# Bridgeway Island Elementary School School Accountability Report Card Reported Using Data from the 2018-19 School Year

**Published During 2019-20** 

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <a href="https://www.cde.ca.gov/fg/aa/lc/">https://www.cde.ca.gov/fg/aa/lc/</a>.
- 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 <a href="https://dq.cde.ca.gov/dataquest/">https://dq.cde.ca.gov/dataquest/</a> 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                       | Bridgeway Island Elementary School |
| Street                            | 3255 Half Moon Bay Cir.            |
| City, State, Zip                  | West Sacramento, CA 95691          |
| Phone Number                      | 916.375.7778                       |
| Principal                         | Dr. Evelyn Baffico                 |
| Email Address                     | ebaffico@wusd.k12.ca.us            |
| Website                           | bridgeway.wusd.k12.ca.us/          |
| County-District-School (CDS) Code | 57726946120745                     |

| Entity         | Contact Information                       |
|----------------|---|
| District Name  | Washington Unified School District - Yolo |
| Phone Number   | 916.375.7600                              |
| Superintendent | Linda Luna                                |
| Email Address  | lluna@wusd.k12.ca.us                      |
| Website        | www.wusd.k12.ca.us                        |

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

Bridgeway Island K-

8 Elementary School provides an instructional program that reflects high expectations for all students and that focuses on mastery of the standards. Rigorous and challenging, the school curriculum ensures that students become

literate, self directed and interactive learners, proficient technology users, effective communicators, adaptable problem solvers,

critical thinkers, cooperative workers, and productive, involved citizens. Instructional practices are well planned, include interactive activities appropriate to students' developmental levels, and support the achievement of every student. Asse ssment is a natural part of the instructional process and facilitates improvement of teaching and learning.

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

| Grade Level      | Number of Students |
|------------------|--------------------|
| Kindergarten     | 110                |
| Grade 1          | 121                |
| Grade 2          | 126                |
| Grade 3          | 118                |
| Grade 4          | 110                |
| Grade 5          | 132                |
| Grade 6          | 119                |
| Grade 7          | 124                |
| Grade 8          | 105                |
| Total Enrollment | 1,065              |

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

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 5.1                         |
| American Indian or Alaska Native    | 0.1                         |
| Asian                               | 17.8                        |
| Filipino                            | 3.8                         |
| Hispanic or Latino                  | 22.5                        |
| Native Hawaiian or Pacific Islander | 1.7                         |
| White                               | 41.8                        |
| Two or More Races                   | 6.7                         |
| Socioeconomically Disadvantaged     | 38.6                        |
| English Learners                    | 14.2                        |
| Students with Disabilities          | 8.3                         |
| Foster Youth                        | 0.3                         |
| Homeless                            | 3.2                         |

# 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<br>2017-18 | School<br>2018-19 | School<br>2019-20 | District<br>2019-20 |  |
|--|-------------------|-------------------|-------------------|---------------------|--|
| With Full Credential   | 51                | 46                | 45                | 339.3               |  |
| Without Full Credential  | 0                 | 1                 | 2                 | 10                  |  |
| Teaching Outside Subject Area of Competence (with full credential) | 0                 | 0                 | 0                 | 0                   |  |

# **Teacher Misassignments and Vacant Teacher Positions**

| Indicator                                      | 2017-18 | 2018-19 | 2019-20 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0       | 0       | 0       |
| Total Teacher Misassignments*                  | 0       | 0       | 0       |
| Vacant Teacher Positions                       | 0       | 0       | 2       |

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: January 2019

| Subject                                    | Textbooks and Other Instructional Materials/year of Adoption  | From Most<br>Recent<br>Adoption? | Percent Students Lacking Own Assigned Copy |  |
|--|---|----------------------------------|--|--|
| Reading/Language Arts                      | K-5th grades uses McGraw Hill Wonders and<br>McGraw Hill Study Sync for 6- 11th grade<br>(2016)   | Yes                              | 0%   |  |
| Mathematics                                | K-5 Houghton Mifflin California Go Math (2015) 6-8 CPM Core Connections, Courses 2-3 (2017) 9-12 Carnegie Learning Integrated Mathematics, 1-3 (2012); Pearson Precalculus, 7th Edition (2016); Holt AP Edition Calculus, 10th Edition (2013); Larson Math and You (2013) | Yes                              | 0%   |  |
| Science                                    | K-5 uses the Scott Foresman "Science" edition. Grades 6-8 uses the Holt science program. Year of adoption 2007  | Yes                              | 0%   |  |
| History-Social Science                     | K5 Harcourt Brace Reflections (2006) 68 TCI (2018) 9-12 Pearsons (2018) 7-12 McDougal Littell California Social Studies series (various titles, 2006)   | Yes                              | 0%   |  |
| Foreign Language                           | N/A   |                                  |  |  |
| Health                                     | The health curriculum is included as part of science and is taught using teacher and district created materials.  | No                               | 0%   |  |
| Visual and Performing Arts                 | N/A   |                                  |  |  |
| Science Laboratory Equipment (grades 9-12) | N/A   |                                  |  |  |

