



James K. Polk Elementary School

2195 N. Polk Ave. • Fresno, CA 93722 • (559) 274-9780 • Grades K-6

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2017-18 School Accountability Report Card Published During the 2018-19 School Year



Central Unified School District

4605 North Polk Ave.
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District Governing Board

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Mr. Phillip Cervanes, Area 3
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Mr. Paul Birrell
Director, 7-12 & Adult Education
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 808 students, with 69.69% low income (data from June 2018).

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 yourself 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 four critical questions (including the use of Common Core State Standards and for grades 306, SBAC data related to 5 of students meeting or exceeding standards and how students performed within the individual claims), to guide their PLC's 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 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 ninth 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, and was 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 2018 by California Business for Education Excellence. We also participate in the CSUF Peer Mediation Program. Students learn how to peacefully solve conflict on the playground. These programs help foster problem solving abilities in our students and lay the foundation for active citizenship in the future.

GATE: 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.

Learning Center 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	136
Grade 1	112
Grade 2	114
Grade 3	111
Grade 4	104
Grade 5	113
Grade 6	121
Total Enrollment	811

2017-18 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	7.3
American Indian or Alaska Native	0.6
Asian	23.9
Filipino	0.7
Hispanic or Latino	54.7
Native Hawaiian or Pacific Islander	0.1
White	11.8
Socioeconomically Disadvantaged	68.9
English Learners	16.3
Students with Disabilities	8.1
Foster Youth	0.9

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			
James K. Polk Elementary School	16-17	17-18	18-19
With Full Credential	30	30	35
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Central Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	727
Without Full Credential	♦	♦	20
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
James K. Polk Elementary School	16-17	17-18	18-19
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 2018-19)

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 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>McGraw Hill Wonders, TK-6 Adopted 2016-2017</p> <p>McGraw Hill Wonders, ELD Adopted 2016-17</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>Pearson Envisions K-6 Adopted 2016-2017</p> <p>Pearson Math Investigations, K-5, (Online Supplementary) Adopted 2016-17</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>Scott Foresman: Science California Adopted 2007-2008</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
History-Social Science	<p>Houghton-Mifflin Adopted 2006-2007</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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. Current enrollment is 838. Polk received two portables from Rio Vista 2013 and two portables in 2014. 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', a work order has been created and maintenance will be done before the end of the 2018-19 school year. Maintenance items will be prioritized so that student safety is not compromised. At Polk Elementary School, repairs completed or planned include repair of interior surfaces (ceiling tiles, trip hazards), electrical (covers missing), restrooms/fountains (faucets). The overall rating for this school is 'good'.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 3/29/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 3/29/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	49.0	53.0	40.0	44.0	48.0	50.0
Math	40.0	46.0	28.0	31.0	37.0	38.0

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						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	18.2	26.4	22.7

* 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.

**School Year 2017-18 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	437	97.98	52.75
Male	229	225	98.25	48.66
Female	217	212	97.70	57.08
Black or African American	36	36	100.00	30.56
American Indian or Alaska Native	--	--	--	--
Asian	94	92	97.87	68.48
Filipino	--	--	--	--
Hispanic or Latino	248	241	97.18	49.58
Native Hawaiian or Pacific Islander	--	--	--	--
White	58	58	100.00	55.17
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	309	301	97.41	48.84
English Learners	71	69	97.18	36.76
Students with Disabilities	41	39	95.12	46.15
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 2017-18 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	439	98.43	45.56
Male	229	225	98.25	49.78
Female	217	214	98.62	41.12
Black or African American	36	36	100	19.44
American Indian or Alaska Native	--	--	--	--
Asian	94	94	100	61.7
Filipino	--	--	--	--
Hispanic or Latino	248	241	97.18	41.08
Native Hawaiian or Pacific Islander	--	--	--	--
White	58	58	100	50
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	309	303	98.06	43.56
English Learners	71	71	100	33.8
Students with Disabilities	41	39	95.12	48.72
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 2018-19)

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 phone contact home/school communication apps, 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 Blackboard Connect phone messages that update our families weekly. Our website is also updated with the latest calendar and event information.

