

# Frazier Park Elementary School

## School Accountability Report Card

### Reported Using Data from the 2012-13 School Year

#### Published During 2013-14

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### 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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

### Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012–13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

## II. About This School

### Contact Information (School Year 2013-14)

School Contact Information	
School Name	Frazier Park Elementary School
Street	3149 San Carlos Trail
City, State, Zip	Frazier Park, CA 93243-0876
Phone Number	661.245.3312
Principal	Keri St. Jeor
E-mail Address	kjeor@el-tejon.org
CDS Code	1575168000000

District Contact Information	
District Name	El Tejon Unified School District
Phone Number	661.248.6247
Web Site	www.el-tejon.org
Superintendent	Rodney Wallace
E-mail Address	rwallace@el-tejon.org

### School Description and Mission Statement (School Year 2012-13)

This section provides information about the school, its programs and its goals.

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#### Principal's Message:

It is the mission of Frazier Park School to provide positive learning experiences that empower all students to become successful, lifelong learners. Every child at Frazier Park School is treated as an individual with specific needs. We provide programs that help address those needs, such as Special Education, English language development, and speech therapy.

Each grade level is developing common formative assessments to measure student achievement of the new Common Core State Standards. Each student's progress toward essential standards is reflected in the standards-based reports cards that were developed by the teaching staff to correlate with the California state grade level standards. This ensures that all students at Frazier Park School progress through each grade acquiring the necessary skills to matriculate to the next grade.

Teachers engage in Professional Learning Communities (PLCs) on a weekly basis. Students are also divided into three levels based on on diagnostic reading assessments and receive intensive intervention three times a week. All students are assessed multiple times a year using the STAR Enterprise Reading and Math assessments, which are aligned with the new Common Core State Standards, to monitor growth.

### Opportunities for Parental Involvement (School Year 2012-13)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

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Professional development throughout the El Tejon Unified School District is structured around the goals and objectives outlined in the school site's Single Plan for Student Achievement. Training and curriculum development revolves around the California Content Standards and frameworks, and is focused on student and teacher needs. For the previous three school years, two days were dedicated for staff development covering topics including:

- Differentiated Instruction
- \* Edusoft
- \* FAB Vocab
- Instructional Strategies for All Students
- Emergency Preparedness and Safe Schools

This year, Three days have been dedicated toward Professional Development the district's focus will be on ----Transition into the new Common Core State Standards (CCSS).

Administrators have trained in Professional Learning Communities, and in transitioning into the new CCSS. They will guide teachers in working collaboratively on data analysis, improving student achievement, pacing calendars and grade level standards alignment.

The El Tejon Unified School District supports the efforts of all teachers—new and veteran—to gain the experience, knowledge and skills to be effective leaders in the classroom through a range of programs. Formative Assessment for California Teachers (FACT), a State-sponsored program, is designed for first and second year credentialed teachers and provides skills assistance and reflective practices that are implemented over a two-year period. All staff members— both certificated and classified—are encouraged to attend professional workshops and conferences. Opportunities for observations of best practices is promoted within the District, and at school sites outside of the District that are demonstrating success in closing the achievement gap for all students. New teachers, experienced teachers, teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by the Kern County Superintendent of Schools Office, as well as continuing education opportunities offered through local colleges and universities.

### III. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

#### Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	42	45	42.3	50	50	47	54	56	55
Mathematics	55	54	57.6	43	35	43	49	50	50
Science		45	44	66	53	49	57	60	59
History-Social Science	N/A	N/A	N/A	45	42	33	48	49	49

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.

## Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	47.6	42.9	49	N/A
All Student at the School	52.1	48.7	44	N/A
Male	41	60	56	N/A
Female	43.6	58	35	N/A
Black or African American				N/A
American Indian or Alaska Native				N/A
Asian	0	33.3		N/A
Filipino				N/A
Hispanic or Latino	38.6	35.8	33	N/A
Native Hawaiian/Pacific Islander				N/A
White	59.2	55.2	46	N/A
Two or More Races	59	57		N/A
Socioeconomically Disadvantaged	45.7	41.8	53	N/A
English Learners	29.3	33.3		N/A
Students with Disabilities	30.4	20.9		N/A
Students Receiving Migrant Education Services				N/A

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.

### California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	12.5	16.1	44.6

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.

