Yes	0
Foreign Language	LEA Provided		n/a
Health	Classroom set grades 7 and 8 Fair condition 2001 edition\	No	n/a
Visual and Performing Arts	LEA Provided		n/a

## X. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$10,998	\$2,859	\$8,138	\$62,330
District	---	---	\$8,138	\$64,460
Percent Difference: School Site and District	---	---	0%	0%
State	---	---	\$5,537	\$57,720
Percent Difference: School Site and State	---	---	2%	13%

**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.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

### Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Instructional programs are aligned to California State Content Standards. The school structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques and supplemental instructional materials and programs. Special programs include:

- At-risk: "Inside" Intervention Program Language, After School Tutoring, Student Study Team, Counselor, Differentiated Instruction and Instructional Aide Support, AC Math, Momentum Math
- Title I: Instructional Aide Support, Staff Development, Parent, Student Study Team, Counselor, Differentiated Instruction, "Inside" Intervention Program
- English Language Learners: English Language Acquisition Program, Student Study Team, Counselor, Differentiated Instruction, ELL Instructional Aide Support, Daily English Language Development
- Special Education: Resource Specialist Program, Adaptive Physical Education, Student Study Team, Language Speech and Hearing Specialist, School Psychologist, and Differentiated Instruction.
- Academic Coaching
- Targeted Instructional Improvement Grant: Winter and Summer Academies, Supplemental instructional materials, tutorials, a fine arts program, and other activities.

#### Extra Curricular Activities

Students are encouraged to participate in the school's additional academic and extra curricular activities that promote a positive attitude that encourages achievement and aids in the prevention of academic problems. Activities and programs include:

- o After school tutoring
- o Winter Institute (when available)
- o Summer Session
- o Fine Arts Program
  - Mariachi band
  - Marching band
  - Jazz band
  - Concert band
  - Folk Dance Troupes
  - Spelling Bee
- o Oral Language
- o Sports Program
  - After school
  - Recreation League
- o Academic Bowls
  - Math
  - Poetry and Prose

### Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,350	\$38,719
Mid-Range Teacher Salary	\$61,363	\$55,637
Highest Teacher Salary	\$78,564	\$70,797
Average Principal Salary (Elementary)	\$104,545	\$90,284
Average Principal Salary (Middle)	\$0	\$94,675
Average Principal Salary (High)	\$0	\$85,183
Superintendent Salary	\$136,341	\$104,272
Percent of Budget for Teacher Salaries	27.0%	35.5%
Percent of Budget for Administrative Salaries	4.9%	6.5%

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

## XI. Instructional Planning and Scheduling

### Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

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All training and curriculum development activities at Richgrove Elementary school revolve around the California State Content Standards and Frameworks. Professional development activities provide support for you newly adopted curriculum and the implementation of new programs.

Professional Development includes:

- SB 472 training CA Treasures
- SB 472 training Saxon
- SB 472 training Holt Literature and Language Arts
- SB 472 training "Inside"
- SB472 training EL with CA Treasures
- SB472 training Algebra
- SB472 training Pre-Algebra

Common Core Standards Training

Eclipse Lesson Planning Training

- RTI training
- Vocabulary Development
- EL strategies
- Classroom Management
- Developing a positive climate
- Title III
- CELDT test administration
- Thinking Maps
- Checking for Understanding
- Dennis Parker Training
- Data Analysis