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

Overall, the school is in good condition

# **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 November

| System Inspected   | Rating | Repair Needed and Action Taken or Planned  |
|--|--------|--|
| Systems: Gas Leaks,<br>Mechanical/HVAC, Sewer                    | Good   |  |
| Interior: Interior Surfaces                                      | Good   |  |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation       | Good   |  |
| Electrical: Electrical   | Fair   | Electric panels are blocked by file cabinet  |
| Restrooms/Fountains: Restrooms,<br>Sinks/ Fountains              | Good   |  |
| <b>Safety:</b> Fire Safety, Hazardous Materials                  | Good   | Bleach stored under the sink   |
| Structural: Structural Damage, Roofs                             | Fair   | Some rain gutters are rusting and beginning to rot. Gutters at the end of their life cycle and should be replaced. |
| 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<br>2017-18 | School<br>2018-19 | District<br>2017-18 | District<br>2018-19 | State<br>2017-18 | State<br>2018-19 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 71                | 64                | 45                  | 46                  | 50               | 50               |
| Mathematics (grades 3-8 and 11)                    | 56                | 55                | 32                  | 34                  | 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<br>Enrollment | Number<br>Tested | Percent<br>Tested | Percent<br>Not<br>Tested | Percent<br>Met or<br>Exceeded |
|-------------------------------------|---------------------|------------------|-------------------|--------------------------|-------------------------------|
| All Students                        | 710                 | 692              | 97.46             | 2.54                     | 64.16                         |
| Male                                | 368                 | 358              | 97.28             | 2.72                     | 54.75                         |
| Female                              | 342                 | 334              | 97.66             | 2.34                     | 74.25                         |
| Black or African American           | 38                  | 38               | 100.00            | 0.00                     | 55.26                         |
| American Indian or Alaska Native    |                     |                  |                   |                          |                               |
| Asian                               | 123                 | 118              | 95.93             | 4.07                     | 70.34                         |
| Filipino                            | 31                  | 31               | 100.00            | 0.00                     | 64.52                         |
| Hispanic or Latino                  | 157                 | 154              | 98.09             | 1.91                     | 57.14                         |
| Native Hawaiian or Pacific Islander | 15                  | 15               | 100.00            | 0.00                     | 60.00                         |
| White                               | 301                 | 293              | 97.34             | 2.66                     | 66.55                         |

| Student Group                                 | Total<br>Enrollment | Number<br>Tested | Percent<br>Tested | Percent<br>Not<br>Tested | Percent<br>Met or<br>Exceeded |
|---|---------------------|------------------|-------------------|--------------------------|-------------------------------|
| Two or More Races                             | 43                  | 42               | 97.67             | 2.33                     | 64.29                         |
| Socioeconomically Disadvantaged               | 282                 | 273              | 96.81             | 3.19                     | 49.45                         |
| English Learners                              | 177                 | 175              | 98.87             | 1.13                     | 48.00                         |
| Students with Disabilities                    | 58                  | 54               | 93.10             | 6.90                     | 20.37                         |
| Students Receiving Migrant Education Services |                     |                  |                   |                          |                               |
| Foster Youth                                  |                     |                  |                   |                          |                               |
| Homeless                                      | 23                  | 21               | 91.30             | 8.70                     | 42.86                         |

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<br>Enrollment | Number<br>Tested | Percent<br>Tested | Percent<br>Not<br>Tested | Percent<br>Met or<br>Exceeded |
|---|---------------------|------------------|-------------------|--------------------------|-------------------------------|
| All Students                                  | 711                 | 692              | 97.33             | 2.67                     | 55.49                         |
| Male  | 368                 | 358              | 97.28             | 2.72                     | 53.91                         |
| Female  | 343                 | 334              | 97.38             | 2.62                     | 57.19                         |
| Black or African American                     | 38                  | 38               | 100.00            | 0.00                     | 47.37                         |
| American Indian or Alaska Native              |                     |                  |                   |                          |                               |
| Asian   | 123                 | 118              | 95.93             | 4.07                     | 63.56                         |
| Filipino                                      | 31                  | 31               | 100.00            | 0.00                     | 54.84                         |
| Hispanic or Latino                            | 158                 | 154              | 97.47             | 2.53                     | 40.91                         |
| Native Hawaiian or Pacific Islander           | 15                  | 15               | 100.00            | 0.00                     | 60.00                         |
| White   | 301                 | 293              | 97.34             | 2.66                     | 61.09                         |
| Two or More Races                             | 43                  | 42               | 97.67             | 2.33                     | 52.38                         |
| Socioeconomically Disadvantaged               | 282                 | 273              | 96.81             | 3.19                     | 38.83                         |
| English Learners                              | 178                 | 175              | 98.31             | 1.69                     | 42.86                         |
| Students with Disabilities                    | 58                  | 54               | 93.10             | 6.90                     | 22.22                         |
| Students Receiving Migrant Education Services |                     |                  |                   |                          |                               |