## IV. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

### Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide	4	2	3
Similar Schools	3	1	3

### Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	-34	22	-34
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-63	56	-54
Native Hawaiian/Pacific Islander			
White	-24	-345	292
Two or More Races			
Socioeconomically Disadvantaged	-32	23	-32
English Learners	-27	92	-84
Students with Disabilities	-276	45	-99

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

### Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	2013 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	236	724	645	714	4,655,989	790
Black or African American	3		6		296,463	708
American Indian or Alaska Native	1		1		30,394	743
Asian	2		7		406,527	906
Filipino	1		1		121,054	867
Hispanic or Latino	81	654	203	669	2,438,951	744
Native Hawaiian/Pacific Islander	1		1		25,351	774
White	143	757	400	734	1,200,127	853
Two or More Races	4		26	759	125,025	824
Socioeconomically Disadvantaged	164	696	344	671	2,774,640	743
English Learners	48	624	75	593	1,482,316	721
Students with Disabilities	42	443	74	508	527,476	615

### Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	No	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	No	No
Met Graduation Rate (if applicable)	N/A	Yes

### Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2008-2009	2013-2014
Year in Program Improvement	Year 5	Year 1
Number of Schools Currently in Program Improvement	---	2
Percent of Schools Currently in Program Improvement	---	66.66

## V. School Climate

### Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Kindergarten	48
Grade 1	62
Grade 2	52
Grade 3	42
Grade 4	54
Grade 5	56
Total Enrollment	314

### Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	1.3	White	60.5
American Indian or Alaska Native	0.4	Two or More Races	1.7
Asian	0.8	Socioeconomically Disadvantaged	69.5
Filipino	0.4	English Learners	20.3
Hispanic or Latino	34.3	Students with Disabilities	17.7
Native Hawaiian/Pacific Islander	0.4		

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

Grade Level	2010-11				2011-12				2012-13			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	33.5	0	0	2	31.5	0	2	0	24	0	2	0
1	24	0	2	0	27.5	0	2	0	31	0	2	0
2	27.6	0	3	0	28	0	2	0	35	0	0	2
3	27	0	3	0	29.3	0	3	0	25	0	2	0
4					30.6	0	2	1	34	0	1	2
5					32	0	1	1	38.5	0	0	2
Other									39.5	0	0	2

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

### School Safety Plan (School Year 2012-13)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty on November 25, 2013. The School Safety Plan addresses emergency responses to fire, earthquake, intruders on campus, and policies for student behavior and safety. Fire drills are conducted once a month, and drills for earthquake or intruders are conducted at least twice a year. Additionally, Frazier Park School and all schools in the El Tejon Unified School District now participate in a statewide emergency drill known as the "Great Shake Out."

Visitors to the campus are required to check into the office and wear visitor tags before going to a classroom; parent volunteers sign in and wear volunteer tags before going to the classroom; and, parents are required to come to the office to sign students out if they take them out of school before the close of the school day.

Parents may review the School Safety Plan online at [www.el-tejon.org](http://www.el-tejon.org), or in the school office during regular business hours.

### Suspensions and Expulsions

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	10.23	1.35	1.06	21.92	16.52	21.26
Expulsions	1.14	0	0	0.26	0	0

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

## VI. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

Frazier Park School serves kindergarten through fourth grade. It was built in 1963, and has grown to include 19 education classrooms including one Special Education classroom, a speech pathologist/psychologist office, a computer lab, a library, a health office, a multipurpose cafeteria, a staff lounge, and a school office.

All rooms have cooling/heating systems; the heating/cooling system in the cafeteria was updated in 2003 to increase efficiency and effectiveness, as was the heating and lighting systems in many of the classrooms.



The custodial/maintenance staff consists of three part-time custodians, one part-time groundskeeper, and one part-time maintenance worker, whose hours are staggered throughout the school day, as well as before and after school hours. Two of the custodians are also part-time bus drivers for the school district.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The principal also works regularly with the custodial staff to develop cleaning schedules that ensure a clean and safe school.

Student safety on campus is important to us. There is always staff supervision on the playground 20 minutes before school begins in the morning, during all recesses, and in the cafeteria at lunchtime.

Staff supervision of bus loading and unloading before and after school is always provided.

In 2005, local voters approved Bond Measure E, which will replace portable buildings with fully equipped permanent classrooms.

New Classroom Wings have been completed. State Modernization Options are currently being reviewed for one older wing.

**School Facility Good Repair Status (School Year 2013-14)**

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

<b>School Facility Good Repair Status (School Year 2013-14)</b>				
Year and month in which data were collected: December 2013				
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]	[ ]	Some painting of walls. Scheduled to complete during summer.
<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 Rate**

Overall Rating	Exemplary	Good	Fair	Poor
	[ ]	[X]	[ ]	[ ]

## VII. Teachers

### Teacher Credentials

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	10	11	11	45.5
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	---

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
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.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at [www.cde.ca.gov/nclb/sr/tq/](http://www.cde.ca.gov/nclb/sr/tq/).

