

Fairmont 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 | Fairmont School |
| Street | 3095 N. Greenwood Avenue |
| City, State, Zip | Sanger, CA 93657 |
| Phone Number | (559) 524-6120 |
| Principal | Jared Savage |
| Email Address | jared_savage@sangerusd.net |
| Website | http://fairmont.sangerusd.net/ |
| County-District-School (CDS) Code | 10-62414-6007124 |

| Entity | Contact Information |
|-----------------------|---|
| District Name | Sanger Unified School District |
| Phone Number | (559) 524-6521 |
| Superintendent | Adela Jones |
| Email Address | adela_jones@sangerusd.net |
| Website | http://www.sangerusd.net/ |

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

Fairmont Mission Statement

It is the Mission of Fairmont Elementary to: (1) Provide a safe, caring, and motivating environment (2) Set and communicate high expectations for the achievement of all students, so that they can master grade level skills in the areas of reading, writing, math, language arts, social sciences, science, physical education, music and art (3) Teach and develop appropriate behavior (4) establish and maintain a partnership between the school, parents, and community as a part of our drive for excellence. We are Fairmont! We are Family! We are ONE !

Fairmont Vision: Students demonstrate high student achievement through 21st century skills within an inspirational, innovative, cultivative learning environment.

Fairmont School is one of many elementary schools in Sanger Unified School District serving approximately 12,377 students. The district consists of 6 K-5 schools, 5 K-6 schools, 3 K-8 schools, one 6-8 grade middle school, one continuation high school, one charter home school, one community day school, and Sanger High School.

Sanger Unified School District covers 180 square miles in eastern Fresno County, from the city of Fresno to the foothills. The district includes the city of Sanger, the communities of Del Rey and Centerville, and suburban and rural areas. Sanger Unified adjoins Fresno, Clovis, Fowler, Selma, Kings Canyon, Parlier, and Sierra school districts. The district is rich in agriculture to the east and south, while the north and west are a combination of agriculture and suburban areas.

The students at Fairmont School represent a range of ethnic and socio-economic diversity. About 50% percent of the students receive free or reduced price meals. The ethnic composition of the school currently includes 44% White, 43% Hispanic, and 12% Asian, and 2% other. The gender mix of the student body is 49% male and 51% female. Special populations include: 4% Special Education [RSP], 26% English Learners.

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

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 73 |
| Grade 1 | 71 |
| Grade 2 | 54 |
| Grade 3 | 61 |
| Grade 4 | 53 |
| Grade 5 | 67 |
| Grade 6 | 76 |
| Grade 7 | 73 |
| Grade 8 | 78 |
| Total Enrollment | 606 |

Student Enrollment by Group (School Year 2018-19)

| Student Group | Percent of Total Enrollment |
|---------------------------------|-----------------------------|
| Black or African American | 0.5 |
| Asian | 11.6 |
| Filipino | 0.2 |
| Hispanic or Latino | 35.6 |
| White | 47.4 |
| Two or More Races | 3 |
| Socioeconomically Disadvantaged | 39.8 |
| English Learners | 9.2 |
| Students with Disabilities | 3.8 |
| Foster Youth | 0.7 |
| 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 | 24 | 27 | 30 | 546 |
| Without Full Credential | 1 | 0 | 0 | 37 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 2 |

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: October 2019

Sanger Unified School District policy is to provide only standards aligned textbooks and Instructional Materials. District adoption of new curriculum, standards and instructional materials follow California Department of Education time lines. Purchases of new texts and supporting materials are based on district adopted curriculum standards. Texts and supporting materials are provided throughout the district on a basis of one per student. Teachers and administrators are trained in instructional methodology (s) in each new curriculum, text or standards adoption at the beginning of the school year. Additional training in support of new curriculum and additional training in existing curriculum is continuous throughout each school year. Teachers and Administrators participate in district provided early release day in-services which are scheduled most Wednesday's of the school year.

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|-------------------------------|---|----------------------------|--|
| Reading/Language Arts | TK Zaner-Bloser, Superkids Reading Curriculum, Text, and Instructional Materials 2013/2014 K-6 Houghton Mifflin Harcourt, -English Language Arts/Reading Curriculum Journeys, Text, and Instructional Materials 2017/2018 7-8 grade Houghton Mifflin Harcourt, Collections, Text, and Instructional Materials 2017/2018 | Yes | 0% |
| Mathematics | K-8 Houghton Mifflin Harcourt Go Math Curriculum, Texts, and Instructional Materials 2014/2015 | Yes | 0% |
| Science | K-5 Pearson Science Curriculum and Instructional Materials 2006/2007 6-8 Glencoe McGraw/Hill Science Curriculum and Instructional Materials 2005/2006 | Yes | 0% |
| History-Social Science | K-6 Pearson History-Social Science Curriculum, Texts, and Instructional Materials 2005/2006 K-8 McGraw Hill, Impact, Text and Instructional Materials 2019 | Yes | 0% |

