

**Cesar E. Chavez Elementary School**  
**School Accountability Report Card**  
**Reported Using Data from the 2015-16 School Year**  
**Published During 2016-17**

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

**DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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.

**About This School**

**Contact Information (School Year 2016-17)**

<b>School Contact Information</b>	
<b>School Name</b>	Cesar E. Chavez Elementary School
<b>Street</b>	4201 Mesa Marin Drive
<b>City, State, Zip</b>	Bakersfield, CA 93306
<b>Phone Number</b>	(661) 631-5870
<b>Principal</b>	Dawn Slaybaugh
<b>E-mail Address</b>	slaybaughd@bcsd.com
<b>Web Site</b>	
<b>CDS Code</b>	15-63321-6111900

<b>District Contact Information</b>	
<b>District Name</b>	Bakersfield City School District
<b>Phone Number</b>	661-631-4600
<b>Superintendent</b>	Doc Ervin
<b>E-mail Address</b>	supt@bcasd.com
<b>Web Site</b>	www.bcasd.com

### **School Description and Mission Statement (School Year 2016-17)**

The School Accountability Report Card was established by Proposition 98, an initiative passed by California voters. As you read the Report Card, you will gain a better understanding of Chavez as a school with a record for improvement, a faculty that is professionally skilled and personally committed to meeting the learning needs of students and a student body which is enthusiastic and motivated to perform well.

Cesar E. Chavez Science Magnet School, serving students in the northeast section of the district, offers an extended day program with a strong emphasis on science. 640 students attend regular day core academic classes from 8:11 a.m. to 2:35 p.m. 400 students attend extended day Magnet classes until 5:00 p.m., half of which are bussed from outside Chavez School boundaries. Chavez School is one of the district's identified sites for severely handicapped special day students with autism for grades K-6.

Chavez has a full-time Principal, Dean of Students, Academic Program Leader, Magnet Program Specialist, Reading Teacher, 5 special education teachers (1 Resource Specialist, 1 Special Day Class Teacher, 3 Autism Teachers), and a Speech and Language Therapist), and 26 full-time credentialed teachers who teach in self-contained classrooms. Additional support staff includes two part-time teacher-tutors providing additional instruction in reading intervention and advanced level instruction on a daily basis and 2 science teachers providing science labs to all classes on a weekly basis.

The mission of Cesar Chavez Science Magnet Elementary School is provide an enriched, challenging learning environment that encourages and supports high standards for academic scholarship, integrity, leadership, and responsible citizenship, while allowing for individual differences and learning styles. Our school promotes a safe, orderly, caring, and supportive environment, fostered by positive relationships between students, parents, and staff. We strive to have our parents, teachers, and community members actively involved in our students' learning from grades Kindergarten through Sixth.

Chavez School seeks to fully equip our students to excel in all academic areas required in the 21st century and promote, encourage, and support our students in developing a lifelong commitment to learning. Chavez teachers and staff are committed to the questioning process of a Professional Learning Community to meet the needs of all students on campus:

- What do students need to know and be able to do?
- How will we know when they have learned it?
- What will we do when they haven't learned it?
- What will we do when they already know it?

The commitment to continuous improvement is imperative as we work to enable students to be confident, self-directed, lifelong learners.

### Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	95
Grade 1	86
Grade 2	84
Grade 3	90
Grade 4	91
Grade 5	92
Grade 6	82
<b>Total Enrollment</b>	<b>620</b>

### Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	3.2
American Indian or Alaska Native	0.2
Asian	4.4
Filipino	0.6
Hispanic or Latino	59.7
Native Hawaiian or Pacific Islander	0.2
White	28.4
Two or More Races	3.4
Socioeconomically Disadvantaged	42.3
English Learners	6.9
Students with Disabilities	10.5
Foster Youth	1

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	36	35		
Without Full Credential	0	0		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	0	0	
Vacant Teacher Positions	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.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	97.0	3.0
All Schools in District	86.2	13.8
High-Poverty Schools in District	86.1	13.9
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: September, 2016

