

El Camino Real Elementary School
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

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.

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.

BOARD APPROVED

1/19/21

BOARD PRESENTED

1/19/21

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	El Camino Real Elementary School
Street	911 El Camino Real Rd.
City, State, Zip	Arvin CA, 93203
Phone Number	(661) 854-6661
Principal	Dr. Beatrice Gray
Email Address	bgray@arvin-do.com
Website	www.arvinschools.com/2/home
County-District-School (CDS) Code	15-63313-0113027

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Arvin Union Elementary School District
Phone Number	(661) 854-6500
Superintendent	Georgia Rhett
Email Address	rhett@arvin-do.com
Website	www.arvinschools.com

School Description and Mission Statement (School Year 2020-2021)

Located in the southern section of the City of Arvin, California, El Camino Real (ECR) is a TK-6 Title 1 school and is one of the four sites comprising the Arvin Union School District. The school site was established in 2007 and is the newest school in the district.

High academic standards are the focus of our school with a team effort from students, parents, and staff. Through professional collaboration focused on data, we continue to strive to support all students. Teachers and students use standards-aligned materials and access educational technology across the school to enhance instruction and practice. Each teacher has a laptop computer, and a document camera as well as Chromebooks for every student. Used together, these tools provide a dynamic learning environment. Working together with all stakeholders, El Camino Real School proudly builds upon the academic and social potential of every student as noted in our district mission and vision statement "All students will learn every day no matter what it takes" and "The Arvin Union School District focuses on the educational, environmental, and emotional needs of our community with a culture of unity and a dedication to student success. We provide equitable educational services to enhance all students' lives preparing for High School and beyond through a system of continuous improvement. We are accountable for financial stability, infrastructure maintenance, and developing staff capacity for the achievement of student goals with a common direction produced through Trust, Transparency, and Teamwork." The El Camino Real way reflects our dedication to the development of the whole child by setting high expectations, fostering a safe environment and committing to an atmosphere that will provide students the opportunity to be encouraged to strive for success and the desire to be lifelong learners.

To delineate the mission statement further - we educate students daily in preparation for our global society and 21st century learning:

E: Educate using every available resource

C: Communicate with sincerity and kindness

R: Realize each individual's potential to impact the future.

Collectively, staff and teachers along with parents and students build this learning community to support the balance of physical, emotional, social and academic areas of our students. Being an AVID Elementary School, our students are supported with skill building to develop and maximize note-taking, note-making and annotation of text along with opportunities to communicate, think critically and problem solve - all of which will prepare students for future learning. The staff, teachers, and parents' ultimate goal is to grow students at the elementary level to be educated, productive citizens in the future with attributes to become independent workers and lifelong learners.

With the goal of meeting or exceeding California State growth targets as well as Federal goals in the midst of school closures to in-person instruction due to COVID guidelines, the distance and hybrid program offerings at El Camino continue to expand and promote learning for the 2020-2021 school year to include:

- Distance Learning Strategies and platforms
- AVID School wide strategies
- Gifted and Talented Education (GATE)
- Dual Immersion concentrated on English and Spanish bi-literacy
- English Language Development
- Intensive Intervention Programs for Language Arts and Math
- Clear academic school-wide focus on literacy - through the Close Read strategies along with annotation of text, RACES strategy with an inquiry focus.
- I-Ready Diagnostic assessment and prescriptive skill building to differentiate instruction for every student
- 95% Group Intervention program for K-3rd student intensive literacy intervention
- Arvin Advantage After school Program in conjunction with the Boys and Girls Club
- After School Educational Intervention Support
- Summer School
- Parent Education Classes/Workshops
- Attendance Education and Promotion of Excellent attendance

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	141
Grade 1	119
Grade 2	118
Grade 3	125
Grade 4	113
Grade 5	104
Grade 6	136
Total Enrollment	856

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.2
Asian	0.2
Filipino	0.4
Hispanic or Latino	95.4
White	3.8
Socioeconomically Disadvantaged	85.5
English Learners	60.2
Students with Disabilities	9.1
Foster Youth	0.6
Homeless	0.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	29	31	30	118
Without Full Credential	6	9	9	32
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of 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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: December 2020

Arvin Union School District held a Public Hearing on August 18, 2020 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Language Learners (ELL), are given their own individual standards-aligned textbooks/instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available.

Arvin Union School District staff members are actively involved in the selection process of materials and textbooks. The selection process involves teachers, administrators, district support personnel, and parents. The district follows the State of California's Textbook Adoption Cycle. 100% of students had required textbooks as evidenced during the most recent August 2020 Williams review.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark, Advance ELD/ELA 2017 Read 180 Intervention Program 2017	Yes	0%
Mathematics	K-6 Houghton Mifflin, Math Expressions 2015	Yes	0%
Science	K-6 McMillian McGraw Hill, Inspire 2020	Yes	0%
History-Social Science	K-6 Pearson Education, California History/Social Science: My World Interactive 2019	Yes	0%

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

School Facility Conditions and Planned Improvements

El Camino Real Elementary School is comprised of 39 classrooms, 2 special education small group intervention rooms, a parent center, a multipurpose room/cafeteria, library, staff lounge, two playgrounds and an administrative office. The facility strongly supports teaching and learning through its ample classroom and playground space.

