

John F. Kennedy 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 |
|-----------------------------------|-----------------------------------|
| School Name | John F. Kennedy Elementary School |
| Street | 35430 Blackburn Drive |
| City, State, Zip | Newark, CA 94560 |
| Phone Number | (510) 818-3400 |
| Principal | Pamela Hughes |
| Email Address | phughes@newarkunified.org |
| Website | kennedy.newarkunified.org |
| County-District-School (CDS) Code | 01-61234-6001507 |

| Entity | Contact Information |
|-----------------------|--------------------------------|
| District Name | Newark Unified School District |
| Phone Number | (510) 818-4103 |
| Superintendent | Leticia Salinas |
| Email Address | lsalinas@newarkunified.org |
| Website | www.newarkunified.org |

School Description and Mission Statement (School Year 2019-20)

John F. Kennedy Elementary School is one of eight elementary schools in the Newark Unified School District. Class size in kindergarten through third grade is generally no larger than twenty-six students and no more than thirty-one students per classroom in grades four through six. All of the classroom teachers, and the principal are NCLB compliant and CLAD or equivalent certified.

The school provides California Common Core Standards-based instruction in all the academic areas. State and federal accountability reports demonstrate the continued academic progress and success; Kennedy is not under any state or federal sanction.

Kennedy School celebrates our diverse ethnic population including: African-American, Asian, Latino, and White students. Seventeen languages are represented. The school provides differentiated instruction for English Learners, Students with Disabilities, and students working above grade level.

The City of Newark is located in Alameda County, and is home to 42,573 residents. This 150 year-old community is situated on the southeastern edge of the San Francisco Bay directly east of Interstate I-880 and south of Highway 84. With its close proximity to San Jose, Oakland, and San Francisco, Newark residents have easy access to the benefits of “big city” life, while offering the comfort and safety of a small town atmosphere. Newark Unified School District is comprised of eight elementary schools, serving students from transitional kindergarten through sixth grade, one pre-school, one junior high serving grades seven and eight, one comprehensive high school, and an alternative program. All of the schools maintain a shared commitment to challenge the students to strive for excellence. Our schools support students to become academically skilled and community-minded with a wide array of post-high school educational and career options.

School Mission Statement:

It is the mission of John F. Kennedy Elementary School to ensure high levels of learning for all students and to foster a community built on respect for one another.

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

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 91 |
| Grade 1 | 52 |
| Grade 2 | 61 |
| Grade 3 | 50 |
| Grade 4 | 54 |
| Grade 5 | 47 |
| Grade 6 | 49 |
| Total Enrollment | 404 |

Student Enrollment by Group (School Year 2018-19)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 2.2 |
| Asian | 19.3 |
| Filipino | 5.7 |
| Hispanic or Latino | 41.1 |
| Native Hawaiian or Pacific Islander | 1 |
| White | 18.3 |
| Two or More Races | 11.4 |
| Socioeconomically Disadvantaged | 28.7 |
| English Learners | 23.3 |
| Students with Disabilities | 9.7 |
| Foster Youth | 0.7 |
| Homeless | 2.7 |

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 2017-18 | School 2018-19 | School 2019-20 | District 2019-20 |
|--|----------------|----------------|----------------|------------------|
| With Full Credential | 16 | 17 | 16 | 114 |
| Without Full Credential | 2 | 0 | 0 | 4 |
| 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 | 1 | 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: 1/09/20

Newark USD provides enough materials at each school with the necessary standards-aligned textbooks. Our recent adoption of materials reflect alignment to the Common Core standards in Math and Language Arts. Science materials are transitioning to the new Next Generation Science Standards (NGSS). As new kits are purchased they are aligned to NGSS.

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|------------------------|---|----------------------------|--|
| Reading/Language Arts | 100% availability of English/Language Arts, Reading Units of Study and Writing Units of Study written by Lucy Calkins from Teacher's College at Columbia University. Published by Heinemann. Other supplementary sources are provided as needed to teach Common Core Standards. | Yes | 0% |
| Mathematics | 4/17/18 - BOE Adopted Big Ideas Mathematics for Grades K-12. | Yes | 0% |
| Science | 100% availability of Science FOSS Kits (K-6), Delta, approved 2007; and Focus on Earth Science (6), Glencoe McGraw Hill, approved 2007 | Yes | 0% |
| History-Social Science | 100% availability of History-Social Science for California, Scott Foresman, approved 2006 | Yes | 0% |
| Health | 100% availability of Flash (5-6), King County, Seattle Washington, approved 2005 | Yes | 0% |

School Facility Conditions and Planned Improvements (Most Recent Year)

Kennedy was constructed starting in 1963, additions made in 1991 and in 2001 modernization including HVAC, restrooms, ADA ramps, doors and walkways. In 2003 - 2004 a modular building was constructed to house two classrooms, two multi-stall restrooms, and a storage room. Modernization of offices and classrooms was completed in 2006-2007. During the summer of 2012 sidewalks in front of school were replaced. With the passing of the bond and Prop 39, the District have begun assessing all site to address concerns.

