

# Jeane Thorman Elementary School

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

#### Published During 2017-18

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 <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 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.

## **About This School**

#### **Contact Information (School Year 2017-18)**

<b>School Contact Information</b>	
<b>School Name</b>	Jeane Thorman Elementary School
<b>Street</b>	1402 Sycamore Ave.
<b>City, State, Zip</b>	Tustin, CA 92780
<b>Phone Number</b>	(714) 730-7364
<b>Principal</b>	Deanna Parks
<b>E-mail Address</b>	dparks@tustin.k12.ca.us
<b>Web Site</b>	<a href="http://www.tustin.k12.ca.us/thorman">http://www.tustin.k12.ca.us/thorman</a>
<b>CDS Code</b>	30-73643-6085369

District Contact Information	
District Name	Tustin Unified School District
Phone Number	(714) 730-7301
Superintendent	Gregory A. Franklin, Ed.D.
E-mail Address	gfranklin@tustin.k12.ca.us
Web Site	<a href="http://www.tustin.k12.ca.us">http://www.tustin.k12.ca.us</a>

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

Our mission statement:

At Thorman, we empower **GRIT**

Gratitude

Resilience

Innovation

Thinking Critically

Again during the 2017-18 school year, Jeane Thorman Elementary School we focus on rigorous standards, engaging strategies supported by technology leading to increased student learning and a comprehensive learning experience. Students continue to learn the importance of being ALERT- attentive, likable, eager and reliable.

To help accomplish our mission, the administration, students, staff and parents are encouraged to instill five core values that best represent Jeane Thorman Elementary. Those five core values are Attentive, Likeable, Eager, Reliable, and Thoughtful (ALERT). We believe in the importance of developing resilience within our school community of using grit during tough times to work through the difficulties our students face on a daily basis. We are accountable to ourselves, as staff, students, parents and community members to prioritize, embrace challenges, set goals, practice, take risks, compete and finish strong in all we endeavor. We will work in unity toward common goals with consistency in learning and behavioral expectations, instructional strategies, and supports to aid all students in meeting high levels of achievement. Our students will develop the courage and personal integrity to take academic risks, to achieve high levels of achievement by setting goals and stretching beyond their comfort levels.

We believe a promising strategy for achieving the mission of Jeane Thorman Elementary School is to develop our capacity to function as a professional learning community. Teachers meet weekly to develop common assessments based on essential standards. Together they analyze data and share strategies and plans for intervention when needed. In addition to teacher-created assessments, data from District formative and summative assessments are used to monitor progress and plan instruction. Students At Thorman, all stakeholders have high expectations for all and we accept no excuses for below standard work. With the implementation and reinforcement of our core values, as well as the data that is collected to help drive our instruction, we are confident that all students will work at the highest of levels.

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

Grade Level	Number of Students
Kindergarten	88
Grade 1	100
Grade 2	97
Grade 3	96
Grade 4	84
Grade 5	104
<b>Total Enrollment</b>	<b>569</b>

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

Student Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.2
Asian	1.6
Filipino	0.9
Hispanic or Latino	94
Native Hawaiian or Pacific Islander	0.7
White	1.8
Two or More Races	0.2
Socioeconomically Disadvantaged	71
English Learners	69.9
Students with Disabilities	7.4
Foster Youth	0.7

## 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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	20	21	22	897
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	52

### 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	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.

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

**Year and month in which data were collected:** October 9, 2017

On October 9, 2017, the Tustin Unified School District Board of Education verified by resolution that each student at this school has a textbook and/or instructional materials for each core subject area that are aligned to the content and cycles of the curriculum framework adopted by the State of California.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	<p>State-Adopted Textbooks Textbooks and support materials are state-adopted and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned with state standards. The Units of Study for Teaching Reading and the Units of Study in Opinion, Information, and Narrative Writing by Lucy Calkins as well as K-2 Phonics Lessons by Irene Fountas and Gay Su Pinnell are the state adopted textbooks for the District. The Tustin Unified School District Board of Education approved these textbooks for adoption on December 12, 2016.</p> <p>Supplemental Textbooks and Materials Students have access to classroom libraries containing both literature and non-fiction text.</p>	Yes	0%
<b>Mathematics</b>	<p>State-Adopted Textbooks Textbooks and support materials are state-adopted and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Houghton Mifflin Harcourt California Math Expressions Common Core (2015) is the state adopted core curriculum for the District. The Tustin Unified Board of Education approved this textbook for adoption on June 9, 2014.</p>	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Science</b>	<p>State-Adopted Textbooks Textbooks and support materials are state-approved and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Houghton-Mifflin California Science, Interactive Text (2007) is the state adopted textbook for the District. The Tustin Unified School District Board of Education approved this textbook for adoption on March 10, 2008.</p> <p>Supplemental Textbooks and Materials Stemscopes is a supplemental science curriculum used for grades TK-5. This curriculum is aligned to the Next Generation Science Standards and incorporates the three-dimensional learning model including cross-cutting concepts, science and engineering practices and disciplinary core ideas. The fully digital interactive curriculum is used in grades TK-5 and is supported with science toolkits to provide hands-on, inquiry-based science experiences in the classroom.</p>	Yes	0%
<b>History-Social Science</b>	<p>State-Adopted Textbooks Textbooks and support materials are state-approved and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Harcourt Reflections (K-5), 2007 is the state adopted core curriculum for the District. The Tustin Unified School District Board of Education approved this textbook for adoption on March 26, 2007.</p> <p>Supplemental Textbooks and Materials</p>	Yes	0%
<b>Health</b>	<p>State-Adopted Textbooks Textbooks are state-adopted, in good condition, and are available consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. Health curriculum materials are incorporated in the Science textbooks in elementary school. Houghton-Mifflin California Science, Interactive Text (2007) is the state adopted textbook for the District. The Tustin Unified School District Board of Education approved this textbook for adoption on March 10, 2008.</p>	Yes	0%

