James K. Polk Elementary School

2195 N. Polk Ave. • Fresno, CA 93722 • (559) 274-9780 • Grades K-6
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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Central Unified School District
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Dr. Tami Boatright
Director, K-8 Education

School Description
Belief: Every student can learn
Vision: Every student is prepared for success in college, career, and community
Mission: Every student will engage in rigorous, relevant, standards-based instruction in every classroom every day to ensure student learning
Core Values: Character, leadership, innovation, continuous improvement

Polk Elementary, named for President James K. Polk, is themed on California history and the Westward Movement. The school is a K-6 elementary school situated on twenty acres in a Fresno County rural area that is rapidly transitioning to a suburban setting. Polk Elementary was founded on August 11, 2004, with an enrollment of 360. Currently, Polk's enrollment is 795 students, with 68.9% low income (June 2019 Data).

Professional Learning Communities (PLC):
A Professional Learning Community (PLC) is educators committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve. Polk's professional learning communities, focus on learning rather than teaching, work collaboratively, and hold themselves accountable for results through the connection of data, evidence, thinking critically, and transitioning that information into practice. Each grade level, TK-6, uses the following five critical questions (including the use of Common Core State Standards and for grades 3-6, SBAC data related to students meeting or exceeding standards and how students performed within the individual claims), to guide their PLCs for the sole purpose of improving student learning:

What is it we expect students to learn?
How will we know when they have learned it?
How will the student know when they have learned it?
How will we respond when they do not learn?
How will we respond when they already know it?

James K. Polk Elementary is unique as the first Fresno County school to be themed on California history and the Westward Movement. We emphasize the courage and bravery of the early pioneers who settled the West and hope to transmit these values to our students.

Polk uses a variety of progress indicators. Fountas and Pinnell assessments are used to obtain a reading level for all students in grades TK-2, three to four times per year, as well as students in grades 3-6 who have been identified as reading below grade level as a form of diagnoses and progress monitoring. Accelerated Reader's STAR test is given four times annually to check for growth. Intervention students are progress monitored during the year using Acadience and Fountas and Pinnell. In addition, the district performance tasks are given multiple times annually and results are reviewed and used to guide instruction.

The integration of technology throughout all content area instruction and the use of adaptive curriculum is evident at Polk Elementary School. Polk Elementary is proud to utilize The Mind Institute's ST Math Program, now in its tenth year of implementation. Polk uses the ST Math software programs before, during, and after the regular school day. Polk also serves 80 students in the Camp Polk After School Program. Exemplary programs in the after school program include ST Math, the Lexia Reading Program, Accelerated Reader and extra-curricular activities. Additional technologically based programs in use at Polk are Brain Pop, Freckle, and Lexia (used to support students with a before-school support opportunity as well as throughout the school day).

Polk has been a recipient of the Bonner Virtues and Character Education Award in 2006, 2010, 2012, 2014, 2016 and 2018. Polk has been recognized as a Gold Level PBIS model school in 2014 and 2015, 2016,2017, 2018 in Fresno County, and was recognized at the state level as a Silver Level PBIS school in 2019. Polk has also been recognized for achieving a silver level school for the Superintendent's Model Arts award through Fresno County Office of Education, as well as being named as an Honor Roll school in 2019 by California Business for Education Excellence. These programs help foster problem-solving abilities in our students and lay the foundation for active citizenship in the future. The needs of identified Gifted students are addressed in individual classrooms and through a pull out program. In grades 2 through 6 identified students are clustered together in one classroom with students who are on or below grade level. Every attempt is made to balance the classrooms so that one class does not receive all of the GATE students and all of the high achieving non-GATE identified students. We have placed GATE students with teachers who are or have participated in the District sponsored GATE certification program. Eligible migrant students at James K. Polk Elementary are evaluated annually with a migrant "Needs Assessment". If they are determined to be Priority for Service (PFS), then the migrant liaison and the classroom teacher complete a migrant Student Learning Plan (SLP), with recommended interventions and alternative supports for the migrant PFS student.