Every student is provided with sufficient and standards-aligned textbooks or other instructional materials.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Grades K-5: Pearson Scott Foresman, Pearson CA Reading Street; Pearson Calle de Lectura para California, 2010</p> <p>Grades 6-8: Holt, Rinehart &amp; Winston, Holt Literature and Language Arts, 2010</p> <p>Grades K-5: Pearson Scott Foresman, Language Central (ELD), 2010</p> <p>Grades 6-8: Lit Conn, English Now! (ELD), 2005</p> <p>Grades 4-6 Elementary: Sopris West Educational Services, Language! 2011</p> <p>Grades 6-8 Junior High/Middle Schools: Steck-Vaughn, California Gateways, 2011</p>	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Mathematics</b>	Grades K-5: McGraw Hill, McGraw Hill My Math, 2013  Grades 6-8: McGraw Hill, McGraw Hill California Math, Courses 1-3, 2013  Grade 7: McGraw Hill, Glencoe Math Accelerated, 2013  Grade 8: McGraw Hill, Glencoe Algebra1, 2013	Yes	0%
<b>Science</b>	Grades K-5: Houghton Mifflin, Houghton Mifflin California Science, 2007  Grades 6-8: Holt, Rinehart & Winston, Holt California Science: Earth, Life and Physical Science, 2007	Yes	0%
<b>History-Social Science</b>	Grades K-5: Harcourt School Publishers, Reflections, 2007  Grade 6: Holt, Rinehart & Winston, Holt California Social Studies: World History, Ancient Civilizations, 2006  Grade 7: Holt, Rinehart & Winston, Holt California Social Studies: World History Medieval to Early Modern Times, 2006  Grade 8: Holt, Rinehart & Winston, Holt California Social Studies: United States History Independence to 1914, 2006	Yes	0%
<b>Foreign Language</b>		Yes	0%
<b>Health</b>		Yes	0%
<b>Visual and Performing Arts</b>	Grades K-5: Harcourt School Publishers, Harcourt Art Express, 1999  Grade 6 (Elementary): Glencoe/McGraw Hill, Glencoe/McGraw Hill, Understanding Art, 1999  Grades 6-8 (Jr Hi/Middle School): Pearson Scott Foresman, Pearson/Scott Foresman, Art, 2007  Grades K-6 (Elementary): Silver Burdett, Silver Burdett Music Connection, 1999  Grades 6-8: Silver Burdett, Silver Burdett Making Music, 2007	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science Laboratory Equipment (grades 9-12)		Yes	0%

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

Chavez School was built in 1994. It sits on 12.41 acres of which 6.98 acres is playground. This school has 32 classrooms, a multi-purpose facility, library, reading lab, 3 science labs and a computer lab. The campus has a staff lounge and magnet office.

The custodial staff adheres to a weekly cleaning schedule that includes classrooms, restrooms, cafeteria and kitchen areas.

The District's Mobile Maintenance Team visits the school site at least twice a year. Maintenance emergencies are addressed immediately. District personnel maintain the grounds at least once every two weeks.

This site also is maintained to ensure a clean, safe, and functional facility as determined pursuant to a Facility Inspection Tool developed by the State of California Office of Public School Construction.

### School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 03/16/16				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 03/16/16				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

## 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	50	60	26	31	44	48
Mathematics	40	52	18	21	34	36

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.

#### CAASPP Test Results in ELA by Student Group

##### Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	89	85	95.5	63.5
	4	90	88	97.8	60.2
	5	93	92	98.9	53.3
	6	84	84	100.0	63.1
Male	3	44	43	97.7	51.2
	4	51	50	98.0	58.0
	5	43	43	100.0	46.5
	6	51	51	100.0	62.8
Female	3	45	42	93.3	76.2
	4	39	38	97.4	63.2
	5	50	49	98.0	59.2
	6	33	33	100.0	63.6
Hispanic or Latino	3	45	43	95.6	60.5
	4	60	60	100.0	60.0
	5	54	54	100.0	51.9
	6	52	52	100.0	55.8
White	3	29	27	93.1	70.4
	4	23	21	91.3	66.7

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	29	28	96.5	60.7
	6	26	26	100.0	80.8
Socioeconomically Disadvantaged	3	48	47	97.9	53.2
	4	40	39	97.5	46.1
	5	47	47	100.0	42.5
	6	33	33	100.0	42.4
Students with Disabilities	3	11	10	90.9	30.0
	4	13	13	100.0	15.4
	5	15	15	100.0	13.3
	6	11	11	100.0	9.1

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 on the CAAs divided by the total number of students who participated in both assessments.