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|----------------------------|--|----------------------------|--|
| Health | Health Curriculum, Texts, and Materials are integrated into the Science Curriculum 2005/2006 | Yes | 0% |
| Visual and Performing Arts | K-8th Visual & Performing Arts Curriculum Description: Sanger Unified K-8 school sites do not offer Curriculum, Textbooks or Instructional Materials for Visual and Performing Arts instruction at these grade levels. Instruction in this curriculum may be integrated as class projects or activities. | | N/A |

School Facility Conditions and Planned Improvements (Most Recent Year)

Sanger Unified retains an independent contractor to provide comprehensive facilities inspection of every school site. This inspection meets or exceeds the criteria of the State of California Williams inspection requirement. The Williams compliance inspections are done by Fresno County Office of Education (FCOE). Only one SUSD site is inspected by Fresno County Office of Education annually for Williams compliance. This site is not a FCOE inspected site. The most recent inspection, either district or Williams, available when this SARC is prepared is utilized for this report. Inspection reports are maintained at the SUSD District Office.

The rating scale used for this inspection is as follows:

99% - 100% = Exemplary: School meets most/all standards of good repair. Noted deficiencies, if any, are not significant.

90% - 98.99% = Good: School maintained in good repair with some isolated deficiencies from wear/tear or are being mitigated.

75% - 89.99% = Fair: School is not in good repair with some critical or widespread deficiencies and repairs are necessary.

00% - 74.99% = Poor: School facilities are in poor condition with deficiencies of various degrees throughout and major repairs are necessary.

The results of the most recent report available for this campus are disaggregated below.

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: 2019, October

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|--------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | N/A |
| Interior: Interior Surfaces | Fair | |
| 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 | Good | |

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) | 66 | 63 | 52 | 53 | 50 | 50 |
| Mathematics (grades 3-8 and 11) | 53 | 53 | 41 | 43 | 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 | 406 | 395 | 97.29 | 2.71 | 63.29 |
| Male | 198 | 192 | 96.97 | 3.03 | 56.77 |
| Female | 208 | 203 | 97.60 | 2.40 | 69.46 |
| Black or African American | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | | | | | |
| Asian | 45 | 45 | 100.00 | 0.00 | 51.11 |
| Filipino | | | | | |
| Hispanic or Latino | 150 | 146 | 97.33 | 2.67 | 56.16 |
| Native Hawaiian or Pacific Islander | | | | | |
| White | 187 | 180 | 96.26 | 3.74 | 72.22 |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| Two or More Races | 15 | 15 | 100.00 | 0.00 | 60.00 |
| Socioeconomically Disadvantaged | 177 | 175 | 98.87 | 1.13 | 51.43 |
| English Learners | 64 | 64 | 100.00 | 0.00 | 43.75 |
| Students with Disabilities | 21 | 20 | 95.24 | 4.76 | 20.00 |
| Students Receiving Migrant Education Services | | | | | |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | | | | | |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 406 | 395 | 97.29 | 2.71 | 53.42 |
| Male | 198 | 192 | 96.97 | 3.03 | 51.56 |
| Female | 208 | 203 | 97.60 | 2.40 | 55.17 |
| Black or African American | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | | | | | |
| Asian | 45 | 45 | 100.00 | 0.00 | 37.78 |
| Filipino | | | | | |
| Hispanic or Latino | 150 | 146 | 97.33 | 2.67 | 43.15 |
| Native Hawaiian or Pacific Islander | | | | | |
| White | 187 | 180 | 96.26 | 3.74 | 65.00 |
| Two or More Races | 15 | 15 | 100.00 | 0.00 | 60.00 |
| Socioeconomically Disadvantaged | 177 | 175 | 98.87 | 1.13 | 38.86 |
| English Learners | 64 | 64 | 100.00 | 0.00 | 32.81 |
| Students with Disabilities | 21 | 20 | 95.24 | 4.76 | 10.00 |
| Students Receiving Migrant Education Services | | | | | |

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

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|---------------------------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | N/A | N/A | N/A | N/A | N/A | N/A |

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| 5 | 11.6 | 15.9 | 59.4 |
| 7 | 12.3 | 15.1 | 58.9 |

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)

