



Hurd Barrington Elementary School

838 Eucalyptus Ave • Newman, Ca. 95360 • 209 862-2585 • Grades K-5

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<https://www.nclUSD.org/o/barrington-elementary>

2019-20 School Accountability Report Card Published During the 2020-21 School Year



Newman-Crows Landing Unified School District

1162 Main St.
Newman, CA 95360
(209) 862-2933
www.nclUSD.k12.ca.us

District Governing Board

Janice Conforti
President

Tim Bazar
Member

RoseLee Hurst
Member

Vernon Snodderly
Member

Paul Wallace
Clerk

District Administration

Randy Fillpot
Superintendent

Ryan Smith
Director of Human Resources

Kim Bettencourt
**Director of Curriculum and
Instruction**

Caralyn Mendonca
Director of Fiscal Services

Matt Vargas
**Director of Maintenance and
Operation**

School Description

Hurd Barrington was built in 2011 and is one of four Transitional Kindergarten through fifth grade elementary schools in the Newman-Crows Landing Unified School District. Our enrollment is approximately at 461. Our demographics includes nineteen General Education classes, one Resource class and one Special Day class. The demographics of our student body consists of 57.3% Free/Reduced School Lunch, 58.7% Socioeconomic Disadvantaged, 30.3% English Language Learners, and 10.3% Students with Disabilities.

We have a multipurpose room with a stage that is used as our main cafeteria and is shared by Afterschool program for academic supports and enrichment activities. We have a STEAM lab that is opened to all teachers, students and ASP to teach robotics and STEAM standards. Teachers have a designated block of library time that is dedicated to encourage reading. Students get to check out books as well as get to listen to popular books read to them by our librarian. Our library is also open to students before school, recess, lunch and after-school so that students are given the opportunity to read and take Accelerated Reading (AR) tests and simply socialize with peers to build confidence. Along with classroom P.E. time, students at Barrington get one day of P.E. time by our district P.E. team that focuses on physical fitness standards and nutrition. In addition, we have a conference room in the main office that is designated to hold our Professional Learning Communities (PLC's) meetings, Individual Educational Plan (IEP's), Student Study Team (SST), and training.

The 2020-2021 School Year has been a challenge to our staff, students, parents and community. In March of 2020 our county, state and country was hit with a pandemic, COVID-19, and was forced to shut schools down, from March 18, 2020 to November 2, 2020. Our District and Hurd Barrington went into distance learning to provide our students with the best education possible during such precedent times. On November 2, with county and state guidance, we were allowed to open schools in a Hybrid and Distance Learning model. Even through these have been tough times, our stakeholders have done an amazing job meeting students academic needs, supporting their social emotional needs and maintaining strong relationships.

We are fortunate to have a counselor that is designated to Barrington only. The counselor supports students individually, whole class and by referral basis. Topics and support range from academics, anger management, anxiety, emotional, self-esteem, health concerns, and social skills to simply having someone to talk with. The counselor hangs out before school, during recess, lunch time and after school building relationships and supporting students with socialization tools. Collaboratively we strive on implementing a Positive Behavior Intervention Program with a Tiered level support system to support all students.

We have a great partnership with our After-school program. They offer a safe environment for students to continue their learning while enriching them with music, art, STEAM, athletics, computer literacy, homework support and academics. We believe in nurturing and developing well-rounded learners. During this unprecedented time our ASP staff have created Bitmoji classes that are interactive that students may join as well as offering Zoom sessions on any of the items listed above.

Barrington focuses on rigorous and relevant instructional practices and programs that fully implement State Standards and educates our students towards the path of College and Career readiness. The standards are a road map to what all students are expected to know at each grade level and be able to do. It also helps guide our teachers in developing meaningful and purposeful lessons. Response to Instruction and Intervention and GATE programs are provided to offer support and challenge all our students.

Part of developing rigorous and relevant instruction is building relationships with all school members especially our students. Our site has embraced that by creating a team that consists of instructional aides, yard duty, cafeteria staff, custodians, teachers and administrators we can support our students in many capacities. Everyone at Barrington have assumed the responsibility of reviewing student data, implementing academic standards, making instructional shifts while meeting the differentiated needs of ALL our learners. We continue to work collaboratively to implement the standards by creating and implementing skill-specific lessons, and using cutting-edge materials and assessments to monitor student progress. Barrington focuses on ensuring a professional learning environment where our students can thrive and want to continue to be life-long learners.

Mission:

Hurd Barrington Elementary School has high expectations for all students through rigorous instruction, that allows for individual differences and learning styles. Our school promotes a safe, caring, and supportive environment. We seek to build positive relationships with students, parents, and staff. We strive to have our parents, teachers, and community members actively involved in our students' learning.

Our ultimate goal is always safety first, building literacy and numeracy across all content areas, enhancing technology knowledge, ensuring a safe and welcoming facility that will build relationships with parents, students, teachers, administration and community.