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available upon request from the district MOT office. The principal works closely with the Lead Maintenance person and custodians assigned to the site to develop cleaning schedules to ensure a clean and safe school following all COVID guidelines. El Camino Real has one daytime custodian and one grounds person. In addition, there are two night custodians assigned to the site.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. An online work order process is used to ensure efficient service and the emergency repairs are given the highest priority. A Solar Panel Project was completed in 2017 and is fully operational. Also, the most recent site updates included: Security cameras and two shade structures were installed in 2019-20, and a permanent playground structure was added in the fall of 2018.

School Facility Good Repair Status

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 of the most recent FIT report: June 2020

System Inspected	Rating	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	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	38	N/A	33	N/A	50	N/A
Mathematics (grades 3-8 and 11)	31	N/A	21	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 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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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.

**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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	14	N/A	13	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.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
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.

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 2020-2021)

The staff at El Camino Real is aware of the positive correlation between parent and community involvement and the success of students. Parents and community members are encouraged to join teachers and administrators in the activities, programs, and organizations that support our students. Formal committees include School Site Council (SSC) and the English Language Advisory Council (ELAC). In addition, parents are invited to become a member of the Parent Teacher Association (PTA) and parents are also invited to contact their child's teacher to maintain open communication. There are parent opportunities to participate in Parent Workshops, Parent Literacy classes, and also attend student performances or events. The site also has a Parent Center led by the Student Success Facilitator and the Categorical Clerk which is open daily with resources to assist families as they support their child's education.

Currently due to COVID-19 school closures to in-person instruction, adjustments are made to traditional parent involvement resources and activities to adapt to the current state by providing virtual options when available. El Camino is a place where parents are encouraged to get involved in the education of their children. They may volunteer their time and support to address classroom needs. Parents are encouraged to work on projects that will support teachers in the classroom or support students virtually. A component of parent involvement this year has been "Coffee With the Principals" scheduled monthly on

Zoom. Topics may include the following: educational parenting tips, state assessment data, data interpretation, community safety, and technology awareness, and LCAP/LCP input. School Success Facilitator (SSF) facilitates student involvement and incentives, promotes attendance, academic achievement, and parent education literacy classes through online meetings. The Student Success Facilitator coordinates with the Family Resource Center staff to assist families by helping them connect to school resources; in addition, the Student Success Facilitator does communicate in Spanish which supports all of our families. The Student Success Facilitator and the site social worker also support attendance efforts by making personal contact with parents of truant and unengaged students through phone calls, conferences, and home visits.

State Priority: School Climate

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

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

**Suspensions and Expulsions
(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	1.2	0.4	1.6	1.2	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	0.58	1.07	
Expulsions	0.0	0.10	

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.

School Safety Plan (School Year 2020-2021)

El Camino Real Elementary School’s Comprehensive School Site Safety Plan was last revised by school administrators, staff representatives, parents and board approved on February 18, 2020. This revision was completed with the approval of our School Site Council and ensures planning for the protection of students and staff, maintaining the school and school property, and establishing a climate that is conducive to learning. All staff members and parents have access to the plan and are invited to participate in the annual review and revision of the school site safety policies. Key elements of the safety plan include: developing consistency in behavior expectations, site safety and maintenance, and training in disaster response.

The school is in compliance with all laws, rules, guidelines, and regulations pertaining to hazardous materials and state earthquake standards, and COVID protective measures. Fire drills are held once a month while earthquake drills are held quarterly. In the event of an emergency, the school’s Disaster Preparedness Plan has clearly defined procedures to accommodate crisis situations and emergency supplies are available. COVID measures include PPE supplies for all staff (sanitizing gel, wipes, and spray, masks, gloves, face shields, desk shield), designated classroom and restroom assignments, daily social distancing routines and procedures are followed including temperature checks, wellness form or STOPit phone app, designated entry and exit points on campus, and a designated health room.

When on site students are supervised throughout the day by certificated and classified employees. There is a designated area for supervised student drop-off and pick-up. All visitors must check-in and register in the office using our Raptor monitoring system.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade 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	23	1	5		24		6	6	24			
1	24		5		20	1	5		20	1	5	
2	20	1	5		24		5		24	5		
3	23		5		24		5		21	1	5	
4	26		5		23	1	4		23	1	4	
5	27		4		28		5		26		4	
6	25	1	4		27		4		27		5	
Other**	13	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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7622.35	\$1219.89	\$6402.46	75,653.64
District	N/A	N/A	\$6868.44	\$75,658
Percent Difference - School Site and District	N/A	N/A	-7.0	0.0
State	N/A	N/A	\$7,750	\$80,565
Percent Difference - School Site and State	N/A	N/A	-19.0	-6.3

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

Types of Services Funded (Fiscal Year 2019-2020)

