

Panama 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	Panama Elementary School
Street	9400 Stine Road
City, State, Zip	Bakersfield, CA 93313
Phone Number	(661) 831-1741
Principal	Brian Malavar
Email Address	bmalavar@pbvUSD.net
Website	http://www.pbvUSD.k12.ca.us/Domain/19
County-District-School (CDS) Code	15633626009948

Entity	Contact Information
District Name	Panama-Buena Vista Union School District
Phone Number	(661) 831-8331
Superintendent	Kevin Silberberg, Ed.D.
Email Address	ksilberberg@pbvUSD.net
Website	http://www.pbvUSD.k12.ca.us/

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

Panama Elementary School, established in 1875, is the oldest of nineteen elementary schools in the Panama-Buena Vista Union School District. The original school was established in 1875 and the present school site in 1939. The original school was named after the swampy area where it was built due to its similarities to the Isthmus of Panama. Located at 9400 Stine Road in the growing southwest area of Bakersfield, it is rapidly changing from a rural to a suburban school. The students in grades K-6 are culturally, ethnically, and socioeconomically diverse. Our majority population is Hispanic at 65% with 16% White, 11% Asian, 6% African-American, and 2% other. About 75% of our students participate in the Free and Reduced school lunch program. To ensure the achievement of all students, and to meet the needs of an English learner population of 25% and our low income students, we provide a half time assistant principal, an academic coach, two full time reading intervention teachers, and a Sheltered English Immersion (SEI) kindergarten class. All students receive a rigorous, standards-aligned curriculum. Those students with special needs receive additional support through our intervention teachers, our MTSS, and Panama Accelerated Learning (PAL). A highly trained support staff, including the school nurse, psychologist, and speech pathologist help design interventions and supports for students with special needs. The music specialists and GATE program enhance and extend the curriculum. The School Accountability Report Card was established by Proposition 98, an initiative passed by California voters in November 1988. The Report Card, to be issued annually by local school boards for each elementary and secondary school in the state, provides for parents and other interested people a variety of information about the school, its resources, its successes, and the areas in which improvements are needed.

Programs for all students at Panama Elementary are systematic and explicit. The culture of collaboration supports the goal of collective efficacy, so important to the continued success of our students. Staff, families, and community members work together to provide a learning environment with high expectations for all learners. Our combined efforts are focused on our students' academic, physical, social, and emotional growth. A dedicated staff rises to the challenge of helping all students reach proficiency through highly effective, research-based instructional practices and sound assessment strategies. Teacher collaboration and articulation ensure that the kindergarten through sixth grade experience prepares students for junior high, high school and beyond.

Panama School's motto, "A Learning Community Since 1875" provides the focus for our vision, which is two-fold: 1) to enable each student to acquire the academic, social, and emotional skills to compete successfully at higher academic levels, and 2) to enable each student to become a productive member of society, both professionally and personally, and to exercise the rights and responsibilities of citizenship. Specific goals guide all members of our school community who work to accomplish the following: a) all students will develop a strong foundation of academic and higher order thinking skills, b) staff, students and their families, and the broader community will be involved as partners to promote the social, emotional, and academic success of students, c) the school will provide a safe and nurturing learning environment in which students develop positive character traits, a sense of responsibility, and effective decision-making skills, and d) students will leave Panama with the knowledge and understanding to work collaboratively with others and respect individual differences, the ability to communicate effectively, and the necessary skills to be a contributing member of society.

Panama Elementary School received funds from the state based on the state's funding formula which provides extra funding for English learners, students on the free/reduced lunch program, and foster students. In addition, Panama Elementary received federal Title I funds.

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

Grade Level	Number of Students
Kindergarten	122
Grade 1	84
Grade 2	80
Grade 3	94
Grade 4	88
Grade 5	97
Grade 6	104
Total Enrollment	669

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	5.2
American Indian or Alaska Native	0.1
Asian	8.4
Hispanic or Latino	72
Native Hawaiian or Pacific Islander	0.7
White	12.3
Two or More Races	0.9
Socioeconomically Disadvantaged	73.2
English Learners	23.8
Students with Disabilities	10.9
Foster Youth	1
Homeless	3.6

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	41	32	34	887
Without Full Credential	0	0	0	54
Teaching Outside Subject Area of Competence (with full credential)	0	0	1	31

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: 11/2017

All grade levels have access to Rigby reading books. This is for small group reading instruction and intervention. In addition, all grade levels use Core Literature books to help enhance learning. Kindergarten uses their phonemic awareness book to solidify instruction for letter sounds and blending. Grades 1-3 use Plaid Phonics to supplement their phonics curriculum. Students are also engaged using computer programs such as Lexia, Read Naturally Live, Moby Max, Raz Kidz, IXL, Flocabulary and Front Row Ed. Engage NY is used to supplement math instruction.