Students with special needs participate in the Learning Center Model. In this model, support is provided through both push-in and pull-out in the areas of need the student qualifies for on his or her IEP. Weekly core test support, accommodations for district performance tasks, and statewide assessment accommodations are provided according to the stipulations on the individual student's IEP. Teachers aide push-in and pull-out according to the individual student's needs stated on the IEP. The push-in and pull-out times provide core support in the areas of language arts and math. Our special day class students are mainstreamed into the general education classroom based on the percentage of time written on the individual student's IEP. The lower-performing students are mainstreamed for the morning opening, art, recess, lunch, and PE. The higher-performing students, who are scheduled to take the CAA for the statewide assessment, are mainstreamed during core academic times for the area (s) specified on the IEP.

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	137
Grade 1	108
Grade 2	112
Grade 3	117
Grade 4	109
Grade 5	106
Grade 6	118
Total Enrollment	807

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	6.1
American Indian or Alaska Native	0.5
Asian	23.8
Filipino	0.6
Hispanic or Latino	56.8
Native Hawaiian or Pacific Islander	0.1
White	11.3
Two or More Races	0.9
Socioeconomically Disadvantaged	77.3
English Learners	19.1
Students with Disabilities	8.7
Foster Youth	0.6

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 James K. Polk	17-18	18-19	19-20
With Full Credential	30	35	33
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Central Unified School	17-18	18-19	19-20
With Full Credential	♦	♦	711
Without Full Credential	♦	♦	24
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at James K. Polk 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)

Central Unified Schools maintain current and standards-aligned instructional materials in good repair, for all students. Materials are locally adopted and reflect programs currently approved by the State Board of Education (SBE). All materials currently adopted reflect the most recent SBE adoptions and support the current California Frameworks. Every student, including English Learners, Special Education, and other special populations have their own textbook. In the case of class sets, those sets augment individual texts that have been issued to individual students. These class sets are made based on a commitment of the district administration and the governing board and are not the product of any state requirement.

All instructional materials are subject to a school and district review process. Materials may be piloted and all materials that are selected and recommended for local adoption are reviewed by teachers, administrators, and any parents who wish to review the materials. The Central Unified Board of Trustees reviews and adopts based on the recommendation of the district adoption committees and Educational Services.

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	McGraw Hill Wonders, TK-6 Adopted 2016-2017 McGraw Hill Wonders, ELD Adopted 2016-17 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	Pearson Envisions K-6 Adopted 2016-2017 Pearson Math Investigations, K-5, (Online Supplementary) Adopted 2016-17 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	Discovery Education Science K-6 Adopted 2019-2020 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	Houghton-Mifflin Adopted 2006-2007 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Polk sits on 20 acres and 54,503 square feet. It contains 31 classrooms at 29,420 sq feet, and 12 restrooms at 2,770 sq ft. The oldest main building was built in 2004. The table below shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT). This inspection determines the school facility's good repair status. District maintenance staff ensures that repairs necessary to keep the school in good repair and work orders are completed in a timely manner. For all items inspected that were found to not be in 'good repair', work orders have been created and maintenance will be done before the end of the 2019-20 school year. Maintenance items will be prioritized so that student safety is not compromised. The overall rating for this school is 'good'.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 5/22/19