Our school maintains a very active Boosters Club. The Fairmont Boosters works to support school wide and individual classroom activities. This has often taken the form of support for Red Ribbon Week, a School Carnival and various holiday activities such as Halloween contests and Santa visits. We welcome volunteers as general help in the office or for specific service in a classroom. Anyone wishing to become a member of our Boosters club may obtain an application at our Office. We also have parents serving in elective positions on our School Site Council (SSC) and English Language Advisory Committee, which monitor our use of School Improvement (SI) funds and other categorical funds. Meetings are held throughout the year and all meetings are open to the public. Please contact our office if you are interested in becoming more involved in your children's education. The campus received its funding and added benches, a new campus sign, landscaping and other ancillary improvements. Fairmont has also focused on improving parent awareness and involvement through Parent Forums. Parent Forums are meetings open to the community and families that focus on topics such as, i.e., Early Literacy, or High School and College. These forums help foster communication and empower parents better understand Fairmont School.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

| Rate | School 2016-17 | School 2017-18 | School 2018-19 | District 2016-17 | District 2017-18 | District 2018-19 | State 2016-17 | State 2017-18 | State 2018-19 |
|-------------|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|------------------|------------------|------------------|
| Suspensions | 0.4 | 1.4 | 0.2 | 3.4 | 3.5 | 3.6 | 3.6 | 3.5 | 3.5 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2019-20)

Fairmont School has a Safe School Plan that is reviewed and updated annually. Plans are reviewed with staff annually often at the beginning of each School Year. Fairmont's School Site Council (SSC) approves our Safe School Plan. Emergency drills are conducted to prepare students and staff in the event of an emergency. We strive to maintain a safe, healthful, nurturing and orderly school campus that encourages positive attitudes in students and staff. A joint effort between students and staff help keep the campus clean and litter free. Site maintenance staff surveys their campus as the first order of business each day. They insure the campus is clean, any vandalism is corrected, and that the campus is presentable and representative of the priority Sanger School Board sets on safety and appearance. Oversight of Sanger Unified Safe School Plans is through the Welfare and Attendance Officer.

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 | 46 | 1 | 3 | 1 | 70 | 2 | 2 | 2 | 65 | 5 | | 2 |
| 1 | 26 | | 2 | | 24 | | 2 | | 24 | | 3 | |
| 2 | 22 | | 2 | | 27 | | 2 | | 27 | | 2 | |
| 3 | 27 | | 2 | | 24 | | 2 | | 31 | | 2 | |
| 4 | 30 | | 2 | | 35 | | | 2 | 27 | | 2 | |
| 5 | 59 | | 2 | 1 | 34 | | | 2 | 30 | | 1 | 2 |
| 6 | 32 | | 12 | | 28 | 2 | 12 | | 32 | 3 | | 12 |
| Other** | | | | | | | | | | | | |

*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 | |
| Resource Specialist (non-teaching) | 2.2 |

*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 | \$10,539.79 | \$2,458.42 | \$8,081.37 | \$64,852 |
| District | N/A | N/A | \$8,823.95 | \$67,623.00 |
| Percent Difference - School Site and District | N/A | N/A | -8.8 | -4.2 |
| State | N/A | N/A | \$7,506.64 | \$82,031.00 |
| Percent Difference - School Site and State | N/A | N/A | 7.4 | -23.4 |

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)

Local Control Funding Formula (LCFF) from the state provides general funding for the base programs and supplemental programs. The LCFF funds are distributed based on the Local Control Accountability Plan (LCAP) adopted by the SUSD board and developed by the district in conjunction with stakeholders including parents, students, school employees and other stakeholders.

Title I, Part A - The purpose of Title I, Part A federal funds help to meet the educational needs of low-achieving students in California's highest-poverty schools. Funds are used to support effective, research-based educational strategies that close the achievement gap between high-and low-performing students and enable the students to meet the state's challenging academic standards. All Sanger Unified Title I schools operate school-wide programs.

Title III Limited English Proficient - The purpose of the Title III Limited English Proficient (LEP) Student Program is to ensure that all LEP students, referred to as English learners in California, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic standards as all other students.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$46,479 | \$51,374 |
| Mid-Range Teacher Salary | \$66,932 | \$80,151 |
| Highest Teacher Salary | \$87,998 | \$100,143 |
| Average Principal Salary (Elementary) | \$101,556 | \$126,896 |
| Average Principal Salary (Middle) | \$106,634 | \$133,668 |
| Average Principal Salary (High) | \$117,564 | \$143,746 |
| Superintendent Salary | \$200,058 | \$245,810 |
| Percent of Budget for Teacher Salaries | 30% | 35% |
| 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 | | | 49 |

What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?

All of our professional development is based on the needs of our students and teachers, assessed through observations, surveys, disaggregation of SBAC data, PBIS data and other assessment data. Teachers in Sanger Unified have completed professional training courses designed to support educational priorities and objectives. Staff Development Days are designed to provide continuous learning opportunities for administrators, teachers and classified personnel.

What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?

