

# Kern Avenue Elementary School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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/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 <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.

## **About This School**

### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
<b>School Name</b>	Kern Avenue Elementary School
<b>Street</b>	356 W. Kern Ave.
<b>City, State, Zip</b>	McFarland, CA 93250
<b>Phone Number</b>	6617923033
<b>Principal</b>	Mayela Bujanda-Medina
<b>Email Address</b>	mabujanda@mcfarland.k12.ca.us
<b>Website</b>	<a href="http://mcfarlandusd.com/KAES/">http://mcfarlandusd.com/KAES/</a>
<b>County-District-School (CDS) Code</b>	15739086009765

Entity	Contact Information
District Name	McFarland Unified School District
Phone Number	(661) 792-3081
Superintendent	Samuel Resendez
Email Address	sresendez@mcfarland.k12.ca.us
Website	www.mcfarlandusd.com

## Vision

Kern Avenue strives to provide innovative educational programs through a variety of approaches that enrich children's lives socially, emotionally, and academically.

## Mission

The mission of Kern Avenue Elementary School is to ensure success of all students' social, emotional, and academic needs while providing a safe learning environment that promotes good values and positive self-image.

Our mission can be accomplished through:

- Grade-level performance of all students in reading, writing, and math at their instructional level.
- Integrate and coordinate student services and provide standards based materials for grade level instruction.
- Instruct to district expectations and to state standards and challenges.
- Provide meaningful and regular opportunities for parents and community members to become partners in education.
- Ensure access to core curriculum by budgeting for materials, by providing staff development, and by monitoring instruction.
- Improve accountability by gathering data of subgroup populations and by writing specific improvement plans for those subgroups.
- Develop student pride in achievement, responsibility, ethnicity, culture, heritage, and primary language proficiency of self and of others.
- Lead proactively and with high expectations of staff, of student achievement, and of parent involvement.
- Ensure all students will be educated in learning environments that are safe, drug free and conducive to learning.
- All Limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading language arts and mathematics.

Kern Avenue is a TK-6 elementary school. It has a standard academic calendar with a 3 week break during the winter. As of January 13, 2020, Kern Avenue's enrollment is 789 students. Kern Avenue was built in 1936 and is located 28 miles North of Bakersfield.

The school has a total of 34 certificated staff, including a Principal, Learning Director, Academic Coach, 1 mild to moderate special education teacher, 2 moderate to severe education teachers, a speech pathologist, psychologist, and a Counselor. Our school district employs an ELD Coach and a Technology Support Team that provide service to all district school sites. A school library clerk and 5 special education instructional aides provide direct instructional support for our students. An additional 6 safety aides help to maintain supervision of our students outside of the classroom.

Kern Avenue students are primarily of Hispanic descent and make up the largest sub-group of students, accounting for approximately 98% of the total student population. Approximately 61.5% of the Hispanic sub-group are identified as EL learners.

Kern Avenue is a school-wide Title I school. Approximately 100% of the students have been identified as socio-economically disadvantaged and the ethnic composition of the school staff mirrors that of the student population with the majority of the staff being of Hispanic descent.

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	134
Grade 1	105
Grade 2	93
Grade 3	127
Grade 4	104
Grade 5	126
<b>Total Enrollment</b>	<b>689</b>

### Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.3
Asian	0.3
Filipino	0.1
Hispanic or Latino	97.2
White	2
Socioeconomically Disadvantaged	93
English Learners	61.5
Students with Disabilities	7.1
Foster Youth	0.1
Homeless	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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	29	26	27	145
Without Full Credential	1	3	4	27
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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 2019-20)

