



## Semitropic Elementary School

25300 Highway 46 • Wasco, CA 93280 • 661.758.6412 • Grades K-8

Mrs. Bethany Ferguson, Principal

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<https://sesd-sesd->

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

### Semitropic Elementary School District

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### District Governing Board

Kelvin Furgerson  
Clerk

Maria Martinez  
Member

Arturo Diaz  
President

### District Administration

Mrs. Bethany Ferguson  
Superintendent

Superintendent/Principal

### School Description

Semitropic Elementary School was established as a one room school house on April 1, 1895. Mrs. C. J., Clayton was the first teacher. The first class of students numbered only seven. The current enrollment is 216 students in grades kindergarten through eight. The school is an Open School, as per education code statute, meaning that students are permitted to attend Semitropic Elementary School even if they do not reside in the district boundary lines. The district is located 10 miles west of Wasco, California, at the intersection of State Highway 46 and Gun Club Road. Since its establishment in 1895, the mission has been to provide each child with the tools, techniques, attitudes, and values required for a student to become successful and contributing members of society.

### MISSION STATEMENT

The Semitropic Elementary School District is dedicated to teaching our students to be productive citizens who work at their fullest potential to succeed while providing a caring and supportive academic environment.

### SCHOOL BOARD GOALS

- Provide leadership and direction to improve the overall learning environment in our classrooms, schools and district including the health, safety, security and happiness of students and staff.
- Direct and support actions, programs, and activities which reduce the impacts of poverty on our students, their families, and our community.

### DISTRICT GOALS

- Ensure uniformly high performance in academics and tangible results in character development.
- School faculty is highly qualified in their fields, is committed to ongoing professional development, and receives timely and helpful feedback on classroom instruction.
- Curriculum is rigorous, logically sequential, and age appropriate.
- Students display high standards of personal dignity and respect for authority at all grade levels. School faculty and staff model the qualities of behavior that are expected in students.
- Ensure all students at each grade level increase their love of reading by implementing a classical literature piece at each grade level for students to read while exploring the themes in that piece of literature.
- Reemphasize the importance of students learning basic skills in reading, writing, spelling, and math to ensure that all students can reach a deeper level understanding more rigorous concepts.
- Ensure that all students reach high levels of achievement in reading, writing, math, and spelling using valid assessments to measure achievement at each grade level.
- Increase student enrollment.
- Increase the ability of Semitropic to effectively achieve its mission through suitable facilities consistent with the school's values and philosophy to serve the needs of a student body in grades K - 8.
- Maintain a fiscally solvent budget.

## LCAP GOALS

- Increase student achievement in all core subject areas.
- Maintain a school environment that is conducive to learning.
- Increase student and parent engagement.

Semitropic Elementary's student body's predominant ethnic group is Hispanic (92%). Caucasian students make up 5% of the student population. African American students comprise 2 %, while Asian students are 1% of the student population . Many of our students come to school from a variety of cultures and speak languages other than English. Semitropic Elementary School has one full time administrator and 12 teachers, 91% of which are fully credentialed.

Semitropic School has a current enrollment of 216 students enrolled in 9 K-8 self-contained classrooms and one Learning Center. Semitropic staff includes: one superintendent/principal, one program coordinator, ten teachers, three paraprofessional classroom assistant, one library clerk, one speech/language therapist (1 day per week); and one psychologist (1.5 days per week). At Semitropic, 91% of the teachers are fully credentialed and teaching within their subject area, and all paraprofessionals have received their high school diploma and have met the NCLB requirements. School is in session for 180 days.

Topics for professional development are based on school and student needs. Semitropic School is identified as Year 5 Program Improvement Title 1 School. Every effort is made to use all state and federal funds available to the school in a combined effort to enhance the entire educational program for all students to achieve grade level standards. During the 2018 - 2019 school year, 92% of students received free or reduced lunches; 83% of students were identified as English Learners and participated in the English Language Development program. Other programs offered on campus include migrant classes; intervention classes, and enrichment classes.

Semitropic School looks upon each student as an individual, therefore, it is academically oriented with an environment where each child is surrounded by caring and understand that fosters personal growth for the child. The Semitropic School District is comprised of one school - Semitropic Elementary School. Semitropic Elementary School is a traditional site based school that serves students in grades kindergarten through eighth grade. At Semitropic Elementary School, we rely on our professional staff to provide modeled expectations, cooperation, and learning opportunities for all students. We provide students with a clean, safe, and nurturing environment. Our satisfaction is realized in student academic, emotional, physical, and social successes. We are devoted to this end. We realize that parental involvement is a key ingredient to this end and support parent participation in whatever way possible. Our vision is clear...it is all about student preparation and success.