| Student Group | Total<br>Enrollment | Number<br>Tested | Percent<br>Tested | Percent<br>Not<br>Tested | Percent<br>Met or<br>Exceeded |
|---------------|---------------------|------------------|-------------------|--------------------------|-------------------------------|
| Foster Youth  |                     |                  |                   |                          |                               |
| Homeless      | 23                  | 21               | 91.30             | 8.70                     | 28.57                         |

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  | School  | District | District | State   | State   |
|---------------------------------------|---------|---------|----------|----------|---------|---------|
|                                       | 2017-18 | 2018-19 | 2017-18  | 2018-19  | 2017-18 | 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 <i>Level</i> | Percentage of Students  Meeting Four of Six  Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students<br>Meeting Six of Six<br>Fitness Standards |
|--------------------|--|--|---|
| 5                  | 17.4   | 26.5   | 39.4  |
| 7                  | 24.2   | 25.8   | 33.9  |

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)

Bridgeway Island Staff work in partnership with our parents and community to build a school-community culture that supports

student achievement and service. We believe in building a collaborative working relationship with our parents. By providing them

with a variety of opportunities to be involved, parents actively support their student's learning and student achievement

Bridgeway parents are actively involved in the following areas: 1. Academically supporting students' school work by following

through with homework and school projects. 2. Using homelink to check on students' progress. 3. Attending school funct ions such as Back to School Night, Parent Curriculum Nights, Parent University, Open House, and Student Led Conferences. 4. Membership and involvement in the PTO and School Site Council, and

ELAC. 5. Parental support of daily attendance.

# **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<br>2016-17 | School<br>2017-18 | School<br>2018-19 | District<br>2016-17 | <b>District 2017-18</b> | District<br>2018-19 | State<br>2016-17 | State 2017-18 | State<br>2018-19 |
|-------------|-------------------|-------------------|-------------------|---------------------|-------------------------|---------------------|------------------|---------------|------------------|
| Suspensions | 2.4               | 3.3               | 1.7               | 6.2                 | 5.5                     | 3.8                 | 3.6              | 3.5           | 3.5              |
| Expulsions  | 0.0               | 0.1               | 0.0               | 0.0                 | 0.0                     | 0.0                 | 0.1              | 0.1           | 0.1              |

# School Safety Plan (School Year 2019-20)

As part of our emphasis on a safe learning environment for our children is training the staff in disaster preparedness, such as first aid and active shooter drills. Duck-and-cover and fire drills are also conducted regularly to familiarize our students with effective emergency responses. Bridgeway Island's Comprehensive Safe School Plan is evaluated and amended yearly by the School Site Council and School Safety Planning Committee. Key elements of the plan include: 1.) Assessing the current status of school crime committed on the school campus and at school-related functions, 2a.) Child Abuse Reporting Procedures, 2b.) Disaster Procedures- Routines, 2c.) Policies for Suspension, Expulsion and Mandatory Expulsion, 2d.) Procedures for Notification of Staff Regarding Dangerous Students, 2e.) Policies on Sexual Harassment, 2f.) Policy Relating to School Dress Code (especially gang related apparel), 2g.) Procedures for Safe Ingress and Egress of Pupils, Parents, and School Employees To and From School, 2h.) Procedures that Create a Safe and Orderly Environment Conducive to Learning at School, 2i.) Rules and Procedures on School Discipline.

The School Safety Plan was provided to the Bridgeway Island staff on September 24, 2019 and reviewed again on January 8, 2020.

