

# **Phil D. Swing 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)**

<b>Entity</b>	<b>Contact Information</b>
<b>School Name</b>	Phil D. Swing Elementary School
<b>Street</b>	245 West A Street
<b>City, State, Zip</b>	Brawley, California 92227
<b>Phone Number</b>	760.344.3350
<b>Principal</b>	Elizabeth Casey
<b>Email Address</b>	lizcasey@besd.org
<b>Website</b>	<a href="http://besdswing.sharpschool.net/">http://besdswing.sharpschool.net/</a>
<b>County-District-School (CDS) Code</b>	13630736008304

Entity	Contact Information
<b>District Name</b>	Brawley Elementary School District
<b>Phone Number</b>	760.344.2330
<b>Superintendent</b>	Dr. Richard Rundhaug
<b>Email Address</b>	rrundhaug@besd.org
<b>Website</b>	www.besd.org

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

### Phil D. Swing's Mission Statement

We, the staff and parents of Phil D. Swing Elementary, are committed to making education relevant to all students in order for them to reach their maximum potential by creating and maintaining an environment that ensures that every member of the school community reaches a high level of academic achievement as determined by local, state, and national standards. We commit to a comprehensive system of support to assure this outcome.

### Vision Statement

Our vision is to create and sustain a family friendly atmosphere that empowers all the individuals to develop into lifelong learners. Phil Swing students will move beyond the basics and embrace 21st Century Skills which include: Communication, Collaboration, Critical Thinking, and Creativity.

### Phil D. Swing's Commitment

1. We are committed to a Safe and Supportive Learning Environment.
2. We are committed to College and Career Readiness.
3. We are committed to Highly Qualified Faculty and Staff.
4. We are committed to strong Home School and Community Partnerships.
5. We are committed to Accountability for All.

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

Grade Level	Number of Students
<b>Kindergarten</b>	117
<b>Grade 1</b>	96
<b>Grade 2</b>	95
<b>Grade 3</b>	129
<b>Grade 4</b>	135
<b>Grade 5</b>	133
<b>Grade 6</b>	140
<b>Total Enrollment</b>	845

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

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.1
Asian	0.2
Filipino	0.2
Hispanic or Latino	95.6
White	3.1
Two or More Races	0.1
Socioeconomically Disadvantaged	87.8
English Learners	42.6
Students with Disabilities	13.7
Foster Youth	2.1
Homeless	

## 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	37	34.2	37.7	173
Without Full Credential	0	3	2	16
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

**Year and month in which data were collected:** September 2019

The school district held a public hearing on September 24, 2019 and on December 10, 2019, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the school Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

The table displays information collected in September 2019 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	TK Houghton Mifflin-Harcourt - "Pre K Big Day" 2017 K-5 McGraw Hill- Wonders 2016 6-8 Houghton Mifflin-Harcourt - "California Collections" 2016	Yes	0%
<b>Mathematics</b>	TK McGraw Hill School "My Math" 2017 K-5 Houghton Mifflin- Harcourt "California Go Math" 2015 6-8 McGraw Hill School "California Math, Courses 6-8" 2015	Yes	0%
<b>Science</b>	Pearson Scott Foresman California Science	No	0%
<b>History-Social Science</b>	Houghton Mifflin, 2007	No	0%

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

Built in 1960, the school is situated on nine acres. School buildings span more than 47,000 square feet, and consist of thirty permanent classrooms, ten portable classrooms, a multipurpose room, a library, a playground, an art lab, administrative offices, restrooms, and storage rooms. During the summer of 2015, our school installed a large shade structure and bleacher area, which provides us with a platform to host school wide assemblies, student recognition events, and many other engaging activities for school and community.

### Cleaning Process & Schedule

The district governing board has adopted cleaning standards for all schools in the district. A team of three full time custodians and one gardener ensure that classrooms, restrooms, and campus grounds are kept clean and safe every day. A summary of these standards is available at the school office or at the district office. The site administration team along with the Maintenance, Operations, and Transportation Manager create daily schedules to ensure a clean and safe school. On going communication occurs between the custodial team, site administrators, and staff.

## Maintenance & Repair

Safety concerns are the number one priority of Maintenance and Operations. The district administers a scheduled maintenance program, including regular facilities inspections to ensure that all classrooms and facilities are well-maintained and in good repair. A work order process is used to ensure efficient service and highest priority to emergency repairs. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. Monthly safety meetings occur between the site administrators, custodial lead, and grade level representatives. The chart shows the results of the most recent school facilities inspection. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

## Deferred Maintenance Budget

The District participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems.