## About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

## 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	20
Grade 1	20
Grade 2	23
Grade 3	22
Grade 4	26
Grade 5	24
Grade 6	27
Grade 7	30
Grade 8	22
Total Enrollment	214

## 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.8
American Indian or Alaska Native	0.5
Hispanic or Latino	92.1
White	3.3
Socioeconomically Disadvantaged	83.2
English Learners	65.9
Students with Disabilities	7.5
Foster Youth	0.5

## 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 Semitropic Elementary School	17-18	18-19	19-20
With Full Credential	10	10	10
Without Full Credential	1	1	1
Teaching Outside Subject Area of Competence	0	0	

Teacher Credentials for Semitropic Elementary School District	17-18	18-19	19-20
With Full Credential	♦	♦	10
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at Semitropic Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

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

Every student, including English Language Learners, at Semitropic School has a complete set of textbooks and instructional materials aligned to the state core content standards to be used in the classroom and available to take home to complete required homework assignments. All textbooks are inventoried and replaced as needed to insure that every student has the necessary textbooks for all core subjects (Williams Act). All textbooks are on the current, State Approved Materials list from the State Board of Education (SBE). New materials will continue to be adopted and purchased from State Approved Materials lists as they are developed.

Core materials in all subject areas for all student groups include:

- Language Arts: Houghton Mifflin Hardcourt, Journeys (K-5) and Collections (6-8) Adopted in 2015-16
- Mathematics: McGraw Hill. Adopted in 2014 - 2015
- Science: Houghton-Mifflin, grades K - 5; Holt California Series, grades 6-8. Adopted in 2006-2007
- Social Science: Houghton-Mifflin California Series, grades K-6; Glencoe Discovering our Past, grades 7-8. Adopted in 2005-2006

There is a student performance data analysis review process that is used to identify specific student instructional needs, including all significant subgroups. The superintendent/principal, TOSA, School Psychologist, and teachers analyze student data (SBAC, benchmarks, CFAs, CELDT, CBM, Leveled Assessments) to help identify all students for specific intervention programs throughout the school year. These programs include Gateways, Read Naturally, ELD, as well as, intervention and enrichment groups.

Teams collaborate weekly to review student progress and needs are addressed through the use of standards-based district approved materials.

On September 5, 2016, the Semitropic Elementary 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. 1011-30 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.

## Textbooks and Instructional Materials

Year and month in which data were collected: 8/2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>2016 Houghton Mifflin Hardcourt , Jorney (K-5) Collection (6-8)</p> <p>Good</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>2013 McGraw Hill, My Math, grades K-8</p> <p>Good</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>2007 Houghton Mifflin California Series, K-6</p> <p>2007 Holt California Series, 7/8</p> <p>Good</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>
History-Social Science	<p>2007 Houghton Mifflin California Series, K-6</p> <p>2006 Glencoe – Discovering Our Past, 7/8</p> <p>Good</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>

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

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

General: The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Age of School Buildings: This school has 11 classrooms, a library, and an administration building. The main campus was built in 1965. Five portable classrooms were added in 1996 and two in 2012.

Maintenance and Repair: District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. In the 2014 - 15 school year, the LCAP provided for funding to be spent on roof repair, electrical issues, and asphalt repair. In December of 2014, roofs were repaired and non-essential evaporative coolers were removed from roofs. In the Spring of 2015, the lights in the cafeteria will be repaired/replaced to ensure proper lighting in the cafeteria. In the summer of 2015, the two parking lots were resealed and restriped to repair the asphalt. The 2019 - 20 LCAP provides funding to repair hard surface areas and replace broken or outdated furniture.

Cleaning Process and Schedule: The district governing board has adopted cleaning standards for all schools in the district. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget: The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2018 - 2019 school year, the district has budgeted \$200,000 for the deferred maintenance program.

Facilities Master Plan: The superintendent and Director of MOT will work with the KCSOS office to create a Facilities Master Plan which will provide a road map to repair work and any new construction that may be needed on our facilities.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: September 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>Good</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	24	18	24	18	50	50
Math	7	6	7	6	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and Ten

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

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

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	9.1	9.1	
7	6.7	20.0	16.7

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	143	143	100.00	18.18
Male	66	66	100.00	16.67
Female	77	77	100.00	19.48
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	134	134	100.00	19.40
White	--	--	--	--
Socioeconomically Disadvantaged	120	120	100.00	15.83
English Learners	108	108	100.00	18.52
Students with Disabilities	13	13	100.00	15.38
Students Receiving Migrant Education Services	--	--	--	--

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	143	143	100.00	5.59
Male	66	66	100.00	6.06
Female	77	77	100.00	5.19
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	134	134	100.00	5.97
White	--	--	--	--
Socioeconomically Disadvantaged	120	120	100.00	5.83
English Learners	108	108	100.00	5.56
Students with Disabilities	13	13	100.00	0.00
Students Receiving Migrant Education Services	--	--	--	--

