



# Fairfax Junior High School

1500 South Fairfax Road • Bakersfield, CA 93307 • (661) 366-4461 • Grades 7-8

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## 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

Javier Moreno, President

Victoria Coronel, Clerk

Virginia Lawson

Palmer Moland

Alma Rios

#### District Administration

Michael Coleman  
Superintendent

Lora Brown  
Assistant Superintendent,  
Educational Services

Charley Clark  
Director of Programs

Dr. Jonathan Gage  
Director of Special Education

### School Description

#### Principal's Message

I'd like to welcome you to Fairfax Junior High 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.

Fairfax Junior High 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 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 made a commitment to provide the best educational program possible for Fairfax Junior High 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 Fairfax Junior High School students, parents, staff, and community cooperatively provide a safe, child-centered environment that builds self-esteem, self-discipline, and the essential skills for life-long learning. Students are encouraged to set and achieve high standards and teachers work together to provide a quality education for all students. The goal of curriculum and instruction is to enable each student to acquire the academic, social, and emotional skills necessary to compete successfully at higher academic levels and to exercise their rights and responsibilities of citizenship. At Fairfax, we empower students to become intrinsically motivated learners, critical thinkers, and real-world problem solvers. We encourage our students to collaboratively interact with peers, staff, and parents to make our school and community a better place. Our students show pride and learn to SOAR TO SUCCESS by showing respect, being on task, acting responsibly, and reaching for their personal best.

#### School Profile

Fairfax Junior High School is located in the central region of Bakersfield and serves students in grades five through eight following a traditional calendar. The following percentages reflect the percentage of student groups at Fairfax Junior High School: Socioeconomically disadvantaged 89.1%, English Learners 26.6%, Foster Youth 0.2%, Homeless 1%, Students with Disabilities 13.3%, African American 4.2%, Hispanic 88.5%, and White 4.2%.

## 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
Grade 5	2
Grade 6	1
Grade 7	301
Grade 8	283
Total Enrollment	587

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	4.3
Asian	1.2
Filipino	0.5
Hispanic or Latino	88.6
Native Hawaiian or Pacific Islander	0.3
White	4.3
Two or More Races	0.2
Socioeconomically Disadvantaged	89.1
English Learners	26.6
Students with Disabilities	13.3
Foster Youth	0.2
Homeless	0.7

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Fairfax Junior High	17-18	18-19	19-20
With Full Credential	27	28	31
Without Full Credential	2	2	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 Fairfax Junior High 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 Fairfax Junior High 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 2019 -20 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	2016 Houghton Mifflin Harcourt, California Collections 7-8  2010 Scholastic, Inc., Scholastic Read 180 CA Enterprise Edition  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	2015 Houghton Mifflin Harcourt, 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 Teachers' Curriculum Institute, History Alive, California Series  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	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 great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Fairfax Junior High School's original facilities were built in the 1950's; 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 in a timely manner. 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:

- Recarpeting of six classrooms
- Touch up paint over the summer
- Construction of new commons area with shade structures, stage, and sound system
- Sewer lines/septic repairs
- Fencing
- Parking
- Hydropump being installed (not complete)

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

- General maintenance
- Lunch area setup/cleanup

- Restroom cleaning

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

- Classroom cleaning
- Cafeteria cleaning
- Office area cleaning
- Restroom cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: September 3, 2019**

System Inspected	Repair Status	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	
<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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	28	30	29	33	50	50
Math	14	17	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
7	21.7	15.3	9.6

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	585	581	99.32	30.00
Male	277	275	99.28	22.91
Female	308	306	99.35	36.39
Black or African American	23	22	95.65	13.64
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	516	514	99.61	30.21
Native Hawaiian or Pacific Islander	--	--	--	--
White	28	28	100.00	21.43
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	531	528	99.44	28.84
English Learners	254	252	99.21	14.68
Students with Disabilities	75	74	98.67	0.00
Students Receiving Migrant Education Services	57	57	100.00	33.33
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	584	582	99.66	17.18
Male	276	275	99.64	15.64
Female	308	307	99.68	18.57
Black or African American	23	22	95.65	4.55
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	515	514	99.81	17.32
Native Hawaiian or Pacific Islander	--	--	--	--
White	28	28	100.00	7.14
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	529	528	99.81	15.91
English Learners	255	255	100.00	5.10
Students with Disabilities	75	74	98.67	1.35
Students Receiving Migrant Education Services	57	57	100.00	17.54
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 by volunteering in the classroom, participating in a decision-making group, and attending school activities and events. Parents are also offered resources and classes through the district Parent Resource Center.