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

2019-20 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 84 |
| Grade 1 | 62 |
| Grade 2 | 74 |
| Grade 3 | 71 |
| Grade 4 | 80 |
| Grade 5 | 77 |
| Total Enrollment | 448 |

2019-20 Student Enrollment by Group

| Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Black or African American | 2.2 |
| American Indian or Alaska Native | 0.2 |
| Asian | 1.6 |
| Filipino | 0.9 |
| Hispanic or Latino | 73.7 |
| White | 19.2 |
| Two or More Races | 2.2 |
| Socioeconomically Disadvantaged | 63.4 |
| English Learners | 33.5 |
| Students with Disabilities | 11.4 |
| Homeless | 0.4 |

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 Hurd Barrington | 18-19 | 19-20 | 20-21 |
|---|-------|-------|-------|
| With Full Credential | 16 | 18 | 19 |
| Without Full Credential | 5 | 3 | 2 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |

| Teacher Credentials for Newman-Crows | 18-19 | 19-20 | 20-21 |
|---|-------|-------|-------|
| With Full Credential | ♦ | ♦ | 142 |
| Without Full Credential | ♦ | ♦ | 12 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | 0 |

Teacher Misassignments and Vacant Teacher Positions at Hurd Barrington Elementary School

| Indicator | 18-19 | 19-20 | 20-21 |
|-------------------------------|-------|-------|-------|
| 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 2020-21)

Barrington continues to utilize state and district-adopted textbooks and materials in English Language Arts, Math, Social Studies and Science to address state standards in all content areas, ELA, Math, ELD, Science, HSS, and P.E. with all students.

Textbooks and Instructional Materials

Year and month in which data were collected: August 2020

| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
|------------------------|--|
| Reading/Language Arts | Benchmark Advanced June 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Mathematics | Eureka Math /August 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Science | K-2 Foss Science/2007 & 3-5 Grade Houghton Mifflin California Science/ 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| History-Social Science | Studies Weekly TK -6 – 2019 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)

Barrington strives to provide a safe, clean environment for students, staff and community. A lead custodian, night custodian and district maintenance crews ensure that all our facilities, classrooms, restrooms and campus grounds are kept clean and safe.

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 rate for each system inspected
- The overall rating

Year and month in which data were collected: 8-14-2020

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|--|------------------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | |
| Overall Rating | Exemplary | |

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 18-19 | School 19-20 | District 18-19 | District 19-20 | State 18-19 | State 19-20 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| ELA | 42 | N/A | 40 | N/A | 50 | N/A |
| Math | 33 | N/A | 25 | N/A | 39 | N/A |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 High School

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 18-19 | School 19-20 | District 18-19 | District 19-20 | State 18-19 | State 19-20 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| Science | 15 | N/A | 14 | N/A | 30 | N/A |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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.

2019-20 Percent of Students Meeting Fitness Standards

| Grade Level | 4 of 6 | 5 of 6 | 6 of 6 |
|-------------|--------|--------|--------|
| 5 | N/A | N/A | N/A |
| 7 | N/A | N/A | N/A |
| 9 | N/A | N/A | N/A |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2020-21)

Parents are encouraged to participate in school activities and are provided programs to develop a positive, supportive relationship with the school, home, and community and to facilitate a partnership to support student achievement.

With input and approval from our parents and staff we established and adopted a 2020-2021 Title I School-Level Parent and Family Engagement Policy that may be found on our Website and in our main office. The engagement policy includes curriculum to support ALL students, school activities and opportunities for parents to be involved, ways the school disseminates information and communicates with parents; such as Class Dojo, flyers, site and district calendar, parent conferences, Back to School Night, Open House, and progress reports and report cards.

During social distancing due to COVID-19, we have been able to continue with parent involvement through Zoom meetings. We have also been able to continue parent input and feedback with the use of Google Forms. Our District uses ThoughtExchange to gather input and share results in a timeline manner as well.

Included in our policy are site and district meetings that include but not limited to:

- School Site Council
- ELAC/DELAC
- Site Representatives on district committees
- Parent Volunteer Opportunities
- Second Cup of Coffee
- Parent Teacher Conferences
- LCAP

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 (School Year 2020-2021)

Hurd Barrington Elementary School prepares staff, students and informs parents about the comprehensive safety plan which is updated and approved annually. The safety plan is reviewed with parents and staff. Students and Staff practice monthly fire drills, lock down drills twice a year and an annual earthquake drill. The plan for the 2020-2021 school year is reviewed as needed and adopted on September 14, 2020. Three safety meetings are held per year or as needed to review safety concerns. Updates are made appropriately and in a timely manner.