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	CEILING TILE IS BROKEN CEILING TILE HAS A WATER STAIN CABINET HINGE BROKEN FORMICA COUNTERTOP CHIPPED FLOORING REPAIRS NEEDED, DISPENSERS MISSING
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	LIGHT BULBS OUT LIGHT DIFFUSER BROKEN OUTLETS COVERED BY PAPER HAND DRYER HAS NO POWER CORD CREATING TRIP HAZARD CLOCK MISSING ELECTRICAL PANELS BLOCKED
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	FAUCET HAS A LOW FLOW FAUCET HAS NO FLOW SINK NOT DRAINING FOUNTAIN HAS LEAK FOUNTAIN HANDLE BROKEN FOUNTAIN NOT DRAINING TOILET LEAK FAUCET LOOSE STALL LOCKED DISHWASHER HAS LEAK
Safety: Fire Safety, Hazardous Materials	Fair	FIRE EXTINHUISHER OUTDATED MISSING TAG, MISSING, NOT MOUNTED, BROKEN IMPROPERLY STORED SUPPLIES PAINT IS PEELING PLUG IN AIR FRESHENER FIRE EXTINGUISHER BLACKED FIRE SPRINKLER MISSING ESCUTCHEON
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Good**	WORK ORDERS HAVE BEEN SUBMITTED TO ADDRESS NEEDED REPAIRS AND / OR CORRECTIVE ACTION.

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	53	51	44	44	50	50
Math	46	51	31	33	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	19.8	34.9	34.9

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.

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	446	440	98.65	51.48
Male	220	217	98.64	48.39
Female	226	223	98.67	54.50
Black or African American	33	33	100.00	30.30
American Indian or Alaska Native	--	--	--	--
Asian	83	83	100.00	60.24
Filipino	--	--	--	--
Hispanic or Latino	269	263	97.77	48.47
White	55	55	100.00	65.45
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	362	356	98.34	49.01
English Learners	63	61	96.83	34.43
Students with Disabilities	44	42	95.45	21.43
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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	446	440	98.65	50.68
Male	220	217	98.64	52.53
Female	226	223	98.67	48.88
Black or African American	33	33	100.00	30.30
American Indian or Alaska Native	--	--	--	--
Asian	83	83	100.00	59.04
Filipino	--	--	--	--
Hispanic or Latino	269	263	97.77	49.81
White	55	55	100.00	50.91
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	362	356	98.34	48.31
English Learners	63	61	96.83	44.26
Students with Disabilities	44	42	95.45	52.38
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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)
There are many opportunities for our parents and community to be involved in Polk Elementary. The community is invited to parent meetings which include the Parent-Teacher Association Club (PTA), the School Site Council (SSC), and the English Learner Advisory Committee (ELAC). Other opportunities for involvement include Parent Conferences, Coffee with the Principal, PBIS Community Meetings, Back-To-School Night, Student Performances, Title I Parent Meetings, Family Night(s), and Open House. There are other opportunities during the year that provide parents the training and tools that equip them to support their students at home the best that they can.

The school provides communication in the primary language when possible. Student agendas are completed daily at Polk in grades 1-6, providing daily home-school communication. In addition, communication with parents occurs through various other forms such as home/school communication utilizing Parent Square, and email. Other forms of written communication include Weekly and/or monthly newsletters from classroom teachers, The Grapevine (Published in the Fresno Bee), the Polk Website, the marquee sign in the front of the school and Parent Square posts that update our families weekly. Our website is also updated with the latest calendar and event information. Polk library provides opportunities through its book fair for families to add to their home library and provide students with literature of high interest. Polk Elementary recognizes student achievement with academic and sports awards ceremonies throughout the year. Also recognized are students with perfect attendance (including being to school on time), and students who make choices that exhibit the traits of positive character, and what it means to Strive for 5 at Polk.

Polk PTA supports events include fund-raising (annual fundraisers, as well as Polk nights at various local restaurants). In addition, PTA provides our community with Breakfast with Santa, Pastries with Parents, Grandparent Celebration, A Daddy/Daughter and Mother/Son dance, Family Art Night, Family Movie Nights, School Carnival, and our annual Jog-A-Thon. We encourage all parents and community members to be informed and involved in their child's education and school.