### School Facility Conditions and Planned Improvements (Most Recent Year)

The Tustin Unified School District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction (OPSC). The results of this survey are available at the school office, the District office, or on the Internet at <https://tinyurl.com/TUSD-Facility-Inspection-Tool>. The District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

A complete modernization of Thorman was completed in September of 2016. Included in the project are all new classrooms and new exterior doors, classroom furniture, interior casework, lighting, windows/solar tubes and a brand new library. Thorman Elementary School provides a safe, clean environment for students, staff, and volunteers. A scheduled maintenance program is administered by the District to ensure that all classrooms and facilities are adequately maintained. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. Regular monitoring of school grounds before, during and after school is performed by assigned staff. The school's large, grass-covered sports fields serve as a hub of school and community athletic events after school and on weekends.

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- 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 (Most Recent Year)				
Year and month of the most recent FIT report: 08/15/17				
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			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 08/15/17				
Overall Rating	Exemplary	Good	Fair	Poor
		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] 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	37	38	62	62	48	48
Mathematics (grades 3-8 and 11)	25	27	52	52	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.

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	290	286	98.62	37.76
Male	143	140	97.9	31.43
Female	147	146	99.32	43.84
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	273	270	98.9	37.78
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	224	220	98.21	34.09
English Learners	222	219	98.65	35.16
Students with Disabilities	22	22	100	0
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	290	289	99.66	27.34
Male	143	142	99.3	26.76
Female	147	147	100	27.89
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	273	273	100	26.37
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	224	223	99.55	24.22
English Learners	222	222	100	26.13
Students with Disabilities	22	22	100	0
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	8	20	73	71	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

## 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 areas of physical education.

### California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	25	29.8	17.3

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 State priority: Parental Involvement (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 (School Year 2017-18)

Teachers, parents, and students work together as a team to achieve the common vision of motivating lifelong learners in a safe and well-organized environment. Our parent community is served by a full-time bilingual community liaison and all stakeholders work in partnership to support student learning at Thorman Elementary. Through our community liaison, parents volunteer hours in and out of the classroom to support our school goals, multiple family nights, parent education programs, Principal Coffees, Panther Playground Parents and our safe school environment Jean Thorman Elementary has multiple opportunities for parents to become involved. Our parent community is involved in advisory and decision making positions through participation in the School Site Council and English Learner Advisory Committee. These members work together with the administration to monitor the annual plan and make adjustments throughout the academic year in order to meet or exceed our annual academic achievement goals. Family Nights are held to familiarize parents with curriculum and to strengthen the home-school connection. We are working with Western Youth Services to coordinate speakers to present on topics important to our parents at our Coffee with the Principal events. Parents volunteer 3 times a week to facilitate organized games during lunch recess time. Teachers communicate student progress in all curricular areas and social development on a regular basis via teacher Haiku webpages, parent/teacher conferences, and our monthly newsletter in order to keep parents current on the latest activities at Thorman Elementary. To help parents see what goes on in classrooms and make them feel more comfortable, all teachers plan and host an activity that parents are invited to participate in. Additionally, the parents and teachers have come together to establish a PTA where both teachers and parents collaborate to improve the educational opportunities and collaboration between teachers, parents, and students.

### 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

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	1.2	0.5	1.1	2.8	2.5	2.8	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

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

Date Last Reviewed by School Site Council (SSC): 11/3/17 (Pending review 2/8/18)

Date Updated and Approved by SSC: 11/3/17 (Pending approval 2/15/18)

Date Discussed with Staff: 8/18/17 (Pending review 1/17/18)

The safety of students and staff is a primary concern of Jean Thorman Elementary School. Monthly emergency drills are held to practice various situations the school may face including fire, earthquake and other emergency drills. A comprehensive school plan with teams of staff members trained for specific duties is in place and a mock disaster drill is implemented on an annual basis for practice and continued training. Our school safety plan includes the following elements: child abuse reporting procedures, disaster procedures, routine and emergency (SEMS); suspension, expulsion, or mandatory expulsion recommendations; procedures to notify teachers of dangerous pupils; sexual harassment policy; provisions of school wide dress code; procedures for safe ingress and egress; and orderly environment; rules and procedures on school discipline; and school safety goals and objectives. Emergency radios with district-wide connections and the Titan app has been implemented for swift and clear communication in case of an emergency. The school is a closed campus and all visitors and volunteers must sign in at the front office and wear a "visitor" badge while on campus as a form of identification.