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)

The district offers parents numerous opportunities for involvement in the positive development and nurturing of its students. Back-to-school night, parent teacher conferences, holiday programs, and open house are but a few of the many opportunities provided for parent involvement. Furthermore, parents are encouraged to participate in the English Language Advisory Council, and the School Site Council. Elected parents, support staff, and other school personnel participate in the School Site Council (SSC) and District English Language Advisory Committee (DELAC). Both the SSC and the DELAC meet at least three times a year to review the school plan, monitor its implementation and review student progress toward achieving school plan goals. SSC and DELAC also provide input toward the development of the action plan and budget to support its implementation. Annually, in the spring, the SSC is asked to give final approval of the SPSA as required. The school/district plan is a living document and is reviewed at each SSC meeting.

Family resources available to assist under-performing students, focusing on parent participation and support of school programs:

- Parent Nights to provide information regarding curriculum, state test results, Title 1 status, etc.
- School calendar provides current information of school activities and ways for parents to become involved.
- Parent Square
- SSC/ELAC, DELAC, DAC, Booster Club, and Parent Volunteers are ways in which parents can play an active role.
- Facebook page
- Twitter page
- Instagram
- District website
- Class Dojo
- School/ District resources available to assist under-performing students:
- Migrant
- Targeted Tutoring
- Title I SES Tutoring Program
- Intervention
- All day kindergarten
- After School Program

Community resources available to assist under-performing students:

- KCSOS
- CCS

### 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 California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

The Semitropic school safety plan covers the procedures to follow in the event of an emergency. The plan is kept in the district office and safety contingencies are reviewed annually with staff. The School Safety Plan was revised and approved in December 2019.

Semitropic staff is implementing Positive Behavior Intervention and Support framework for the 2018-19 school year, in addition to implementing Safe School Ambassadors in grades 4 - 8. Currently, there is a character education program in place, but little to no monitoring of the use of this program was done. Therefore, character education lessons will be part of the lesson plan monitoring process as evidenced by monthly lesson plan checks. Administration will also observe character education lessons in the classroom as evidenced by walk-through observation data.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.7	0.0	0.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.7	0.0	0.0
Expulsions Rate	0.0	0.0	0.0

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)	.5
Other	

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.



### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	21		8		19	6			20	6		
1	24		8		20	6			20	6		
2	20	8			22		6		23		6	
3	26		8		21		6		22		6	
4	27		8		25		6		26		6	
5	26		8		27		6		24		6	
6	22		9		24	1	6		25	1	6	
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.

### Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			4

Data results from CFAs and Benchmarks, the Annual Program Survey (APS), the Needs Assessment, and classroom walk-throughs are analyzed to identify areas of need for all staff development trainings which are provided by superintendent and teacher on special assignment, teachers, and outside consultants.

Analyzing student performance data identifies areas of need which will narrow the focus for specific trainings, groups with greatest need are a priority.

The administration work to ensure that best practices and instructional strategies presented to the staff are researched-based. Administration provides specific trainings based on the school/district professional development plan as it relates to specific needs. A school/district professional development calendar is created and distributed to all teachers and staff members. development opportunities are provided by both the school district and the Kern County Superintendent of School's office. Professional development activities are focused on reading, writing, mathematics, and English language learner strategies.

Professional development occurs after school during staff meeting time. In addition, we provide full day subs to provide professional development to our teachers in the following areas: DOK, Thinking Maps, Write from the Beginning, CCSS instructional strategies in ELA and Math, CAASSP: interim assessments, designated supports; PBIS, and correlation of CCSS to core curriculum and assessments. Title II and LCFF monies are used to pay for the professional development materials and subs.

#### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,290	\$45,252
Mid-Range Teacher Salary	\$57,842	\$65,210
Highest Teacher Salary	\$64,204	\$84,472
Average Principal Salary (ES)	\$0	\$107,614
Average Principal Salary (MS)	\$0	\$112,242
Average Principal Salary (HS)	\$0	\$
Superintendent Salary	\$123,000	\$124,686

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	21%	31%
Administrative Salaries	7%	7%

\* 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/).

#### Types of Services Funded

The following services are provided for students through categorical/state/federal funding:

1. Migrant Education (K-8)
2. Title 1 Program (K-8)
3. SLP (School Lunch Program (K-8)
4. REAP funding

#### 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.

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$12,448	\$6,889	\$5,559	\$52,244
District	N/A	N/A	\$5,559	\$49,698.00
State	N/A	N/A	\$7,506.64	\$64,941.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	0.0	100369.2
School Site/ State	-2.1	-14.3

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.