Parents stay informed on upcoming events and school activities through classroom newsletters, informal notes sent home, phone calls, informational fliers, and the district website. Parents stay informed about their child's grades through parent conferences, progress reports, response to intervention meetings, online grade reporting, and report cards. Contact the school office at (661) 366-4461 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer include:

Fundraising Activities  
 Booster Club  
 Classroom by appointment  
 Academic, band, and sporting events  
 Chaperoning field trips and academic competitions

School Committees include:

School Site Council  
 GATE Advisory Committee  
 Migrant Parent Advisory Committee  
 English Learner Advisory Committee

School Activities include:

Parent Conferences

Parent Meetings (focused on study habits, student support, and high school and college readiness)

Awards Assemblies

Rallies

Back to School Night

Spring Showcase

Student Performances

After School Sporting Events

Student Success Team Meetings

Booster Club Meetings

Fall Festival

Parent/Family Nights (including I'm the Man and In Her Honor, which are events that celebrate parents)

Honor's Banquet

Graduation

National Junior Honor Society Induction Ceremony

AVID Parent Workshops

Classes offered at the Parent Resource Center include:

1. Introduction to Computers(English and Spanish)
2. ESL Classes(3 days a week daytime and 2 days a week evening)
3. Parenting Classes(English and Spanish)(Parent Partners)
4. Latino Family Literacy(English and Spanish)
5. Nutrition(Healthy Eating)
6. Literacy Classes(Kern Literacy Council)(English and Spanish)

Workshops offered at the Parent Resource Center include:

1. "Mariposas con Proposito" (Butterflies with a Purpose)- Local community volunteers that promote community involvement and Leadership.
2. DACA/Citizenship workshop(Youth 2 Leaders)
3. FAFSA (Youth 2 Leaders)
4. Medi-Cal(New Life) Blanca Caverio

Resources offered at the Parent Resource Center include:

1. Food, nutrition, dental, housing, dental care, substance abuse, domestic violence, eye care, utility assistance, mental health referrals
2. Help with School forms, translation, and clothing

#### 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 Fairfax Junior High 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 November 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	16.8	10.2	7.8
Expulsions Rate	0.0	0.0	0.9

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)	1.0
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 (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	24	17	34	5	24	19	23	18	20	28	29	4
Mathematics	22	11	17	1	23	9	16	6	21	12	20	
Science	29	2	19		29	3	14	6	26	2	20	
Social Science	30	1	16	2	32	1	7	12	28	1	14	5

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### 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

Decisions concerning 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. Fairfax Junior High School supports ongoing professional growth throughout the year on minimum days. Teachers meet in both grade level and department level teams every Monday for one hour to conduct data analysis to identify areas of need, to plan curriculum and instruction, and to share best teaching practices. There is an extended staff meeting once a month that focuses on continued professional development. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training sessions as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula. Teachers may also request to attend conferences or workshops that relate to improving instruction.