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	89	85	95.5	65.9
	4	90	88	97.8	55.7
	5	93	92	98.9	37.0
	6	84	84	100.0	48.8
Male	3	44	43	97.7	58.1
	4	51	50	98.0	56.0
	5	43	43	100.0	32.6
	6	51	51	100.0	51.0
Female	3	45	42	93.3	73.8
	4	39	38	97.4	55.3
	5	50	49	98.0	40.8
	6	33	33	100.0	45.5
Hispanic or Latino	3	45	43	95.6	55.8
	4	60	60	100.0	51.7
	5	54	54	100.0	40.7
	6	52	52	100.0	44.2
White	3	29	27	93.1	70.4



Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	23	21	91.3	66.7
	5	29	28	96.5	32.1
	6	26	26	100.0	61.5
<b>Socioeconomically Disadvantaged</b>	3	48	47	97.9	59.6
	4	40	39	97.5	43.6
	5	47	47	100.0	29.8
	6	33	33	100.0	36.4
<b>Students with Disabilities</b>	3	11	10	90.9	20.0
	4	13	13	100.0	15.4
	5	15	15	100.0	
	6	11	11	100.0	

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 on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>	75	65	50	36	32	33	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

**CAASPP Test Results in Science by Student Group  
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	93	92	98.9	50.0
Male	43	43	100.0	48.8
Female	50	49	98.0	51.0
Hispanic or Latino	54	54	100.0	50.0
White	29	28	96.6	57.1
Socioeconomically Disadvantaged	47	47	100.0	38.3
Students with Disabilities	15	15	100.0	20.0

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

**State Priority: Other Pupil Outcomes**

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

- Pupil outcomes in the subject areas of physical education.

**California Physical Fitness Test Results (School Year 2015-16)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	16.3	33.7	15.2

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.

**C. Engagement**

**State Priority: Parental Involvement**

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

**Opportunities for Parental Involvement (School Year 2016-17)**

We actively seek and support increasing parent and community involvement at Chavez Elementary School. Parents are active as classroom volunteers, School Site Council members, English Learner Advisory Committee members, Booster Club members, and Community Readers. The Chavez Booster Club meets monthly with parents and staff to plan school-wide activities and fundraisers. Parents are encouraged to support their children’s learning by monitoring homework completed, reading with their children nightly, attending parent teacher conferences, Back-to-School Night, School Assemblies, Field Trips, and Family Picnics.

We have an “open-door” policy with our parents and community members to participate in the daily instructional program with our teachers, students, and staff, and to help improve student achievement, attitude, and attendance. Through school newsletters, our school marquee, the school website, teacher newsletters, Booster Club, SSC, and ELAC, we keep our community informed about upcoming events and invite them to discuss strategies or ideas to help with schoolwork, homework, or behavioral issues. Contact Christy Baker, Academic Program Leader at (661) 631-5870 for more information.

## State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Suspensions</b>	0.5	1.1	0.6	5.0	3.3	3.3	4.4	3.8	3.7
<b>Expulsions</b>	0.0	0.0	0.0	0.2	0.1	0.1	0.1	0.1	0.1

### School Safety Plan (School Year 2016-17)

Chavez established its Comprehensive School Safety Plan in 1998. A law enforcement officer specializing in safety provided direction in the establishment of the School Safety Plan. Chavez School Safety Plan is current and is updated annually. Key elements of Chavez School Safety Plan include the following: (a) routine and emergency disaster procedures; (b) suspension, and expulsion procedures; (c) teacher notification of pupils with a specific discipline history; (d) child abuse reporting procedures, (e) the district's sexual harassment policy; (f) school crime data; (g) the student dress code; (h) safe entrance and exit procedures; (i) the civil defense and disaster plan; and (j) discipline rules and procedures. Our overall goal is to maintain a safe and orderly school environment conducive to learning.