As a district, we are committed to offering teachers a variety of professional learning opportunities and options for personalized professional development. Sanger Unified provides professional learning in all subjects (Math, STEAM, ELA, ELD, assessments etc.) for TK-6th grade teachers throughout the school year. For single-subject teachers, Sanger Unified provides two to four full days of training dedicated to specific initiatives, strategies and frameworks (Balanced Literacy, Guaranteed and Viable Instruction, ELD, Writing, Speaking and Listening, Close Reading, Project Based Learning, Universal Design for Learning, etc.) Sanger Unified also offers after-school workshops on various math instructional strategies and routines, after-school technology trainings and Universal Design for Learning trainings. Each year, we offer a district conference where teachers share their best practices with one another. Teacher leaders at all sites are given a variety of opportunities to attend national and state conferences and seminars, as to further the collective knowledge of all members of their grade level teams and learning communities. Teachers also have the opportunity to engage in personalized professional development through instructional coaching.

New to the profession Teachers are also supported through the Sanger Unified School District Beginning Teacher Support and Assessment Induction Program (BTSA) and New Teacher Support. A teacher that is teaching under a PIP or STSP, or is an Intern is assigned a mentor that provides the new teacher with a minimum of 4 hours per week of direct or indirect support for his/her individualized professional growth. In addition, the teachers attend required professional development provided by the district and school site. New teachers that have a preliminary credential participate in our formal BTSA Induction Program. Teachers participating in BTSA receive support from a trained support provider for two years. The Sanger BTSA Induction program uses the “just-in-time” concept of mentoring and the Formative Assessment for California Teachers (FACT) formative assessment to guide new teachers in their individualized professional growth plans. New teachers, along with their mentors (support providers) attend 4 Network meetings together over the 2 years. In addition, the program may offer additional professional development offerings based on participant request and through surveys that include the following: Classroom Management, Conducting Parent Teacher Conferences/Parent communication, Meeting the needs of special needs students, Technology, Writing, etc. Sanger Unified's BTSA Induction Program provides support and assessment opportunities for all first and second year Participating Teachers to increase understanding of their own professional development, which will enable them to more effectively meet the diverse learning needs of their students. The mentors, called support providers, are trained in cognitive coaching, working with adult learners, and FACT. Support Providers attend a two-day training their first year and a one day Refresher every year after. In addition SPs are required to attend an orientation, and 2 after school trainings each year to work on their mentoring skills.

How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)? With so many district initiatives, it is essential to have support for all teachers and administrators during implementation. Through many of our contracted trainings (Balanced Literacy, NGSS, UDL), our expert trainers provide on-site support and follow up personalized coaching. There are varied levels of support, both at the site and district level. At school sites, teachers are supported during implementation by their grade-level or content colleagues through Professional Learning Communities. In addition, Curriculum Support Providers, Literacy Specialist Teachers, (Teachers on Special Assignment) and administrators provide on site support. District support is provided at the PLC level through collaborative unit/lesson planning and facilitated curriculum curating experiences.

All of our professional development is based on our students and teachers needs. Teachers in Sanger Unified have completed professional training courses designed to support educational priorities and objectives. Staff Development Days are designed to provide continuous learning opportunities for administrators, teachers and classified personnel.

Sanger Unified uses Staff Development Days and support from site level Curriculum Support Providers and district level District Instructional Specialists to assist teachers in classroom instructional strategies. The district provided a strong base for Common Core English Language Arts Implementation over the last few years through professional development focused on academic vocabulary, content reading and writing, and unpacking standards. This year the district will provide an extensive Math training on the mathematical practices, math tasks, and academic discourse. Further English Language Arts professional development will focus on writing mini lessons and units.

New to the profession Teachers are also supported through the Sanger Unified School District Beginning Teacher Support and Assessment Induction Program (BTSA). Teachers participating in BTSA receive support from a trained support provider for two years. The Sanger BTSA program uses the Formative Assessment for California Teachers (FACT) formative assessment to guide "new" teachers in their professional growth. The Sanger BTSA program also provides a menu of professional development opportunities for BTSA Participating Teachers, Support Providers, and invites all teachers in the district to participate, if the topic meets their need. The menu of professional development offerings include the following: Classroom Management, Conducting Parent Teacher Conferences/Parent communication, Meeting the needs of special needs students, Technology, UDL, Writing, etc. Sanger Unified's BTSA Induction Program provides support and assessment opportunities for all first and second year Participating Teachers to increase understanding of their own professional development, which will enable them to more effectively meet the diverse learning needs of their students.

In addition to staff development days, teachers participate in workshops and conferences on the following: Literacy Strategies, Writing, Reading and Literacy Training, and ongoing SBE textbook adoption in-services are provided throughout the first 2-years of a curriculum, text implementation period. In-services in Effective Instructional Strategies, Professional Learning Communities, and strategies for English Learners are also provided.