

# Kern Avenue 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>                | Kern Avenue Elementary School   |
| <b>Street</b>                     | 356 West Kern Avenue  |
| <b>City, State, Zip</b>           | McFarland, CA 93250   |
| <b>Phone Number</b>               | (661) 792-3033  |
| <b>Principal</b>                  | Francisco Flores  |
| <b>E-mail Address</b>             | frflores@mcfarland.k12.ca.us  |
| <b>Web Site</b>                   | <a href="http://mcfarlandusd.com/KAES/">http://mcfarlandusd.com/KAES/</a> |
| <b>CDS Code</b>                   | 15739086009765  |

| District Contact Information |                                   |
|------------------------------|-----------------------------------|
| District Name                | McFarland Unified School District |
| Phone Number                 | (661) 792-3081                    |
| Superintendent               | Victor Hopper                     |
| E-mail Address               | vhopper@mcfarland.k12.ca.us       |
| Web Site                     | www.mcfarlandusd.com              |

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

#### 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 work together to create the next generation of technologically skilled leaders, to instill a love of lifelong learning, and encourage perseverance while providing a safe learning environment that promotes 21st Century skills.

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-5 elementary school. It has a standard academic calendar with a 3 week break during the winter. As of October 2017 Kern Avenue's enrollment is 714 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, 1 mild to moderate special education teachers, 2 moderate to severe education teachers, a speech pathologist, psychologist, and a Counselor. Our school district employs an ELD Coach and 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 4 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 67% 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 2016-17)**

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Kindergarten            | 128                |
| Grade 1                 | 125                |
| Grade 2                 | 114                |
| Grade 3                 | 130                |
| Grade 4                 | 101                |
| Grade 5                 | 116                |
| <b>Total Enrollment</b> | <b>714</b>         |

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

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 0.6                         |
| American Indian or Alaska Native    | 0                           |
| Asian                               | 0.4                         |
| Filipino                            | 0                           |
| Hispanic or Latino                  | 97.9                        |
| Native Hawaiian or Pacific Islander | 0                           |
| White                               | 1.1                         |
| Two or More Races                   | 0                           |
| Socioeconomically Disadvantaged     | 91.9                        |
| English Learners                    | 58.7                        |
| Students with Disabilities          | 5.5                         |
| Foster Youth                        | 0.8                         |

**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   | 49      | 28      | 29      |          |
| Without Full Credential  | 0       | 1       | 1       |          |
| Teaching Outside Subject Area of Competence (with full credential) | 0       | 0       | 0       |          |

**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:** December 2017

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

| Subject                                       | Textbooks and Instructional Materials/<br>Year of Adoption   | From<br>Most Recent<br>Adoption? | Percent of Students<br>Lacking Own<br>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 | Yes                              | 0%  |
| Mathematics                                   | Grades K-5 utilize the 2013 McGraw Hill My Math  | Yes                              | 0%  |
| Science                                       | Grades K-5 utilize the 2008 Macmillan McGraw-Hill California Science   | Yes                              | 0%  |
| History-Social Science                        | Grades K-5 utilize the 2007 Harcourt School Reflections  | Yes                              | 0%  |
| Foreign Language                              | N/A  |                                  | N/A   |
| Health  | N/A  |                                  | N/A   |
| Science Laboratory Equipment<br>(grades 9-12) | N/A  |                                  | N/A   |

**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 over 96%.

**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: 8/2017                    |               |      |      |   |
| 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: 8/2017 |           |      |      |      |
|--|-----------|------|------|------|
| 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<br>(grades 3-8 and 11) |         |          |         |         |         |
|---|---|---------|----------|---------|---------|---------|
|   | School  |         | District |         | State   |         |
|   | 2015-16   | 2016-17 | 2015-16  | 2016-17 | 2015-16 | 2016-17 |
| English Language Arts/Literacy<br>(grades 3-8 and 11) | 31  | 21      | 27       | 27      | 48      | 48      |
| Mathematics<br>(grades 3-8 and 11)                    | 22  | 17      | 18       | 19      | 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                                  | 351              | 350           | 99.72          | 21.43                   |
| Male  | 193              | 192           | 99.48          | 17.71                   |
| Female  | 158              | 158           | 100            | 25.95                   |
| Black or African American                     | --               | --            | --             | --                      |
| American Indian or Alaska Native              | --               | --            | --             | --                      |
| Hispanic or Latino                            | 347              | 346           | 99.71          | 21.68                   |
| White   | --               | --            | --             | --                      |
| Socioeconomically Disadvantaged               | 324              | 323           | 99.69          | 19.2                    |
| English Learners                              | 261              | 260           | 99.62          | 16.54                   |
| Students with Disabilities                    | 29               | 29            | 100            | 3.45                    |
| Students Receiving Migrant Education Services | 18               | 18            | 100            | 5.56                    |
| 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                                  | 351              | 350           | 99.72          | 16.86                   |
| Male  | 193              | 192           | 99.48          | 18.23                   |
| Female  | 158              | 158           | 100            | 15.19                   |
| Black or African American                     | --               | --            | --             | --                      |
| American Indian or Alaska Native              | --               | --            | --             | --                      |
| Hispanic or Latino                            | 347              | 346           | 99.71          | 17.05                   |
| White   | --               | --            | --             | --                      |
| Socioeconomically Disadvantaged               | 324              | 323           | 99.69          | 16.72                   |
| English Learners                              | 261              | 260           | 99.62          | 15.77                   |
| Students with Disabilities                    | 29               | 29            | 100            | 3.45                    |
| Students Receiving Migrant Education Services | 18               | 18            | 100            | 11.11                   |
| 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) | 25  | 30      | 29       | 28      | 60      | 56      |