## 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:** 09/16/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Front Office w/RR: It is recommended that the site administrator and the director of maintenance tour the school campus and develop a plan to repair and/or replace all cement walkways and playground areas. Meeting between Principal and director of maintenance has been executed and plan along with timelines has been develop to repair cement areas.
<b>Overall Rating</b>	<b>Exemplary</b>	

## 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)	34	39	38	43	50	50
Mathematics (grades 3-8 and 11)	33	32	29	32	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	533	531	99.62	0.38	39.36
Male	268	267	99.63	0.37	38.20
Female	265	264	99.62	0.38	40.53
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	513	511	99.61	0.39	38.94
Native Hawaiian or Pacific Islander					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
White	12	12	100.00	0.00	50.00
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	481	479	99.58	0.42	36.12
English Learners	279	277	99.28	0.72	30.32
Students with Disabilities	97	97	100.00	0.00	7.22
Students Receiving Migrant Education Services	83	83	100.00	0.00	13.25
Foster Youth	12	12	100.00	0.00	8.33
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	533	533	100.00	0.00	32.08
Male	268	268	100.00	0.00	32.84
Female	265	265	100.00	0.00	31.32
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	513	513	100.00	0.00	31.19
Native Hawaiian or Pacific Islander					
White	12	12	100.00	0.00	50.00
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	481	481	100.00	0.00	28.48
English Learners	279	279	100.00	0.00	24.73
Students with Disabilities	97	97	100.00	0.00	4.12

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services	83	83	100.00	0.00	16.87
Foster Youth	12	12	100.00	0.00	8.33
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	17.9	17.9	16.4

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)

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The staff at Phil D. Swing School realizes the positive correlation between parent involvement and successful students. The mutual involvement will help promote the social, emotional, and academic growth for each and every student on campus. For this reason, Phil D. Swing Elementary School continually searches for avenues to involve parents and community to participate in the education of our students.

Phil D. Swing School's commitment to parent involvement helped to create the Phil D. Swing School's Parent Involvement Policy. The policy was a result of hard work and careful planning by students, parents, teachers, and administrators. The policy reads as follows: "Our goal is to: provide a positive learning environment that allows parents the opportunities to be involved in the planning, review, and improvement of school programs, maintain meaningful communication between parents and school on a regular basis; and provide families with practical techniques and strategies that will enable them to work with their development."

The school is convinced that much of its success is the product of parent volunteers who take an active role in their children's education. These opportunity to express their ideas, concerns, and feelings. Some of the parent-related groups include:

- School Site Council (SSC)
- English Learner Advisory Committee (ELAC)
- Phil D. Swing School Parent/Teacher Organization (PTO)
- Gifted and Talented Education (GATE) Parent Association

The purpose of our School Site Council and the English Language Advisory Council is multifaceted. It includes the promotion of academic excellence while creating a spirit of cooperation between parents, staff and students; the development of the School Plan for Student Achievement (SPSA), and its implementation, assessment, and modification to reflect changing improvement needs and priorities; and it creates a forum for questions relating to the school and its improvement.

Local businesses lend their support by providing incentives to support student achievement, attendance, and effort. Throughout the school year, students are rewarded for positive choices as well as positive citizenship. It is greatly appreciated that so many community members and businesses continue to support education in our community.

In addition to the opportunities listed above, the school and PTO also organize various events and activities that benefit greatly from parent support. Examples of activities include our fall/winter festival movie nights, book fairs, lunch on the lawn, and a number of other events to support the students. The staff of Phil D. Swing School continues to support parent involvement and parent participation in their children's education. Grade level/staff collaborate to provide for the needs of parents to ensure their involvement children's progress is on-going. For additional information about organized opportunities for parent involvement contact the Principal at 760.344.3350.

## 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
<b>Suspensions</b>	2.6	2.3	3.4	5.8	4.7	6.6	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1

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

Phil D. Swing Elementary School provides a safe, clean environment for students, staff, and volunteers. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire, earthquake, lockdown, secure campus and disaster drills are held monthly throughout the school year. The school is a closed campus with one point of entry. While visitors are welcome at Phil Swing, they are expected to check in at the front office, show an ID and obtain a visitor's pass. Visitors are required to return to the office upon departure. School grounds are monitored before, during, and after school by assigned staff including administration, campus security, teachers, support staff, and duty supervisors to ensure a safe and orderly environment. In addition, all official parent volunteers receive a thorough background check through the department of justice before receiving permission to volunteer on campus.