95% Group materials are used to supplement ELA instruction. They are also used during intervention blocks to address the specific needs of students two or more years behind grade level.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Adopted 2017: Benchmark Education Company, "Benchmark Advance" (TK-6)	Yes	0
Mathematics	Adopted 2014: Houghton Mifflin Harcourt "2015 California GO Math" K-8. EngageNY is a supplementary curriculum used to provide additional practice of CCSS math standards.	Yes	0
Science	Adopted 2007: Macmillan/McGraw-Hill, "California Science" (K-5); Glencoe, "California Focus on Science" (6th)	Yes	0
History-Social Science	Adopted 2006: Scott Foresman, "History-Social Science for California" (K-5); Glencoe "Discovering Our Past: Ancient Civilizations" (6th)	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Panama Elementary School provides a safe and clean environment for learning. A scheduled maintenance program is administered by the District to ensure that all classrooms and facilities are maintained to a degree of adequacy that provides for meaningful learning. Ongoing repairs and modifications to the physical plant exceed California Building and Safety Codes. The District's Coordinator of Safety and Risk Management verifies quarterly that OSHA requirements are met. The exterior grounds are well lit and the perimeter of the school facility is fenced for student protection and safety. A team of custodians ensures classrooms and campus grounds are kept clean and safe. The restrooms are cleaned, sanitized and secured at the end of each school day with 100% of the toilets in operating condition. As outlined in our Safe Schools Plan, the safety committee has addressed concerns for the safe coming and going of our students. Staff receive in-service in emergency protocol and CPR. Identifying tags are issued to substitute teachers, volunteers, and other visitors as they register in our office. The gates on the perimeter of the school playground are locked during school hours and staff members are trained to activate lock down procedures in the event of an emergency. Our positive partnership with local law enforcement is evident in their quick response time when concerns arise. Designated staff members carefully supervise students on the playground and in the cafeteria. Grounds and playground equipment are inspected regularly for potential hazards. The District provides on-going training in CPR/First Aid as part of its staff development program. Fire and/or disaster drills occur monthly and a complete school site disaster plan has been prepared and is in place and available for public review. Scheduled certificated supervision of students begins officially at 7:20 a.m. when the school opens and supervision ends at 2:45 p.m.

Panama is currently undergoing a 25 million dollar modernization which will be complete in the fall of 2020.

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: 9/17/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
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)	46	51	51	52	50	50
Mathematics (grades 3-8 and 11)	33	39	34	37	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	377	374	99.20	0.80	51.47
Male	214	213	99.53	0.47	44.81
Female	163	161	98.77	1.23	60.25
Black or African American	20	20	100.00	0.00	55.00
American Indian or Alaska Native	--	--	--	--	--
Asian	30	30	100.00	0.00	60.00
Filipino	--	--	--	--	--
Hispanic or Latino	270	267	98.89	1.11	50.56
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	47	47	100.00	0.00	45.65

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	196	194	98.98	1.02	44.33
English Learners	120	119	99.17	0.83	42.02
Students with Disabilities	55	54	98.18	1.82	24.07
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	13	13	100.00	0.00	30.77

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	376	373	99.20	0.80	38.87
Male	213	212	99.53	0.47	36.32
Female	163	161	98.77	1.23	42.24
Black or African American	20	20	100.00	0.00	40.00
American Indian or Alaska Native	--	--	--	--	--
Asian	30	30	100.00	0.00	56.67
Filipino	--	--	--	--	--
Hispanic or Latino	269	267	99.26	0.74	37.45
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	47	46	97.87	2.13	34.78
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	195	194	99.49	0.51	36.60
English Learners	120	119	99.17	0.83	31.93
Students with Disabilities	54	54	100.00	0.00	20.37
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	13	13	100.00	0.00	23.08

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	17.3	23.5	9.2

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)

The parents of Panama Elementary School students support their children, the school and the community by helping their children at home with their school work, providing a caring environment, and by attending conferences, programs, and athletic and academic events. Opportunities for Parental Involvement at Panama Elementary School include the Panama Parent Club, School Site Council, Parent Advisory Council, English Learners Advisory Council, and classroom volunteers. Teachers set up meetings with all of their parents at the end of the first quarter. Parent involvement nights are scheduled throughout the year. The Parent Club provides funds and supports assemblies, school supplies, computers and equipment, field trips, and many other extra benefits for the school and its students. Parents may contact the school for more information. Contact Person: Brian Malavar, Principal - Contact Phone No.: (661) 831-1741

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	3.4	1.1	2.0	4.0	2.2	3.2	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Panama Elementary School has a positive learning environment. The goal of Panama's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Panama Elementary School believes students who develop a sense of personal responsibility will mature both academically and emotionally. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation as well as individual parent-student handbooks.

Regular school attendance is a key factor for student success. Attendance laws and procedures are explained to parents in district and school handbooks and a flyer is sent to every household. Parents are notified regularly if students are truant or tardy. Students with excessive tardies, truancies or unexcused absences are subject to disciplinary procedures including losing recess, detention, and parent conferences. The district has established an Independent Study Program for any student who must be absent from school due to illness for an extended period of time.