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           | 24.5  | 9.6                   | 2.1                  |

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

## 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)

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 Infinite Campus student data system. The school also provides the parents with a yearly school calendar outlining the special events for the school year. 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.

### 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 | 0.4     | 1.5     | 0.8     | 4.6      | 6.2     | 5.9     | 3.8     | 3.7     | 3.6     |
| Expulsions  | 0.0     | 0.0     | 0.0     | 0.1      | 0.3     | 0.3     | 0.1     | 0.1     | 0.1     |



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

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 Bobcat Safety Patrol
- Student rules for use of playground equipment during recess & freezing at the sound of the bell
- Schoolwide 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.

## 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  |
|---|-----------|-----------|
| Program Improvement Status                          | In PI     | In PI     |
| First Year of Program Improvement                   | 2004-2005 | 2004-2005 |
| Year in Program Improvement*                        | Year 5    | Year 3    |
| Number of Schools Currently in Program Improvement  | N/A       | 4         |
| Percent of Schools Currently in Program Improvement | N/A       | 80        |

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+ |
| K           | 24              |                   | 8     |     | 22              | 6                 | 10    |     | 25              | 3                 | 6     | 2   |
| 1           | 21              | 1                 | 9     |     | 21              | 2                 | 11    |     | 25              |                   | 8     |     |
| 2           | 20              | 9                 |       |     | 23              | 1                 | 15    |     | 23              |                   | 8     |     |
| 3           | 20              | 5                 | 4     |     | 25              | 1                 | 12    |     | 25              |                   | 8     |     |
| 4           | 24              |                   | 8     |     | 26              | 1                 | 11    | 1   | 33              |                   | 2     | 3   |
| 5           | 25              |                   | 8     |     | 29              |                   | 9     |     | 29              |                   | 6     |     |

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                                  |                                  |   |
| Counselor (Social/Behavioral or Career Development) | 1                                | N/A   |
| Library Media Teacher (Librarian)                   |                                  | N/A   |
| Library Media Services Staff (Paraprofessional)     | 1                                | N/A   |
| Psychologist  | 0.5                              | N/A   |
| Social Worker                                       | 0                                | N/A   |
| Nurse   | 0.25                             | N/A   |
| Speech/Language/Hearing Specialist                  | 0.5                              | N/A   |
| Resource Specialist                                 | 0                                | N/A   |
| Other   |                                  | 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                                  | 55377                  | 1717                     | 3820                | 65358                  |
| District                                     | N/A                    | N/A                      |                     | \$66,950               |
| Percent Difference: School Site and District | N/A                    | N/A                      |                     | -2.4                   |
| State  | N/A                    | N/A                      | \$6,574             | \$69,649               |
| Percent Difference: School Site and State    | N/A                    | N/A                      | -41.9               | -6.2                   |

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

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

- Title I and EIAILEP Instructional aides
- After school Intervention classes for 1st-5th grades
- Math Field Day
- Spelling Bee
- English Learner Resource Teacher
- Part Time Counselor
- District Coach
- Learning Director

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

| Category                                      | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary                      | \$44,591        | \$44,144                                     |
| Mid-Range Teacher Salary                      | \$65,621        | \$69,119                                     |
| Highest Teacher Salary                        | \$83,543        | \$86,005                                     |
| Average Principal Salary (Elementary)         | \$91,846        | \$106,785                                    |
| Average Principal Salary (Middle)             | \$106,069       | \$111,569                                    |
| Average Principal Salary (High)               | \$119,940       | \$121,395                                    |
| Superintendent Salary                         | \$160,000       | \$178,104                                    |
| Percent of Budget for Teacher Salaries        | 31%             | 34%  |
| Percent of Budget for Administrative Salaries | 5%              | 6%   |

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)**

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;