# **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<br>Level | 2016-17<br>Average<br>Class<br>Size | # of | # of | 2016-17<br># of<br>Classes*<br>Size<br>33+ | Average |   | # of | # of | Average | # of | 2018-19<br># of<br>Classes*<br>Size<br>21-32 | # of |
|----------------|-------------------------------------|------|------|--|---------|---|------|------|---------|------|--|------|
| K              | 21                                  | 1    | 5    |  | 24      |   | 5    |      | 20      | 3    | 3  |      |
| 1              | 24                                  |      | 5    |  | 23      |   | 5    |      | 24      |      | 5  |      |
| 2              | 24                                  |      | 5    |  | 24      |   | 5    |      | 24      |      | 5  |      |
| 3              | 24                                  |      | 5    |  | 23      |   | 5    |      | 24      |      | 5  |      |
| 4              | 28                                  |      | 4    |  | 31      |   | 4    |      | 27      |      | 4  |      |
| 5              | 31                                  |      | 4    |  | 30      |   | 4    |      | 27      | 1    | 4  |      |
| 6              | 25                                  | 4    | 21   |  | 31      | 2 | 13   | 9    | 28      | 3    | 16   | 4    |
| Other**        | 12                                  | 1    |      |  | 11      | 2 |      |      |         |      |  |      |

<sup>\*</sup>Number of classes indicates how many classes fall into each size category (a range of total students per class).

# Ratio of Academic Counselors to Pupils (School Year 2018-19)

| Title                | Ratio |
|----------------------|-------|
| Academic Counselors* | .0    |

<sup>\*</sup>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   | .4                                |
| Speech/Language/Hearing Specialist                            |                                   |
| Resource Specialist (non-teaching)                            |                                   |

<sup>\*</sup>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.

<sup>\*\* &</sup>quot;Other" category is for multi-grade level classes.

# Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

| Level   | Total<br>Expenditures<br>Per Pupil | Expenditures<br>Per Pupil<br>(Restricted) | Expenditures Per Pupil (Unrestricted) | Average<br>Teacher<br>Salary |
|---|------------------------------------|---|---------------------------------------|------------------------------|
| School Site                                   | 6,060                              | 545                                       | 5,516                                 | 74,944                       |
| District                                      | N/A                                | N/A                                       | 6,152                                 | 76,458                       |
| Percent Difference - School Site and District | N/A                                | N/A                                       | -10.9                                 | -2.0                         |
| State   | N/A                                | N/A                                       |                                       |                              |
| Percent Difference - School Site and State    | N/A                                | N/A                                       |                                       |                              |

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)

Washington Unified School District is committed to ensuring services funded align with the district and school goals and priorities as outlined in the LCAP (Local Control Accountability Plan). Funding to school sites focuses on providing students and staff with materials, tools, professional development and experiences to support their academic and social emotional learning. Funded services include: special education, LCFF, Title II, Title III and grants.

Bridgeway offers supplemental services that are funded through categorical and other sources. The following supplemental programs are available:

- 1. Instructional Coach- 5 days per week
- 2. Outreach Specialist- 5 days per week for attendance and truancy
- 3. Social Worker- Tuesday and Wednesday
- 4. AVID/PBIS
- 5. Targeted After School Interventions
- 6. Homework Club/After School Clubs
- 7. Technology
- 8. Student Empowerment Groups
- 9. Victor Services
- 10. Parent University

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

| Category                 | District<br>Amount | State Average<br>For Districts<br>In Same Category |
|--------------------------|--------------------|--|
| Beginning Teacher Salary | \$41,316           | \$49,084   |

| Category                                      | District<br>Amount | State Average<br>For Districts<br>In Same Category |
|---|--------------------|--|
| Mid-Range Teacher Salary                      | \$69,807           | \$76,091   |
| Highest Teacher Salary                        | \$94,026           | \$95,728   |
| Average Principal Salary (Elementary)         | \$113,608          | \$118,990  |
| Average Principal Salary (Middle)             | \$119,682          | \$125,674  |
| Average Principal Salary (High)               | \$131,432          | \$137,589  |
| Superintendent Salary                         | \$196,026          | \$230,096  |
| Percent of Budget for Teacher Salaries        | 35%                | 35%  |
| Percent of Budget for Administrative Salaries | 5%                 | 6%   |

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

# **Professional Development (Most Recent Three Years)**

| Measure   | 2017-18 | 2018-19 | 2019-20 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 116     | 105     | 33      |

Staff received and participated in professional development training during faculty meetings, district collaboration meetings, site

collaboration meetings, grade level meetings, and after school district-offered trainings. Administrative staff and teachers were

offered and received training in Rigorous Curriculum Design, AVID Elementary and Secondary strategies, ELD strategies, Working with Special Populations, MTSS, PLT/PLC's, Common Core Mathematics and Common Core ELA and Literacy in other subjects, Guided Reading, READS, Classroom Management, Lesson Planning, Backward Mapping from CCSS standards, School Safety, Trauma Informed Care, Academic Discourse strategies, and Technology.