Year and month in which data were collected: August 2019

Kern Avenue School is using currently adopted curriculum in all core subjects.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades K-2 utilize the 2017 Journeys by Houghton Mifflin Harcourt; Grades 3-5 utilize the 2017 Benchmark Advanced by Benchmark Education; Grade 6 utilizes the 2017 California Collections by Houghton Mifflin Harcourt	Yes	0%
Mathematics	Grades K-5 utilize the 2013 McGraw Hill My Math; Grade 6 utilizes McGraw Hill California Math	Yes	0%
Science	Grades K-6 utilize the 2020 Macmillan McGraw-Hill California Science	Yes	0%
History-Social Science	Grades K-6 utilize the 2019 Pearson Education-Scott Foresman My World	Yes	0%

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

The Kern Avenue school was originally built in the 1930s. The exterior of the entire campus received an upgrade in texture before being fully painted in summer of 2015. Although some buildings are aged, all aspects of the facility are well maintained and kept in good repair with the exception of the original school building which is constructed of masonry that is not reinforced. No students are housed in this building. It is used exclusively as a storage area for surplus furniture and equipment. The most recent Williams Inspection report graded the site as good with a score of 95%.

**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

**Year and month of the most recent FIT report:** 6/26/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	CR 20: (A) Concrete floor is cracked; (B) Custodial closet ok; (C') ok - a lot of dead roaches and live spiders in A CR 21: Sink is clogged; holes in the wall throughout room; window sills very dirty/dusty; stained ceiling tiles throughout; door threshold missing CR 23: New flooring is stained, overall room has quite a few stains from markers, food, etc used by MIDC students. Flooring and cabinets replaced October 2018 CR 3: Large percentage of wall covered in paper CR 31: Large number of stained ceiling tiles & dead pests; overall room unclean CR 83: Excessive wall covering: paper/fabric

System Inspected	Rating	Repair Needed and Action Taken or Planned
<p><b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation</p>	<p>Fair</p>	<p>CR 1: Front door does not close properly, have to slam shut. Large number of dead roaches.  CR 12: Large number of stained ceiling tiles  CR 13: Large number of dead roaches  CR 2: Base board missing in section; drinking fountain not set properly; teacher reports a lot of spiders in corners  CR 20: (A) Concrete floor is cracked; (B) Custodial closet ok; (C') ok - a lot of dead roaches and live spiders in A  CR 21: Sink is clogged; holes in the wall throughout room; window sills very dirty/dusty; stained ceiling tiles throughout; door threshold missing  CR 22: Large number of dead roaches  CR 23: New flooring is stained, overall room has quite a few stains from markers, food, etc used by MIDC students. Flooring and cabinets replaced October 2018  CR 24: Door frame is cracked; large number of dead cockroaches; fountain loose  CR 26: Large number of dead roaches  CR 31: Large number of stained ceiling tiles &amp; dead pests; overall room unclean  CR 32: Teacher reports a lot of spiders and webs; exterior walls dirty - will recheck after pressure washed  CR 34: Electrical outlet broken; live black widow spiders in room; no pressure at water fountain outside of classroom  CR 52: Stained ceiling tiles; large number of dead roaches  CR 53: Formica at counter is tearing; red ants come from exterior into classroom; back door leaks water during rainy season  CR 63: Large number of dead roaches  Storage Room 5: Old equipment should be removed; large number of cobwebs</p>
<p><b>Electrical:</b> Electrical</p>	<p>Good</p>	

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	<p>Administration: No hot water in handicap shower (nurse's area); walls in counseling and work room are in disrepair from water damage</p> <p>CR 2: Base board missing in section; drinking fountain not set properly; teacher reports a lot of spiders in corners</p> <p>CR 21: Sink is clogged; holes in the wall throughout room; window sills very dirty/dusty; stained ceiling tiles throughout; door threshold missing</p> <p>CR 24: Door frame is cracked; large number of dead cockroaches; fountain loose</p> <p>CR 34: Electrical outlet broken; live black widow spiders in room; no pressure at water fountain outside of classroom</p> <p>CR 4: Chemicals stored under sink, removed by custodian; Sink is plugged</p> <p>CR 41: No water pressure along north wall; electrical outlet does not work along walls</p> <p>CR 43: No water pressure</p> <p>CR 73: Rusted heads on drinking fountains; several stained ceiling tiles</p> <p>CR 81: Cupboard knobs need to be replaced, only screws; drinking fountain has no pressure; kinder restroom needs hand towel dispenser</p> <p>CR 82: Water fountain does not work; cabinets do not stay closed; chemicals under sink removed by custodian; excessive wall covering</p>
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	<p>CR 33: Cracked &amp; stained ceiling tiles; windows do not open; chemicals under sink removed by custodian; encapsulate chipped linoleum</p>
<b>Structural:</b> Structural Damage, Roofs	Good	<p>Administration: No hot water in handicap shower (nurse's area); walls in counseling and work room are in disrepair from water damage</p> <p>CR 86: Sub floor under 2nd window damaged</p>