Panama establishes guidelines to provide students with a meaningful, productive, and enjoyable school experience. Appropriate behavior is encouraged through praise and motivational incentives as well as progressive discipline and conflict resolution tools to further develop personal growth. Expulsions occur only when required by law or when all other alternatives are exhausted. Character Education programs, such as Caring School Communities, teach and reward appropriate behavior. PBIS is a program that encourages rewards for positive behavior. Students receive STING tickets to be used for weekly drawings or our monthly STING store. Honor Hour, STING tickets, and Manners Money are programs established to promote positive behavior and a safe learning environment. The Parent Club provides funding for anti-bullying and positive behavior assemblies.

Our school's comprehensive school safety plan is reviewed and updated annually following a review by our school's leadership team, parent club, school site council, and local law enforcement. It was approved by the school site council on October 17, 2019. Elements of the plan include our safe ingress/egress policy, fire drill procedures, earthquake procedures, lock-down procedures, and evacuation procedures. It also includes the role of the school site council, crime assessment data, child abuse reporting procedures, suspension and expulsion policies, procedures to notify teachers of dangerous students, our discrimination and harassment policy, our dress code policy, an assessment of our school's physical environment, crisis intervention strategies, and our complete safe school action plan.

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	21	2	5		20	2	5		20	3	3	
1	26		4		28		4		27		3	
2	22	1	4		28		5		27		3	
3	30		4		23	1	4		29		3	
4	26		4		29		4		29		3	
5	30		4		31		4		27		3	
6	25	1	4		30		4		24	1	4	
Other**	8	1			5	1			10	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*	.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)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	3.0
Other	6.7

*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	10,256.00	3,779.00	6,477.00	71,054.00
District	N/A	N/A	7,579.00	\$74,220.00
Percent Difference - School Site and District	N/A	N/A	-15.7	-4.4
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	-14.7	-15.1

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)

The District uses LCFF funds for its general purpose funding, including, but not limited to:

- General operations—salaries, benefits, services, materials, and support to the general education
- Special Education—programs offering appropriate, individualized instruction to students with special needs
- School-Based Coordinated Program—staff salaries, staff benefits, services, materials, and support for our lowest performing schools
- Gifted and Talented Education Program—specialized learning assistance for identified students of high ability, achievement, or potential
- Special projects—monies from agencies (federal or state) earmarked for specific programs/projects or services
- Transportation
- Maintenance and Operations
- Facilities
- District administration

Each school in the District receives an instructional budget based on enrollment, programs, and formulas set by Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding sources.

The types of services funded with categorical funds include:

Title I

Title I, Part A (Title I) of the Elementary and Secondary Education Act, (ESEA) provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards. Title I is designed to help students served by the program to achieve proficiency on challenging State academic achievement standards. Title I schools with percentages of students from low-income families of at least 40 percent may use Title I funds, along with other Federal, State, and local funds, to operate a "school wide program" to upgrade the instructional program for the whole school. Based on an analysis of student achievement data done by the school site, Title I resources may be used for professional development, supplemental instruction and intervention, parental involvement, personalization and support for students with at-risk behaviors. Targeted assistance schools design, in consultation with parents, staff, and district staff, an instructional program to meet the needs of specifically identified students who are failing, or most at risk of failing, to meet the State's challenging academic achievement standards. Both school wide and targeted assistance programs must use instructional strategies based on scientifically based research and implement parental involvement activities.

Title II

The district uses Title II funds to increase the academic achievement of all students by helping schools and district (1) improve teacher and principal quality through professional development and other activities and (2) providing low-income and minority students greater access to effective teachers, principals, and other school leaders.

Title III

The district uses Title III funds to help ensure that children who are limited English proficient, including immigrant children and youth, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging State academic content and student academic achievement standards as all children are expected to meet. The focus is on professional development for teachers across the district that will: 1). Improve the instruction and assessment of ELs; 2). Enhance the ability of teachers to implement curriculum, and improve their instructional strategies for ELs; and 3). Effectively increase students' English language proficiency.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,867	\$45,741
Mid-Range Teacher Salary	\$73,055	\$81,840
Highest Teacher Salary	\$92,173	\$102,065
Average Principal Salary (Elementary)	\$117,980	\$129,221
Average Principal Salary (Middle)	\$123,086	\$132,874
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$212,233	\$224,581
Percent of Budget for Teacher Salaries	35%	36%
Percent of Budget for Administrative Salaries	5%	5%

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	315	131	270

Professional Development Focus areas include English Language Development, Benchmark Advance, Technology, 95% Group Intervention for MTSS, Direct Interactive Instruction, Classroom Management, Common Core Standards Implementation, Grade Level Focus Groups, DIBELS, as well as PBIS and AVID implementation. Areas were selected based on a district-wide survey reflecting on student achievement and areas of additional need from the teacher point of view.

Professional development is delivered through Staff Development Days, Grade Level Focus Groups, conference attendance, District workshops with teacher release time, and online video tutorials. Professional Readiness and Educational Program days (Prep Days) which include one (1) hour each week release time, is also provided for teachers to receive school site staff development and work with their collaborative teams.

Teachers attend multi-day seminars with presenters and follow-up coaching is provided to support Direct Interactive Instruction and to develop standards-based common core lessons with Benchmark Advance. Teachers are also supported by curriculum specialists, categorical program specialists, Induction Program mentors, and Academic Coaches.