Training and curriculum development activities at Fairfax Junior High School revolve around the Common Core State Standards, Next Generation Science Standards, AVID Schoolwide, English Language Development, Positive Behavior Intervention and Support, and STEM/Technology. The Fairfax Junior High School held staff development training or had teachers or other staff members attend training devoted to:

- Special Education: KCSOS CBED Training (2 teachers); KCSOS AAC training (2 teachers); Unique Learning training (2 teachers) (2018, 2019); 21st century teacher: Creating and Monitoring Meaningful Goals, 1 teacher (2019)
- English Language Development: Professional development by TOSA for all teachers monthly; EL Network Training, TOSA and Principal (2018, 2019); EL Toolkit Training, TOSA (2019)



- STEM/Technology Training: Kern CUE (2017, 2018)/Using Google in the Classroom; 6 days, 4 teachers (2017)/Google Apps for Beginners; 2 days, 1 teacher (2017)/NearPod training, 8 teachers (2017)/Apple Training, 10 teachers (2017)/Google Classroom and Google Apps training, all teachers, (2017, 2018)
- Professional Learning Communities (PLCs)-weekly during department collaborations
- Campus Safety-Safety and Security for Campus Supervisors, administrator and 3 para-professionals (2018, 2019), STOPIT app training, 2 administrators (2017, 2018); Drug and Alcohol conference, 1 teacher (2019); TUPE training, counselor (2018, 2019); Project Alert training, counselor (2019), Stanford Toolkit Training, counselor (2019), Mandated Reporter training, all staff (2019); Sexual Harassment Prevention Training, all staff (2019), Suicide Prevention Training, all staff (2018, 2019), Self Harm Prevention Training, all staff (2018, 2019); De-escalation & Non-verbal communication training, all staff (2019); Tactical Response Training, 2 administrators (2019)
- Crisis Prevention Intervention training, special education teachers and aides, administration (2017, 2018, 2019)
- Safe School Ambassadors, 8 teachers and 40 students (2018, 2019)
- Common Core ELA, Math, and Literacy Standards: Reading Closely; 6 days, 2 teachers (2017)/CAASPP training, administrator and two teachers (2017)/Vocabulary Instruction, 1 teacher (2017)/Math Solutions Training & Coaching, 6 teachers (2018); Math Mindset, 3 teachers (2019); Math for Understanding, 2 teachers (2019); Coteaching sponsored by SELPA, 6 teachers, 2019; Mindset Math training, 6 teachers (2019); History Social Science Framework, 1 teacher (2018); Differentiating during First Instruction, 1 teacher (2018); Amplify Science Training, 6 teachers (2019)
- AVID Summer Institute and Workshops: AVID Site Team Conference; 1 day; 4 teachers/AVID Socratic Seminar Workshop; 1 day, 3 teachers (2017); AVID Summer Institute, administrator and 5 teachers each year (2017, 2018)
- Positive Behavior Interventions and Support: Aggression Replacement Training; 2 days; Counselor; Strengthening School Climate and Decreasing Suspensions, 1 day, administration (2017)
- Student Engagement, Checking for Understanding, and Cooperative Learning Strategies (throughout year during staff meetings for all teachers) (2017, 2018, 2019)
- Classroom Management Strategies: Love and Logic Conference, 1 administrator and 6 teachers (2017, 2019)/Discipline with Dignity Conference, 11 teachers (2018, 2019)/Equity and Access Training, all teachers (2018), Assisting with Instruction, Managing Student Behavior, 7 para-educators (2019)
- ELA Adoption Training, ELA/ELD teachers, (2017)

\*STAR Renaissance Training (2017, 2018)

- Administrator Training: Principal's Learning Network (2017), ACSA Leadership Summit (2017), AVID Summer Institute (2017, 2018), Math Leadership Network, (2018), Assistant Principal's Learning Network (2019); Admin Bootcamp for Special Education and Discipline, 2 administrators (2019); Cyberbullying, 1 administrator (2019)
- Thinking Maps Training, All Certificated Staff (2019)
- Gizmos for Science Training, 6 teachers (2018)
- Houghton Mifflin Read 180 Universal Training and Coaching, 6 teachers (2018, 2019).
- I-Ready Math Training, 6 teachers (2018, 2019)
- Continuous Improvement Process with KCSOS, 1 administrator, 1 teacher (2019)
- School Site Council Training for School Site Council (2019)

**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/](http://www.cde.ca.gov/ds/fd/cs/).

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$4,972	\$728	\$4,244	\$67,754
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	4.9	-8.6
School Site/ State	-29.9	-20.2

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**

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

## **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.