Due to COVID-19 we have put in place additional safety measures outlined by public health and CDC to prevent the spread of the virus. These can be found on our website and our safety plan under pandemic.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

| Rate | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|-------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 2.7 | 3.6 | 5.4 | 6.6 | 3.5 | 3.5 |
| Expulsions | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 | 0.1 |

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

| Rate | School 2019-20 | District 2019-20 | State 2019-20 |
|-------------|----------------|------------------|---------------|
| Suspensions | 3.57 | 4.45 | |
| Expulsions | 0.0 | 0.1 | |

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

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 Pupils to Academic Counselor (School Year 2019-2020)

| Title | Ratio |
|---------------------|-------|
| Academic Counselor* | 448 |

*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 2019-2020)

| Title | Number of Full-Time Equivalent (FTE) |
|---|--------------------------------------|
| Counselor (Social/Behavioral or Career Development) | 1 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | 1 |
| Resource Specialist (non-teaching) | |
| 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 | 2017-18 | 2017-18 | 2017-18 | 2017-18 | 2018-19 | 2018-19 | 2018-19 | 2018-19 | 2019-20 | 2019-20 | 2019-20 | 2019-20 |
|-------------|--------------------|----------------------------|-----------------------------|---------------------------|--------------------|----------------------------|-----------------------------|---------------------------|--------------------|----------------------------|-----------------------------|---------------------------|
| | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ |
| K | 24 | 1 | 3 | | 22 | 1 | 3 | 2 | 21 | | 2 | |
| 1 | 23 | | 3 | | 25 | | 3 | | 20 | 2 | 1 | |
| 2 | 28 | | 3 | | 24 | | 3 | | 25 | 3 | | |
| 3 | 24 | | 3 | | 27 | | 3 | | 23 | | 3 | |
| 4 | 26 | | 3 | | 26 | | 3 | | 26 | | 3 | |
| 5 | 29 | | 3 | | 22 | 1 | 3 | | 24 | | 3 | |
| 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 (Most Recent Three Years)

| Measure | 2018-19 | 2019-20 | 2020-21 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 99 | 91 | 95 |

Professional development is provided to staff throughout the year in the form of PLC's once a week, Collaboration days, and staff meetings plus opportunities to attend content training or county office standards training as well as social emotional trainings, based on student and staff needs. Data and instructional practices are evaluated through classroom visits and data are reviewed and PD's are planned and facilitated to address the needs of the school or individual students or grades. Our district also provides after school training for effective teaching and technology. Each grade is also offered planning days where they can collaborate and backwards map the state standards and plan for the upcoming lessons/standards, review data and make instructional adjustments.

Since March 18, 2020, when COVID-19 closed our schools, we have provided an extensive amount of PD around technology, digital academic platform, communication digital platform such as Zoom and Google classroom. We will continue to offer all our stakeholders the support they need to make sure our students have the best education possible during these trying times.

All PD's and meetings help support our focus on rigorous and relevant instructional programs that fully implements state standards and educates our students towards the path of College and Career readiness. The standards are a road map to what all students are expected to know at each grade level and be able to do. It also helps guides our teachers in developing meaningful lessons. Response to Instruction and Intervention and GATE programs are provided to offer support and challenge all our students.

Part of developing rigorous and relevant instruction is building relationships with all school members especially our students. Our site has embraced that by creating a team that consists of instructional aides, yard duty, ASP staff, cafeteria staff, custodians, counselors, teachers and administrators we can accomplish a lot. They all have assumed responsibility of implementing academic standards while meeting the differentiated needs of all our learners. We continue to work collaboratively to implement the standards by creating and implementing skill-specific lessons, and using cutting-edge materials and assessments to monitor student progress.

FY 2018-19 Teacher and Administrative Salaries

| Category | District Amount | State Average for Districts In Same Category |
|-------------------------------|-----------------|--|
| Beginning Teacher Salary | \$51,605 | \$47,145 |
| Mid-Range Teacher Salary | \$78,215 | \$74,952 |
| Highest Teacher Salary | \$97,518 | \$96,092 |
| Average Principal Salary (ES) | \$108,306 | \$116,716 |
| Average Principal Salary (MS) | \$117,397 | \$120,813 |
| Average Principal Salary (HS) | \$129,150 | \$131,905 |
| Superintendent Salary | \$204,409 | \$192,565 |

| Percent of District Budget | District Amount | State Average for Districts In Same Category |
|----------------------------|-----------------|--|
| Teacher Salaries | 30.0 | 31.0 |
| Administrative Salaries | 5.0 | 6.0 |

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

| Level | Total | Restricted | Unrestricted | Average Teacher Salary |
|-------------|-----------|------------|--------------|------------------------|
| School Site | \$6543.83 | \$1118.59 | \$5,425.24 | \$66826.01 |
| District | N/A | N/A | \$12835.52 | \$73,122 |
| State | N/A | N/A | \$7,750 | \$75,706 |

| Percent Differences | Unrestricted | Average Teacher Salary |
|----------------------|--------------|------------------------|
| School Site/District | -81.2 | -9.0 |
| School Site/ State | -35.3 | -12.5 |

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

Types of Services Funded

We have a great partnership with our After-school program. They offer a safe environment for students to continue their learning while enriching them with STEAM, music, art, athletics, computer literacy, homework support and academics. Students develop socialization skills and new friendship through these activities and sports. We believe in nurturing and developing well-rounded learners. During COVID-19, our staff has continued to offer these supports through Zoom meetings and Bitmoj classrooms.

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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.