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	CR 53: Formica at counter is tearing; red ants come from exterior into classroom; back door leaks water during rainy season
Overall Rating	Good	

## 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

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	32	33	31	32	50	50
Mathematics (grades 3-8 and 11)	19	25	19	24	38	39

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.

Note: ELA and 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.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	349	343	98.28	1.72	32.94
Male	169	164	97.04	2.96	26.83
Female	180	179	99.44	0.56	38.55
Black or African American					



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	346	340	98.27	1.73	32.65
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races					
Socioeconomically Disadvantaged	338	332	98.22	1.78	31.33
English Learners	251	246	98.01	1.99	30.89
Students with Disabilities	24	24	100.00	0.00	4.17
Students Receiving Migrant Education Services	15	15	100.00	0.00	26.67
Foster Youth	--	--	--	--	--
Homeless	17	15	88.24	11.76	20.00

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	349	347	99.43	0.57	24.50
Male	169	168	99.41	0.59	23.81
Female	180	179	99.44	0.56	25.14
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	346	344	99.42	0.58	24.42
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>Socioeconomically Disadvantaged</b>	338	336	99.41	0.59	23.21
<b>English Learners</b>	251	249	99.20	0.80	24.10
<b>Students with Disabilities</b>	24	24	100.00	0.00	8.33
<b>Students Receiving Migrant Education Services</b>	15	15	100.00	0.00	20.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	17	16	94.12	5.88	25.00

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  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
<b>Science (grades 5, 8 and high school)</b>	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

**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 2018-19)**

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
<b>5</b>	19.6	17.4	2.2

Note: Percentages are not calculated and double dashes (--) appear in the table 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 school site.

### Opportunities for Parental Involvement (School Year 2019-20)

Kern Avenue encourages parents to participate in their child's education by promoting communication through parent nights, conferences, and verbal and written correspondence. Kern Avenue has a parent policy that includes parent compact to help strengthen the partnerships between the home and school. Parents, students, teachers and the Principal are asked to sign this compact during parent conferences. Teacher/Parent conferences and parent meetings are held to explain the State Standards and how to interpret their child's results. Teachers present the grade level standards to parents at Back to School Night. Parents are also given a copy of the grade level standards. Parent meetings are designed to assist the parents on how they can help their child at home. Parents are able to utilize the online Parent Portal within the Aeries student data system. Administration, teachers, and parents represent Kern Avenue's School Site Council. Parents, elected by their peers, represent the majority sub-group on the council, and represent all student sub-groups. The school site council helps to develop the school wide plan and the parent compact. The parents are welcome to observe in the classrooms, and encouraged to volunteer their assistance in the classrooms. Kern Avenue receives input and oversight from the School Site Council, ELAC, DELAC, Migrant, as well outside consultants regarding the planning, implementation, and evaluation of consolidated application programs. Kern Ave. is implementing various after school programs to promote parent involvement with their children; these include drama, art, yearbook, broadcasting, folkloric dance, band, and choir.