## 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.

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
<b>Program Improvement Status</b>		
<b>First Year of Program Improvement</b>		
<b>Year in Program Improvement*</b>		
<b>Number of Schools Currently in Program Improvement</b>	N/A	9
<b>Percent of Schools Currently in Program Improvement</b>	N/A	69.2

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

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

Grade Level	2014-15				2015-16				2016-17			
	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+
<b>K</b>	15	6			16	6			15	6		
<b>1</b>	30		3		30		3		25		4	
<b>2</b>	31		3		32		3		25		3	
<b>3</b>	32		3		30		3		29		4	
<b>4</b>	29		3		27		3		32		2	
<b>5</b>	29		4		30		4		31		4	

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 2016-17)**

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)	.493	N/A
Psychologist	.4	N/A
Social Worker	0	N/A
Nurse	.1	N/A
Speech/Language/Hearing Specialist	.5	N/A
Resource Specialist	1.2	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 2015-16)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7,453	\$1,557	\$5,896	\$87,366
District	N/A	N/A	\$5,415	\$82,661
Percent Difference: School Site and District	N/A	N/A	8.9	5.7
State	N/A	N/A	\$6,574	\$79,228
Percent Difference: School Site and State	N/A	N/A	-10.3	10.3

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

**Types of Services Funded (Fiscal Year 2016-17)**

Jean Thorman Elementary School receives categorical funding in the areas of Title I and Local Control Funding Formula - Economic Impact Aid (ELL).

All categorical expenditures are monitored and approved for appropriate alignment to the SPSA and program guidelines by multiple centralized support personnel within Tustin Unified School District. Rationales for expenditures must be provided, aligned, and approved prior to purchase and use. These safeguards of fiscal support allow us to provide the necessary and appropriate support for our under-performing students in all areas.

The majority of site categorical funding is used for student interventions, staff development, and personnel costs. Staff development is focused on targeting skill instruction and providing in-services on research based best practices in the core instructional areas. Personnel costs include instructional aides who provide classroom support during reading instruction, a part time School Counselor, and a Community Liaison. Supplemental materials to address needs were also purchased to support reading, math, computers, software, as well as staff development.

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

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,132	\$47,808
Mid-Range Teacher Salary	\$80,871	\$73,555
Highest Teacher Salary	\$107,643	\$95,850
Average Principal Salary (Elementary)	\$136,023	\$120,448
Average Principal Salary (Middle)	\$151,302	\$125,592
Average Principal Salary (High)	\$157,782	\$138,175
Superintendent Salary	\$320,190	\$264,457
Percent of Budget for Teacher Salaries	38%	35%
Percent of Budget for Administrative Salaries	6%	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)

All professional development is driven by student achievement results. Frequent, regular assessments are shared throughout grade levels to increase understanding of student learning and effectiveness of our teaching. Based on both, professional development needs are identified.

Our site level Professional Development Plan aligns to our Single Plan for Student Achievement. Our professional development plan is also aligned to the California Standards of the Teaching Profession. Based on teacher's annual professional goals and objectives, professional development opportunities are identified to meet the standards. The professional teaching standards promote student access to grade level and content area standards. Thorman also employs a full time Instructional Coach coach who plans and works with teachers to improve instruction in Writing Workshop, English Language Development, CGI Math, and Digital Storytelling to ensure success for all students.

In addition to our teachers, our administrators and counselors also attend a variety of professional in-services dealing with many different issues that affect our school. The Jean Thorman Elementary School signature practice is Balanced Literacy. All teachers have been trained on the implementation of the practice and use site level professional developments and our Instructional Coach to continue to refine and build on these skills. Additional professional development focus has been placed in the areas of implementing classroom technology and arranging the curriculum to meet the needs of the 21st century learner.

The school Leadership Team meets to discuss school-wide timelines, data, and systems to support student learning.

Every Wednesday morning, students arrive at 9:14 a.m. providing staff with nearly 90 minutes of collaboration time. The meetings are formatted for professional development in-services and/or Professional Learning Community time. our dedicated teachers engage in collaborative planning two Wednesdays each month. The principal provides staff professional development meetings that focus on the processes of Balanced Literacy, English Language Development, Cognitively Guided Instruction in Math (CGI), differentiating instruction, data interpretation and analysis and best first instruction.