



Shirley Lane Elementary School

6714 Shirley Lane • Bakersfield, CA 93307 • (661) 363-7684 • Grades K-6

David B. Mack, Principal

dmack@fairfaxsd.us

www.fairfax.k12.ca.us/Shirley

2018-19 School Accountability Report Card Published During the 2019-20 School Year



Fairfax Elementary School District

1500 South Fairfax Road
Bakersfield, CA 93307-3151
(661) 366-7221
www.fairfax.k12.ca.us

District Governing Board

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Board President

Victoria Coronel, Clerk
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District Administration

Michael Coleman
Superintendent

Lora Brown
**Assistant Superintendent,
Educational Services**

Charley Clark
Director of Programs

Johnathon Gage
Director of Special Education

School Description

Principal's Message

I want to welcome you to Shirley Lane Elementary School's Annual School Accountability Report Card. In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card that fulfills state and federal disclosure requirements. Parents will find valuable information about our academic achievement, professional staff, curricular programs, instructional materials, safety procedures, classroom environment, and condition of facilities. Shirley Lane Elementary School provides a warm, stimulating environment where students are actively involved in learning academics as well as positive values. Students receive a standards-based, challenging curriculum by dedicated professional staff and based on the individual needs of the students. Ongoing evaluation of student progress and achievement helps us refine the instructional program so students can achieve academic proficiency.

We have committed to provide the best educational program possible for Shirley Lane Elementary School's students and welcome any suggestions or questions you may have about the information contained in this report or about the school. Together, through our hard work, our students will be challenged to reach their maximum potential.

Mission Statement

The Shirley Lane students, staff, parents, and community will cooperatively provide a safe, child-centered environment that builds self-esteem, self-discipline and the essential skills for lifelong learning. Students will learn the American democratic way of life and accept the differences of others with continued respect for cultural diversity. Using responsible decision making, students will exhibit qualities of good citizenship with the motivation to invent dreams and explore our changing world. At Shirley Lane Elementary all students will feel safe and experience academic success.

School Profile

Shirley Lane Elementary School is located in the southern region of Bakersfield and serves students in grades kindergarten through six following a traditional calendar. At the beginning of the 2019 school year, 645 students were enrolled, including 9.6% in special education, 32.4% qualifying for English Language Learner support, and 81% qualifying for free or reduced-price lunch.

About the SARC

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	111
Grade 1	85
Grade 2	93
Grade 3	108
Grade 4	80
Grade 5	90
Grade 6	98
Total Enrollment	665

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2
American Indian or Alaska Native	0.2
Asian	0.9
Hispanic or Latino	87.1
White	6.2
Two or More Races	1.4
Socioeconomically Disadvantaged	91.3
English Learners	34.3
Students with Disabilities	10.4
Foster Youth	0.8
Homeless	2.1

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 for Shirley Lane	17-18	18-19	19-20
With Full Credential	33.33	34.33	32.33
Without Full Credential	1	3	2
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Fairfax Elementary	17-18	18-19	19-20
With Full Credential	♦	♦	131
Without Full Credential	♦	♦	9
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Shirley Lane Elementary School

Indicator	17-18	18-19	19-20
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)

All textbooks used in the core curriculum at Shirley Lane Elementary School are currently being aligned to the Common Core State Standards. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Thursday, September 12, 2019 the Fairfax School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No. 2020-01 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2018-19 school year, the Fairfax School District did not offer visual/performing arts classes and therefore did not require the distribution of respective textbooks and instructional materials.

Textbooks and Instructional Materials

Year and month in which data were collected: September 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	2017 National Geographic, California Reach for Reading The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	2015 Houghton Mifflin Company, California Go Math The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	2019 Amplify Science, Amplify California The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	2018 Studies Weekly, CA Studies Weekly - Social Studies The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The district takes significant efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Shirley Lane Elementary School's original facilities were built in 2004; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed promptly. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- Recarpeted classrooms
- New Linoleum floors installed in classrooms
- Emergency Supply Shed and Water Storage installed
- Installed additional intercoms

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention before students and staff entering school grounds. One day custodian and two evening custodians are assigned to Shirley Lane Elementary School. The day custodian is responsible for:

- Cafeteria setup/cleanup
- General grounds maintenance
- Restroom cleaning
- Trash removal

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Classroom cleaning
- General grounds maintenance
- Office area cleaning
- Restroom cleaning

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: September 03, 2019

System Inspected	Repair Status	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	Fair	
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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	28	35	29	33	50	50
Math	21	29	19	23	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 Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	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 area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	17.8	13.3	6.7

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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	368	364	98.91	35.44
Male	193	190	98.45	27.89
Female	175	174	99.43	43.68
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	320	317	99.06	35.02
White	26	25	96.15	44.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	337	334	99.11	35.03
English Learners	185	184	99.46	32.07
Students with Disabilities	53	53	100.00	5.66
Students Receiving Migrant Education Services	41	41	100.00	26.83
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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	368	364	98.91	28.85
Male	193	190	98.45	32.63
Female	175	174	99.43	24.71
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	320	317	99.06	29.97
White	26	25	96.15	20.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	337	334	99.11	28.74
English Learners	185	185	100.00	27.57
Students with Disabilities	53	53	100.00	3.77
Students Receiving Migrant Education Services	41	41	100.00	36.59
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.