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	91.0	9.0
All Schools in District	84.4	15.6
High-Poverty Schools in District	83.1	16.9
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.

## VIII. Support Staff

### Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0.0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	0	---
Psychologist	.33	---
Social Worker	0	---
Nurse	.10	---
Speech/Language/Hearing Specialist	.33	---
Resource Specialist	0	---
Other	0	---

Note: 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.

## IX. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

**Year and month in which data were collected:** February 2012

The adoption of textbooks for Frazier Park School is based on the guidelines established by the California Department of Education (CDE). The CDE has a textbook adoption cycle of once every seven years for each subject. Each year, the CDE provides the District with a list of textbooks that are approved by the State. The teaching staff at Frazier Park School is provided with copies of those texts and previews them carefully. The staff then meets to discuss the merits of each publication submitted and chooses the textbook that will work best for the students at Frazier Park School. Every student, including English Learners, has access to their own textbooks and instructional materials, to use in class and to take home.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Adopted 2002	Yes	0%
Mathematics	Singapore Math (K-1) Adopted 2008  Scott Foresman (2-3) Adopted 2007  Harcourt (1, 4) Adopted 2008	Yes	0%
Science	Scott Foresman Adopted 2007	Yes	0%
History-Social Science	Harcourt Adopted 2006	Yes	0%
Foreign Language	N/A		
Health	N/A		
Visual and Performing Arts	N/A		

## X. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$6,864	\$2,106	\$4,758	\$62,515
District	---	---	\$5,947	\$62,988
Percent Difference: School Site and District	---	---	-25.0%	+5.8%
State	---	---	\$5,537	\$58,606
Percent Difference: School Site and State	---	---	-15.8%	+9.8%

**Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

**Basic/Unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

### Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

These programs and services are provided at the school either through categorical funds or other sources that support and assist students:

- Title I (Basic Grant)
- Title II (Teacher & Principal Training & Recruiting)
- Title IV (Safe and Drug-Free Schools and Communities)
- Economic Impact Aid/Limited English Proficient (EIA/LEP)
- Gifted and Talented Education (GATE)
- Formative Assessment for California Teachers (FACT)
- Peer Assistance and Review (PAR)
- English Language Acquisition Program (ELAP)
- Community-Based English Tutoring (CBET)
- School Improvement Program (SIP)
- Special Education
-

### Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,043	\$38,390
Mid-Range Teacher Salary	\$56,805	\$55,793
Highest Teacher Salary	\$73,221	\$72,306
Average Principal Salary (Elementary)	\$81,506	\$88,846
Average Principal Salary (Middle)	\$0	\$92,801
Average Principal Salary (High)	\$90,021	\$95,916
Superintendent Salary	\$118,423	\$116,026
Percent of Budget for Teacher Salaries	26.8%	34.0%
Percent of Budget for Administrative Salaries	7.3%	6.6%

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

## XI. Instructional Planning and Scheduling

### Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

Professional development throughout the El Tejon Unified School District is structured around the goals and objectives outlined in the school site's Single Plan for Student Achievement. Training and curriculum development revolves around the new California Common Core State Standards (CCSS) and frameworks, and is focused on student and teacher needs. For the previous three school years, staff development has been focused on the areas listed below:

- Differentiated Instruction
- Instructional Strategies for All Students
- Emergency Preparedness and Safe Schools

During the 2013-14 school year, three staff development days were held, covering transition into the new Common Core State Standards and were put on by Kern County Superintendent of Schools (KCSOS).

Administrators have trained in Professional Learning Communities (PLC), and will guide teachers in working collaboratively on data analysis, improving student achievement, pacing calendars and transition into the new CCSS.

The El Tejon Unified School District supports the efforts of all teachers—new and veteran—to gain the experience, knowledge and skills to be effective leaders in the classroom through a range of programs. Formative Assessment for California Teachers (FACT), a State-sponsored program, is designed for first and second year credentialed teachers and provides skills assistance and reflective practices that are implemented over a two-year period. All staff members— both certificated and classified—are encouraged to attend professional workshops and conferences. Opportunities for observations of best practices is promoted within the District, and at school sites outside of the District that are demonstrating success in closing the achievement gap for all students. New teachers, experienced teachers, teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by the KCSOS Office, as well as continuing education opportunities offered through local colleges and universities.