Contact Person Name: Geoff Garratt
Contact Person Phone Number: (559)274-9780

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

Our school Site Emergency Response Plan is completely revised at the beginning of each school year. On October 2, 2019, Polk's principal met with our School Site Council to review and approve our Site Emergency Response Plan. All classrooms receive a Crisis Plan handbook that describes emergency protocols and an emergency backpack with a first aid kit, school map, flashlights, and water. During site preparedness drills teachers display a red or green card indicating whether all students are accounted for. The Site Emergency Response Plan also includes primary and secondary evacuation locations and emergency task force roles and responsibilities that our staff is trained in every year. Annually, a safety walk is conducted with District Office staff to assess and review safety features on campus. Staff annually participates in the Run, Hide, Fight training facilitated by the Fresno Sheriff's Department. Drills are performed over the course of the year (Fire Dill - Monthly; Earthquake - twice per semester; LockDown - once per semester), as well as a site evacuation drill. Two-way radios in all classrooms and surveillance cameras have been provided.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	0.1	0.2
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	5.4	6.0	7.1
Expulsions Rate	0.4	0.4	0.3

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	.7
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	.3

* 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	27		5		27		5		27		5	
1	28		4		28		4		27		4	
2	28		4		28		4		28		4	
3	28		4		28		4		28		4	
4	28		4		26		4		26		4	
5	30		4		28		4		35			3
6	34			4	30		4		26	1	4	
Other**					11	1						

*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	20	19	21

Polk Elementary teachers in their first or second year of teaching are actively participating in the Beginning Teacher Induction program, and have a mentor who meets regularly with the teacher. Induction program teachers are given the opportunity to observe exemplary teachers in the District as well as receive district training and attend professional workshops and seminars.

Over the past three years, components of our professional development (PD) have evolved to meet the instructional needs of our students. This began with the primary focus area for Polk's staff development is the continued development of our grade level Professional Learning Communities(PLCs). We refined our primary focus to ensure that students continue to receive intentional literacy support based on their academic needs, combined with providing instructional support in literacy for all grades TK-6 within the classroom. Over the past two years, our focus has included alongside our literacy development, an aligned focus for out integrated and designated ELD instruction and supports. Reflective looking at both the SBAC and ELPAC data communicated a need for continued building of capacity and refinement of instructional practices. This professional development focus helps continued the process of building the systems and expertise in our staff to provide the best literacy/EL support on a daily basis through whole-class teaching and small group instruction while expanding that capacity into the content areas of science and social studies. Teachers continue to be supported in this process through the Professional Development delivered, PLC collaboration, model lessons (provided by on-site and district personnel), and reflective dialogue around current data.

During the 2017-2018 school year, we continued to adapt our literacy support systems to meet our students' needs. We continued the opportunities for staff to strengthen their capacity in the areas of reading and reading assessments. Professional Development was focused on the articulation and implementation of Learning Goals and Success Criteria in conjunction with Effective Feedback. Utilizing writing as the starting point for this development allows an opportunity for each of those focus areas to have an impacting role in student performance. We have continued to focus on our EL students and strategies that benefit all students in their reading development. Becoming familiar with the new ELA adoption and enhancing our ability to break down the text to ensure an understanding for all of our students has been threaded throughout our PD timeline for the school year.

During the 2018-2019 school year, we continue our focus on literacy and EL. ELPD has focused on model lesson observation of a designated lesson in conjunction with an opportunity to hear the process for the design of the lesson observed. Debrief opportunities allowed for teachers to ask specific questions about the lesson or the incorporation of strategies utilized into their own designated EL instruction. A valuable component of the ELPD was the planning time that grade levels had at the conclusion of the debrief to build a designated lesson to utilize within their classroom. PD had also focused on integrated ELD instructional practices and strategies. Focused on how to connect EL supports throughout the instructional day and across grade levels. We are also conducting the Lesson Study process as a site-based professional development for all grade levels (TK-6). This will allow all grade-level teams the ability to collectively plan, teach (observe student learning), and debrief around a lesson that they identified as one' take-away' to will provide insight into their instructional practice. PD in the spring will also include sessions on Social Emotional Learning to enhance our capacity to effectively support students who require additional support in this area.