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 encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or merely attending school events.

Parents stay informed on upcoming events and school activities through automated telephone messages, flyers, parent conferences, progress reports, the school marquee, the school website, and phone calls. Contact the school office at (661) 363-7684 for more information on how to become involved at the school site.

Opportunities to Volunteer

Classroom Helper
 Book Fair
 Annual Carnival
 Library Luncheon
 Frosty Shop

Committees

School Site Council
 Booster Clubs
 GATE Advisory Committee
 Bilingual Advisory Committee
 Migrant Parent Advisory Committee
 ELAC

School Activities

Back to School Night
Math Night
Open House
Reading Night
Battle of the Books
Oral Language Festival
History Day
Student Recognition Assemblies
Parent Academies
Booster Club Meetings
Science Fair Workshops
Community Movie Nights
Read across America
Dances

Educational Opportunities for Education at the District Parent Center

Introduction to Computers
ESL Classes (Day/Evening)
Parenting Classes
Parent Orientation for Kinder Bridge
Latino Family Literacy
Nutrition Classes
Kindergarten Quarterly Workshops

Parent Workshops

Mariposas con Proposito - Community Involvement and Leadership
DACA/Citizenship workshops
FAFSA
Medi-Cal

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.

School Safety Plan

The Comprehensive School Site Safety Plan was developed for Shirley Lane Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in August of 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	5.2	2.0	1.3
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	6.0	3.2	2.2
Expulsions Rate	0.0	0.0	0.2

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

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

Title	Ratio
Academic Counselor*	.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 Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	4.0
Other	

* 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.

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		5		19	1	5		22	1	4	
1	20	3	2		20	1	4		21	2	2	
2	26		3		21	1	4		23		4	
3	24		3		14	6			26		4	
4	23	1	4		19	2	3		20	1	3	
5	31		3		17	3	3		28		3	
6	23	1	4		22	2	3		24		4	
Other**	13	1			13	1			10	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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	6	8	9

All training and curriculum development activities at Shirley Lane Elementary revolve around the Common Core State Standards. During the 2018-2019 school year, Shirley Lane Elementary held staff development training and Collaboration Mondays devoted to:

- * Common Core ELA, Math, and Literacy Standards
- * Data Analysis
- * Professional Learning Communities (PLC)
- * Positive Behavior Intervention and Support (PBIS) Tier 1 and 2
- * Student Outreach
- * Technology
- * STEM Symposium

- * Dibels Institute
- * SIPPS Training

Decisions concerning the selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Shirley Lane Elementary supports ongoing professional growth throughout the year on Collaboration Days. Teacher meet in grade-level teams to conduct data analysis to identify areas of need. The teaching staff is provided the opportunity to participate in district-sponsored staff development workshops or training sessions as a 1) supplemental to site-based staff development, 2) for reinforcement of a follow up on previous training, or 3) follow up training for newly implemented programs/curricula.

During the 2018-2019 School year, Shirley Lane Elementary teachers attended to following events hosted by the Fairfax School District:

- * Common Core State Standards- ELA/Math
- * Next Generation ELD/Science Standards
- * Professional Learning Communities
- * School Safety
- * Whole Brain Teaching
- * Thinking Maps
- * South Kern Math Partnership (SKMP)
- * Education Technology- Kern Trainers of Trainers
- * Technology- Kern Superintendent of Schools
- * Explicit Direct Instruction
- * Google Classroom Training
- * iPad Training
- * Illuminate Data Training

Shirley Lane Elementary offers support to new teachers through peer coaching: TIP, Intern. PIP, and STSP coaches. Veteran teachers are offered support through workshops, conferences, and webinars. Extra support is also provided by the Principal, TOSA, and Reading Specialist. Instructional aides are also mentored and provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are encouraged to attend to designated staff development activities. Classified support staff receives job-related training from department supervisors and district representatives.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$	\$49,378
Mid-Range Teacher Salary	\$	\$77,190
Highest Teacher Salary	\$	\$96,607
Average Principal Salary (ES)	\$	\$122,074
Average Principal Salary (MS)	\$	\$126,560
Average Principal Salary (HS)	\$	\$126,920
Superintendent Salary	\$	\$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33%	36%
Administrative Salaries	4%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

- After School Learning & Safe Neighborhood Partnerships
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Special Education
- State Lottery
- Title I
- Title II
- Title III

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$4,820	\$954	\$3,866	\$69,911
District	N/A	N/A	\$4,039	
State	N/A	N/A	\$7,506.64	\$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-4.4	-5.2
School Site/ State	-25.7	-17.3

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.

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.