The picture of funding within the Arvin Union School District stabilized with the ongoing implementation of Local Control Funding Formula (LCFF) funds. Supplemental and concentration funds, above and beyond base funding, provided monies for the district and sites to focus on expanding and improving instructional programs to support academic achievement, improving student attendance, training staff to support building respectful and positive relationships, expanding intervention programs and wrap-around services, and facilities improvement for the most needy school sites. Funds specifically targeted to the school site included action steps for extended learning sessions, library books, intervention teachers and intervention computer programs, student success facilitators, elementary PE teachers, nurses, social workers, district teachers on special assignment for teacher support, field trips to expand the horizons of our students, and professional development. These funds are in addition to federal funds including Title 1 funds with set-asides for Extended Learning and Parent Involvement. Extended learning Funds are allocated to each site and students are selected based by application and need. These funds also support winter and summer sessions. Parent Involvement funds allow us to continually build our outreach and training services for parents. District and site based intervention programs and staff are also funded out of Title I. Title II supports one additional teacher for class size reduction and Title III provides an aide specifically for our campus as well as support staff and Professional Development for teachers and instructional assistants. Title IV funds have supported technology and professional development, campus supervisors, and a focus on safety. Special Education funds, supported with general funds, provide programs and transportation for students with special needs at our site including teachers and instructional assistants for Special Day Class, Resource Specialist Program and Speech services. After-School grant funds allow us to serve a large number of students in our daily Arvin Advantage Extended Learning Program. State preschool funds provide both AM and PM classes at our site to support student readiness for school.

Each of these programs provides targeted or general services to students with all intents to ensure equity for all student groups.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$49,665	\$50,574
Mid-Range Teacher Salary	\$75,461	\$76,649
Highest Teacher Salary	\$91,757	\$98,993
Average Principal Salary (Elementary)	\$122,333	\$125,150
Average Principal Salary (Middle)	\$120,000	\$129,394
Average Principal Salary (High)		\$122,053
Superintendent Salary	\$151,441	\$193,925
Percent of Budget for Teacher Salaries	31.0	34.0
Percent of Budget for Administrative Salaries	5.0	6.0

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	5	4	5

The district schedules "back to school" staff development days annually and staff are offered a variety of professional growth opportunities in curriculum, teaching strategies, methodologies, safety, and required policy reviews. Staff members build work skills, strategies, and concepts by participating in training, conferences and workshops throughout the year. Professional development is supported by peer to peer collaboration, site academic coach and/or administration support, district personnel including Directors and Teachers on Special Assignment, as well as external sources such as consultants. This training keeps a lens on the population of the district with a focus on building English Language Development and an increasing focus on Multi-tiered systems of support. Professional development is provided during the day facilitated by substitutes, after school, and during the summer. Topics are selected based on high student population needs (EL and SWD specifically), survey results, data reviews of local and Dashboard data focused on patterns and trends, instructional materials adoptions, and preventative safety measures/restorative practices. Site Professional Development is available throughout the year via Site and District coaches, Flexdays, Staff meetings, and designated Site Leadership Team meeting days.

2018-2019 Professional Development: ALICE active shooter training, Trauma Informed Care, and History Social Studies training for the new adoption and Professional Learning Community work for departments and grade levels focused on ELD, Internet Safety, mandatory policies, Read 180 for specific teachers, and data review at sites

2019-2020 Professional Development: Equity in Education with Patrick Briggs from AVID, Science adoption overviews for science teachers and Integrated ELD for single subject non-science teachers, I Love U Guys Foundation safety training for disaster management, mandatory policies, Internet safety, Read 180 for specific teachers on use of materials, and data review at sites. Student engagement strategies and a focus on rigorous instruction, Close Reading, and writing were focus areas at all sites.

2020-2021 Professional Development: District wide training included setting a foundation for implementation of distance learning with the impact of COVID-19 and scheduling, utilization of the CANVAS platform to support distance learning, 95% training for Kinder through Third grade to support foundational reading skills and usage of STAR assessment for diagnostic at the Middle School. Mandatory policies were reviewed and Get Safety Trained included Sexual Harassment Training/Child Support Prevention Training/ Bloodborne Pathogen,/Injury and Illness Prevention/Pesticide Training all provided in a virtual learning format. RULER training for Social-emotional learning began with a trainer of trainer model and continues to be rolled out at each site with lead trainers. Utilization of Teams, CANVAS, Zoom, Flipgrid, Parent Portal and various other components to support distance learning while continuing to implement best teaching strategies have been provided by Kern County Superintendent of Schools personnel as well as district Teachers on Special Assignment and district/site administrators. Use of Personal Protective Equipment/safety measures and cleaning routines have been key trainings this year.

Additional days of training for the last 3 years included Dual Immersion and Special Education trainings and 2 days of training was increased to 3 in 2020-2021 for new teachers focused on instructional strategies and district programs to prepare them for the year. Ongoing training for instructional assistants has expanded to include 95% intervention strategies, English Learner support strategies, and utilization of district technological programs to support distance learning.

Professional growth and participation in Professional Learning Communities and Leadership is an ongoing focus as well as Leading from the Middle with support from InnovateEd throughout 2018-2020 and continuing with Performance Education Partnership for the 2020-2021 school year. Team members work as a Leadership professional learning community to implement strategies and work toward attainment of the School Implementation Plan.