Brawley Elementary School District established a very detailed disaster plan for each of its schools in the event of a disaster. The plan clearly explains specific duties and responsibilities for all levels of staff and site personnel, including aides, custodians, health services personnel, cafeteria staff, and the librarian, and is designed to ensure student and staff safety during a disaster. The Comprehensive Safety Plan was developed by the district in consultation with local law enforcement in order to comply with Senate Bill 187 of 1997. The plan is updated and amended annually by the School Site Council in order to ensure that it is properly implemented. An updated copy of the plan is available to the public at the district office.

The Safety Plan was designed to assist in preparing for emergencies, managing emergency response efforts, and maintaining a safe school environment. The plan requires identification of security needs, development of prevention and intervention techniques, evaluation of physical facilities, and communication with staff and student. Components of the Comprehensive Safety Plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe ingress and egress from school, the sexual harassment policy, the dress code, and procedures related to the compliance of existing laws as they affect school safety.

Phil D. Swing School annually evaluates and updates the plan with the school staff and members of the School Site Council (SSC). The school evaluates the plan annually and updates it as needed. Safety procedures, including elements of the Safe School Plan, are reviewed with school and district staff in the fall, at the start of each school year. The plan was last updated and reviewed with school staff in the fall of 2019. The plan also receives an annual evaluation and review by the School Site Council. New information is immediately distributed to all staff.

## 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	24		5		24		5		23		5	
1	25		4		24		4		24		4	
2	25		5		24		4		24		4	
3	26		5		24		5		24		5	
4	28		4		30		4		31		4	
5	32		4		26	1	4		31		4	
6	32		4		30		4		28	1	4	
Other**	18	2				2			17	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*	1690.0

\*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)	.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	.5
Social Worker	.2
Speech/Language/Hearing Specialist	.8
Resource Specialist (non-teaching)	
Other	1.0

\*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.

## 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	11561	2644	8917	94711
District	N/A	N/A	11620	\$94,900.00
Percent Difference - School Site and District	N/A	N/A	-26.3	-0.2
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	17.2	19.8

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)

Brawley Elementary School District spent an average of \$13,296 to educate each student. The figures shown in the table at right reflect the direct cost of educational services, per average daily attendance, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and is compared with other districts state-wide.

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic unrestricted expenditures, except for general guidelines, is not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

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

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$54,345	\$49,378
Mid-Range Teacher Salary	\$91,028	\$77,190
Highest Teacher Salary	\$127,167	\$96,607
Average Principal Salary (Elementary)	\$145,161	\$122,074
Average Principal Salary (Middle)	\$139,496	\$126,560
Average Principal Salary (High)	\$0	\$126,920
Superintendent Salary	\$189,000	\$189,346
Percent of Budget for Teacher Salaries	41%	36%
Percent of Budget for Administrative Salaries	6%	6%

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

### Professional Development (Most Recent Three Years)

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

During the 17-18 school year, the BESD plan for action was titled "Championing Student Learning". This plan included intensive work with WestEd to provide English Learners with language instruction coupled with CCSS. In addition, we have partnered with COEs to provide ELA Unit Development planning for our grade levels, as well as providing math support for the BESD Math Committee. We will continue to provide time for collaboration to support our endeavor to become a professional learning community. Our PD Plan for 18-19 included a strand for new teachers, as well as ongoing professional development in supporting our RtI supplemental programs. We had a large group of educators participate in a BeGLAD Pilot in 18-19; educators received 6 intensive days of professional development. In addition, we are now in our third year of PBIS training, with the goal of supporting students not only academically, but also behaviorally. Our focus for 19-20 is to create a sustainable model that includes ongoing training in the following areas: BeGLAD certification, PBIS, grade level math collaboration focused on content and mathematical practices, and new teacher instructional support. This year, we have also begun our journey with Professional Learning Communities. Finally, this is our first year to introduce Co-Teaching in two of our schools, with a goal of including all schools in the future. We continue to utilize the expertise of our Academic Coaches to provide differentiated teacher support at the site level. While our goal is to keep teachers in the classroom, we offer training scheduled during the school day, as well as after school. Our site Educational Technology Mentors continue to offer hands-on support to their site teachers, including training opportunities scheduled at the end of the school day.