District maintenance staff ensures that minor maintenance, repairs or upgrades necessary to keep the school in good repair and working order are completed in a timely manner. Monthly inspections are performed which includes general, electrical, mechanical and playground safety. A work order system is used to ensure efficient service and emergency repairs are given the highest priority.

The school has two full time custodians, including a senior day custodian as well as a night custodian. Custodial staff work year round to maintain a clean and safe school

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: 8/2/2019

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|------------------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | Rest Room near Room 22: |
| Interior: Interior Surfaces | Good | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | |
| Overall Rating | Exemplary | |

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) | 50 | 58 | 44 | 48 | 50 | 50 |
| Mathematics (grades 3-8 and 11) | 47 | 57 | 37 | 38 | 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 | 198 | 198 | 100.00 | 0.00 | 57.58 |
| Male | 99 | 99 | 100.00 | 0.00 | 48.48 |
| Female | 99 | 99 | 100.00 | 0.00 | 66.67 |
| Black or African American | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | | | | | |
| Asian | 33 | 33 | 100.00 | 0.00 | 78.79 |
| Filipino | 13 | 13 | 100.00 | 0.00 | 69.23 |
| Hispanic or Latino | 79 | 79 | 100.00 | 0.00 | 46.84 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| White | 36 | 36 | 100.00 | 0.00 | 50.00 |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| Two or More Races | 28 | 28 | 100.00 | 0.00 | 64.29 |
| Socioeconomically Disadvantaged | 65 | 65 | 100.00 | 0.00 | 46.15 |
| English Learners | 58 | 58 | 100.00 | 0.00 | 60.34 |
| Students with Disabilities | 26 | 26 | 100.00 | 0.00 | 38.46 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Foster Youth | | | | | |
| Homeless | -- | -- | -- | -- | -- |

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 | 198 | 198 | 100.00 | 0.00 | 56.57 |
| Male | 99 | 99 | 100.00 | 0.00 | 54.55 |
| Female | 99 | 99 | 100.00 | 0.00 | 58.59 |
| Black or African American | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | | | | | |
| Asian | 33 | 33 | 100.00 | 0.00 | 87.88 |
| Filipino | 13 | 13 | 100.00 | 0.00 | 84.62 |
| Hispanic or Latino | 79 | 79 | 100.00 | 0.00 | 39.24 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| White | 36 | 36 | 100.00 | 0.00 | 50.00 |
| Two or More Races | 28 | 28 | 100.00 | 0.00 | 67.86 |
| Socioeconomically Disadvantaged | 65 | 65 | 100.00 | 0.00 | 35.38 |
| English Learners | 58 | 58 | 100.00 | 0.00 | 53.45 |
| Students with Disabilities | 26 | 26 | 100.00 | 0.00 | 30.77 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---------------|------------------|---------------|----------------|--------------------|-------------------------|
| Foster Youth | | | | | |
| Homeless | -- | -- | -- | -- | -- |

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 |
|---------------------------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | 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 |
|-------------|--|--|---|
| 5 | 14.6 | 41.7 | 33.3 |

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)

Parents are actively involved in many ways at John F. Kennedy Elementary School. Parents support our programs through volunteering in the classroom, working with students, and preparing future class work, projects and activities. They also serve as chaperones and drivers for field trips. Parents are encouraged to volunteer for special activities and projects organized for the educational enrichment of the students and Kennedy families. Projects may include: Young Authors' program, Kennedy Voices, our choir program, Art Program, Walk-a-Thon, Field Day, Back-to-School Night, Open House, parent education nights, Art Show, International Night, Science Fair, library assistance, computer assistance, and fundraising. Students at Kennedy are able to participate in art classes during the school day that are taught by parent volunteers and can join Kennedy Voices, our choir program, which is also run by parents.. Many formal positions exist including; School Site Council, English Language Advisory Committee (ELAC) the District English Language Advisory Committee (DELAC), and the Parent Teachers Association (PTA).

The Parent-Teacher Association is very active in providing teachers with support, including raising approximately \$10 per year for each student. Each year the PTA hosts a Walk-a-Thon, Harvest Festival, Holiday Boutique, movie nights, product fundraisers, and scholarships for previous Kennedy students. Beginning in the 2008 - 2009 School Year the PTA has supported an Art program for all grades. They also support field trips, assemblies, and Graphic Arts.

Newsletters and school information is available on the school website.

Please contact the school office at (510) 818-3400 for more information on opportunities for parent involvement.

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 | 0.5 | 1.4 | 0.5 | 3.1 | 4.2 | 3.7 | 3.6 | 3.5 | 3.5 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2019-20)

Staff members review and practice safety procedures at the beginning of each school year. Safety procedures are posted in classrooms and near the PA system in the office. Practice drills including: fire, earthquake/duck-and-cover, lock-down, and disaster drills take place throughout the school year. During the 2019-2020 school year the safety plan was discussed October 22nd and January 7th. The school updates the Comprehensive Safety Plan each school year. Our Leadership Team will review, discuss, and update our Comprehensive Safety Plan on January 25th and February 25th. School Site Council reviews and updates the Comprehensive Safety Plan in February and March. The Emergency Preparedness Plan is available in the office for review.