## 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.

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
<b>Program Improvement Status</b>	In PI	In PI
<b>First Year of Program Improvement</b>	2012-2013	2004-2005
<b>Year in Program Improvement*</b>	Year 2	Year 3
<b>Number of Schools Currently in Program Improvement</b>	N/A	36
<b>Percent of Schools Currently in Program Improvement</b>	N/A	87.8

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

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

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
<b>K</b>	19	3	4		17	6			16	6		
<b>1</b>	21	1	4		22	1	3		20	4		
<b>2</b>	20	4	2		19	2	3		20	4		
<b>3</b>	21	1	5		24		4		22		4	
<b>4</b>	23	1	4		30		3		28		3	
<b>5</b>	26	1		3	23	1	3		23	1	3	
<b>6</b>	30		3		21	1	3		26		3	
<b>Other</b>									9	3		

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

**Academic Counselors and Other Support Staff (School Year 2015-16)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist		N/A
Other	1	N/A

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

\*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.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7,047	\$1,200	\$5,847	\$61,936
District	N/A	N/A	\$4,489	\$65,456
Percent Difference: School Site and District	N/A	N/A	30.3	-2.5
State	N/A	N/A	\$5,677	\$75,137
Percent Difference: School Site and State	N/A	N/A	9.3	-15.1

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

**Types of Services Funded (Fiscal Year 2015-16)**

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Title I  
 EIA/LEP  
 EIA/SCE  
 Magnet  
 Migrant Ed.  
 Special Ed.  
 School Site Supplemental Funds  
 NSLP

### Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,313	\$44,573
Mid-Range Teacher Salary	\$65,296	\$72,868
Highest Teacher Salary	\$84,190	\$92,972
Average Principal Salary (Elementary)	\$118,216	\$116,229
Average Principal Salary (Middle)	\$122,190	\$119,596
Average Principal Salary (High)		\$121,883
Superintendent Salary	\$227,700	\$201,784
Percent of Budget for Teacher Salaries	36%	39%
Percent of Budget for Administrative Salaries	5%	5%

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

### Professional Development (Most Recent Three Years)

Professional development is designed to provide continuous learning opportunities for administrators, teachers, and classified personnel. Training opportunities affirm the basic philosophy of education that learning is a lifelong process that contributes to the well-being of the students, teachers, administrators, and community. Professional Development is an essential component of effective instruction and student learning.

All training revolves around identified needs of students and adults for the purpose of the improvement of instruction and increasing content knowledge. Central to all training are student achievement data, district focus areas, the Common Core State Standards, the state adopted standards-based instructional materials, and strategies to effectively teach the academic content standards to all students.

The district created professional development based on the Common Core State Standards for teachers and administrators. The modules included a Common Core overview, Mathematical Practices, Cross-Curricular/Evidence Based Writing, Text Complexity/Academic Vocabulary and the new ELD standards for California. We also provided extensive professional development for Professional Learning Communities through the use of Guiding Coalitions to school site and district teams. On-site coaching and support is provided by academic coaches for reading/language arts and mathematics. The district provides time and resources for collaboration, planning, and professional development. Additionally, we provided professional development on Positive School-wide Behavior Intervention and Support to school and district teams.

Teachers new to the District received four days of professional development prior to the beginning of the school year focused on orientation to District and school site policies and services, Common Core State Standards, classroom management, curriculum and pacing, and setting up the classroom. Teachers in their second year with the District received two days of professional development prior to the beginning of the school year focused on best practices for improving student achievement.

New teachers with California preliminary credentials received professional development through the Beginning Teacher Support and Assessment (BTSA) program. The focus of training was in the Formative Assessment for California Teachers (FACT), California Standards for the Teaching Profession (CSTP), meeting the California Induction standards, and the California Academic Content Standards. Each beginning teacher was assigned a veteran teacher who served as a support provider. The support providers received on-going professional development in FACT, coaching strategies, and instructional techniques. Professional development was provided through individual mentoring, monthly meetings, and after-school workshops.

Intern teachers received professional development at monthly meetings focusing on the initial teaching skills of the CSTP including classroom management, lesson planning, assessment, and establishing a climate that is conducive to student achievement. Each Intern was assigned a support provider that provided day-to-day support in these areas as well as advisement toward meeting credential requirements. Support providers received monthly professional development in meeting the needs of Intern teachers. Interns also received coursework and supervision from universities partnered with BCSD to provide the Intern Program.