### 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.8	0.3	0.7	5.9	2.8	2.9	3.6	3.5	3.5
Expulsions	0.0	0.1	0.0	0.3	0.2	0.2	0.1	0.1	0.1

## School Safety Plan (School Year 2019-20)

Kern Avenue has a well developed School Safety Plan that is updated yearly. We also have a safety committee that meets regularly to address concerns within the school. Included in this committee are certificated staff, classified staff, parents, and MOT personnel. Many concerns are addressed; from fire drills, intruder alerts, infestation of insects and rodents to facilities and supplies. Below are items also addressed in our School Safety Plan:

- School Wide Safety Procedures in place
- Safety Drill's Practiced
- Kern Avenue Guide to Handling Emergency Procedures flipchart completed and updated
- We have a closed campus
- Security gates and cameras
- Visitor Sign In/Sign Out logs in the office
- Staff & District personnel ID Badges
- Crossing guards & gate duty aides
- Yard duty aides
- Student rules for use of playground equipment during recess & freezing at the sound of the bell
- School-wide rules in place in computer lab, library, and classrooms to increase time on task.
- Rules in place in the cafeteria to facilitate student lunch, and expected student behavior in the office.
- WEB activities are planned and distributed by the counselor
- Kern Ave. has a NO Bullying policy - students are encouraged to report any bullying to the office or counselor
- Kern Ave. also takes steps to keep our students safe emotionally - they are provided support when feeling depressed and/or suicidal

## 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	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	25	3	6	2	20	6	6		22	4	6	
1	25		8		25		7		25		8	
2	23		8		26	1	8		23	1	7	
3	25		8		21	1	7		25		10	
4	33		2	3	32		3	1	25		7	
5	29		6		32		3	5	32		5	3
Other**									13	1		

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

\*\* "Other" category is for multi-grade level classes.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	689.0

\*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.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	1.5

\*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	55377	1717	3820	65358
District	N/A	N/A		\$73,030.00
Percent Difference - School Site and District	N/A	N/A		-2.4
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	N/A	N/A	-41.9	-6.2

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2018-19)

- Band and Choir teachers
- After school Intervention/ enrichment classes for 1st-6th grades
- After school Enrichment classes
- Math Field Day
- Spelling Bee
- English Learner Resource Teacher
- Counselor
- Academic Coach (TOSA)
- Learning Director
- Educational Trips

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,307	\$46,208
Mid-Range Teacher Salary	\$69,617	\$72,218

Category	District Amount	State Average For Districts In Same Category
Highest Teacher Salary	\$88,631	\$92,742
Average Principal Salary (Elementary)	\$115,277	\$134,864
Average Principal Salary (Middle)	\$118,159	\$118,220
Average Principal Salary (High)	\$127,244	\$127,356
Superintendent Salary	\$185,500	\$186,823
Percent of Budget for Teacher Salaries	27%	33%
Percent of Budget for Administrative Salaries	6%	6%

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

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			3

Professional growth activities are planned annually based on current need and input received from staff.

Current and ongoing staff development includes:

- Quarterly Workshop Wednesdays to give professional development based on teacher needs
- Weekly grade level meetings to analyze data, plan instruction, monitor student progress, and evaluate program effectiveness in teaching language arts, math and ELD standards;
- In-service programs provided on-site through the district office, the County Superintendent of Schools office, and through the Migrant program;
- Local conferences through the county office throughout the year for opportunities to further staff development;
- Demonstration lessons by classroom teachers and observations by BTSA providers lend additional support in developing exemplary teaching practices;
- A district ELD coordinator and an EL Resource Teacher at each site provide ongoing support for English Language Learners through classroom modeling, scheduling professional development workshops, and providing support with additional instructional materials;
- A district Technology Teacher on Assignment, TOSA at each site provide ongoing support for technology in the classroom through modeling scheduling professional development workshops, and providing support with additional instructional materials
- The Academic Coach provides assistance with any academic question or difficulty; she provides modeling of a lesson and information for better classroom management
- The Academic Coach plans and coordinates professional development sessions with consultants of programs we currently use (Renaissance and Next Gen Math)
- All Kinder - 3rd grade teachers are currently taking the LETRS curriculum in order to assist them in becoming better literacy teachers