Our Comprehensive Safety Plan includes a current safety assessment, child abuse reporting procedures, disaster response procedures, suspension and expulsion policies, discrimination and harassment policy, and safe ingress and egress. It also includes what we do create a positive school climate including PBIS and anti-bullying prevention strategies.

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 Average Class Size | 2016-17 # of Classes* Size 1-20 | 2016-17 # of Classes* Size 21-32 | 2016-17 # of Classes* Size 33+ | 2017-18 Average Class Size | 2017-18 # of Classes* Size 1-20 | 2017-18 # of Classes* Size 21-32 | 2017-18 # of Classes* Size 33+ | 2018-19 Average Class Size | 2018-19 # of Classes* Size 1-20 | 2018-19 # of Classes* Size 21-32 | 2018-19 # of Classes* Size 33+ |
|-------------|----------------------------|---------------------------------|----------------------------------|--------------------------------|----------------------------|---------------------------------|----------------------------------|--------------------------------|----------------------------|---------------------------------|----------------------------------|--------------------------------|
| K | 22 | 1 | 2 | | 25 | | 2 | | 23 | | 4 | |
| 1 | 24 | | 2 | | 25 | | 2 | | 26 | | 2 | |
| 2 | 24 | | 2 | | 21 | 1 | 2 | | 20 | 2 | 1 | |
| 3 | 24 | | 2 | | 23 | | 2 | | 25 | | 2 | |
| 4 | 31 | | 1 | | 33 | | | 1 | 28 | | 2 | |
| 5 | 30 | | 2 | | 32 | | 1 | 1 | 24 | | 2 | |
| 6 | 30 | | 2 | | 31 | | 2 | | 25 | | 2 | |
| Other** | 11 | 1 | | | 12 | 2 | | | | | | |

*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* | .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) | |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |

| Title | Number of FTE* Assigned to School |
|------------------------------------|--------------------------------------|
| Psychologist | |
| Social Worker | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |

*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 | 10101 | 2621 | 7480 | 97374 |
| District | N/A | N/A | 7675 | \$87,940.00 |
| Percent Difference - School Site and District | N/A | N/A | -2.6 | 10.2 |
| State | N/A | N/A | \$7,506.64 | \$78,059.00 |
| Percent Difference - School Site and State | N/A | N/A | -0.4 | 22.0 |

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)

Kennedy receives LCFF dollars to support the following activities and services designed to increase student achievement: Teachers use collaboration time to focus on curriculum, instruction, and student data to improve the academic progress of students. A bilingual instructional aide provides classroom support for under-served students. Technology resources that are provided at school and include an at-home component are used including Raz Kids. After-school homework help is available for students referred to the program by their teachers. Materials and supplies are purchased to support English Language Arts, Mathematics, and Science Instruction. All teachers have access to Mystery Science to enrich science instruction. To ensure a safe place for all students we have anti-bullying assemblies and a positive behavior system that encourages and supports healthy and responsible choices, positive peer interactions, community service/pride, and high attendance rates. We also host a family education/engagement event and an International Night each year.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

| Category | District Amount | State Average For Districts In Same Category |
|---------------------------------------|--------------------|--|
| Beginning Teacher Salary | \$61,655 | \$49,084 |
| Mid-Range Teacher Salary | \$85,563 | \$76,091 |
| Highest Teacher Salary | \$106,952 | \$95,728 |
| Average Principal Salary (Elementary) | \$132,195 | \$118,990 |
| Average Principal Salary (Middle) | \$137,495 | \$125,674 |
| Average Principal Salary (High) | \$147,422 | \$137,589 |
| Superintendent Salary | \$236,000 | \$230,096 |

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Percent of Budget for Teacher Salaries | 41% | 35% |
| Percent of Budget for Administrative Salaries | 7% | 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 | 3 | 3 |

Professional Development is ongoing and selected for varying reasons. Some professional development, for example curriculum based professional development, is provided on an on-going basis. Last year we adopted new math curriculum. Professional development was provided before the school year started to orient teachers on the new materials. This year a mathematics Teacher on Special Assignment (TOSA) is providing professional development and coaching for teachers. Other professional development is selected based on student achievement data both at the school level and the district level. This year we have also been focused on the implementation of STEAM and Next Generation Science Standards.

Last year our site based professional development focused on Professional Learning Communities. This year we continue that work and have designated most of our weekly staff meeting time for Professional Learning Community professional development, mindfulness training, and student data analysis.

New teachers throughout the district participate in the Induction program which is a standards-based program that provides support and professional development for first and second year teachers through mentoring, training, and evaluation. Teachers being evaluated select professional development based on self reflection on the California Standards for the Teaching Professional. Permanent teachers being evaluated also have a peer coach and their work together often includes professional development.

Professional development is offered on district wide professional development days, after-school collaboration and professional learning community time, at conferences throughout the year, and by working with other teachers in the school and/or district and visiting their classrooms.

Professional Development Days are provided each year. During the 2018-2019 school year and the 2017-2018 educators received three days of professional development.