As we progress through the 2019-2020 school year, we focus our professional development on supporting ELA and math using science and social studies curriculum. In addition an emphasis on integrated EL best practices for science and social studies lesson design and instructional implementation. Additional topics support the use of literacy programs such as Rhyme Magic and supporting math instruction through the use of identifying specific

targets that support individual standards. Student behavior and mindfulness have been supported through professional development sessions that focus on the identification of students' behavior needs and strategies to provide necessary support including the development of calming corners, as well as on the implementation of Second Step. Professional development takes place both on minimum days monthly and through professional learning communities weekly. In addition to PLC development, other professional development offerings include English Learner Professional Development with an emphasis on good first teaching specifically on research-based instructional best practices which include posting an appropriate learning objective (measurable) and intentionally teaching the learning objective and referencing it throughout the lesson. The use of SBE-adopted, local Board approved core curriculum and providing closure which intentionally provides the students with the opportunity to link their learning to the learning objective. Utilizing both a three-phase/direct instruction lesson model ("I do, we do, you do"), and inquiry-based lesson design to provide students in rigorous, relevant, standards-based instruction provides a framework for learning in an engaging, applicable, and meaningful way. Using a variety of engagement strategies with opportunities to justify their thinking in collaborative groupings and checking for understanding is a system that provides for equitable distribution of response opportunities. A variety of response methods and providing differentiated support throughout each stage of instruction and finally using academic vocabulary throughout the lesson ensures that all of our students receive first best instruction. Through the use of inquiry, students are provided the opportunity to work through tasks and authentic assessments to show how they can apply their knowledge to problem solve.

Professional development training is delivered on-site and at the District Office by principals, District Office administrators or other educational professionals. Teachers are supported in training to practice by site administrators and our district coaches. Supports include lesson study, co-lesson planning, co-teaching, and follow up debrief sessions, as well as educational rounds focusing on student learning. Training to practice implementation support is provided in grade levels, by an individual teacher or all staff professional development based on specific support needs. Student learning data always drives the need for professional development. PLCs meet at least twice a week focusing on specific content areas, and to analyze student learning data which in turn drives instructional planning, lesson design, and supports in the classroom. Professional Development is ongoing throughout the school year in addition to weekly PLCs.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$41,520	$51,374
Mid-Range Teacher Salary	$68,110	$80,151
Highest Teacher Salary	$89,569	$100,143
Average Principal Salary (ES)	$109,417	$126,896
Average Principal Salary (MS)	$114,433	$133,668
Average Principal Salary (HS)	$121,149	$143,746
Superintendent Salary	$201,571	$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32%	35%
Administrative Salaries	5%	5%

*   For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at 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	$5,294.41	$282.54	$5,011.87	$71,439.98
District	N/A	N/A	$8,972.98	$72,234.80
State	N/A	N/A	$7,506.64	$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-56.6	-1.1
School Site/ State	-88.9	-14.1

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

Types of services funded from categorical funds include behavior intervention and support staff and academic intervention supports for students who are identified using DIBELS, Fountas and Pinnell, score below proficiency on ELA/Math Benchmarks, and other school assessments. These students are provided strategic and intensive targeted intervention supports to improve their proficiency in literacy and math. Ongoing targeted support outside of the school day (before school Lexia and After School Tutoring for grades 1-6), provides students with additional Reading Fluency and Reading Comprehension supports as measured by Fountas and Pinnell reading assessments, in addition to math support. Categorical funding provides additional language-development support for our English Learners students that are struggling to close the academic achievement gap through a Primary Language Tutor (PLT). Meeting with EL students daily provides additional small group language development support to our students in the most need for language development. Extended instructional aide time is supported through categorical funding as well to maximize the academic systems and supports in our TK and Kindergarten classrooms. ST Math (The Mind Institute), a web-based Math program and Lexia, a web-based literacy program, and Freckle (Formally Front Row), a web-based program for Literacy and Math are also funded from categorical funds. These funds also provide 100% student access to the technology by providing computers in a fully equipped computer lab as well as providing computers and technological support in the classroom.

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.