PTA supported 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, Muffins with Mom, Donuts with Dad, Grandparent Celebration, A Daddy/Daughter and Mother/Son dance, Family Art Night, Family Movie Nights, School Carnival, Car Show, and our annual Jog-A-Thon.

Our 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, and students who make choices that exhibit the traits of positive character, and what it means to Strive for 5 at Polk.

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 10, 2018, 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 which 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 Drill - Monthly; Earthquake - twice per semester; Lock Down - 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			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.0	0.0	0.1
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	7.4	5.4	6.0
Expulsions Rate	0.4	0.4	0.5
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.00
Counselor (Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	1.00
Social Worker	0.11
Nurse	0.40
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	1.00
Other	1.00
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	29	27	27				4	5	5			
1	28	28	28				4	4	4			
2	28	28	28				4	4	4			
3	29	28	28				4	4	4			
4	29	28	26				4	4	4			
5	32	30	28				2	4	4	2		
6	35	34	30						4	3	4	
Other	5		11	1		1						

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

Professional Development provided for Teachers

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 have evolved to meet the instructional needs of our students. This began with the primary focus area for Polk's staff development being the continued development of our grade level Professional Learning Communities (PLCs). During the 2015-2016 school year we refined our primary focus to ensure that students continue to receive intentional literacy support based on their academic need, combined with providing instructional support in literacy for all grades TK-6 within the classroom. Over the past two years, our focus has included along side our literacy development, an aligned focus for our integrated and designated ELD instruction and supports. Reflectively 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. 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 2016-2017 school year we continued as in past years with the refinement of our ongoing literacy support program. We have also focused on what the characteristics of a learner to assist in our student observations, and guide our reflective questions. We have also focused on the English Learner Framework, the EL Standards, and tools that can assist in strengthening our English learner instruction across all content areas. Effective feedback was a focal point as well. Enhancing the feedback we provide our students to assist them in effectively being able to identify areas of strength in their work, as well as the areas that need attention or correction. The addition of data from the Smarter Balanced Assessment in conjunction with Founts and Pinnell benchmark assessments, provide our staff with the necessary information to best flexibly group students for small group instruction. The writing process and the feedback students receive in their writing across all content areas is also an ongoing component of our professional development. Writing for a specific purpose, and for various audiences has continued to become an area of increased focus and students demonstrate their proficiency in the Common Core State Standards.

During the 2017-2018 school year we continued to adapt our literacy support systems to meet our students need. 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 on 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.

As we progress through 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 the 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 that debrief take-away 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.

In addition to PLC development, other professional development offerings includes 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 which 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 Instructional Support Coach. Supports include co-lesson planing, 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 individual teacher or all staff professional development based on specific support need. 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 PLC's.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,311	\$49,512
Mid-Range Teacher Salary	\$66,127	\$77,880
Highest Teacher Salary	\$87,019	\$96,387
Average Principal Salary (ES)	\$106,992	\$123,139
Average Principal Salary (MS)	\$111,100	\$129,919
Average Principal Salary (HS)	\$117,620	\$140,111
Superintendent Salary	\$195,700	\$238,324
Percent of District Budget		
Teacher Salaries	30.0	36.0
Administrative Salaries	4.0	5.0

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

Types of Services Funded

Types of services funded from categorical funds include 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 Learner students 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 of language development.

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.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$4,604.65	\$163.06	\$4,441.59	\$69,183.00
District	◆	◆	\$9,209.87	\$69,861
State	◆	◆	\$7,125	\$79,665
Percent Difference: School Site/District			-69.9	-1.0
Percent Difference: School Site/ State			-88.9	-14.1

* Cells with ◆ 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.