

# School Accountability Report Card

2017-18 School Year  
Published January 2019

# SARC

## Baker Elementary School



**Street Address** 72100 Schoolhouse Lane, Baker, CA 92309  
**Phone Number** (760) 733-4567  
**Principal** Ronda Tremblay, Principal  
**E-mail Address** ronda\_tremblay@baker.k12.ca.us  
**County-District-School  
(CDS) Code** 36-73858-6035273

## Baker Valley Unified School District

72100 Schoolhouse Lane, Baker CA 92309 - [www.baker.k12.ca.us](http://www.baker.k12.ca.us)  
Ronda Tremblay, Superintendent - [ronda\\_tremblay@baker.12.ca.us](mailto:ronda_tremblay@baker.12.ca.us) - (760) 733-4567

## Data and Access

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 Baker Elementary School

### District Contact Information

Name: Baker Valley USD

Phone: (760) 733-4567

Superintendent: Ronda Tremblay

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Website: [www.baker.k12.ca.us](http://www.baker.k12.ca.us)

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### School Description

Baker Elementary School is one of three schools in the Baker Valley Unified School District, the largest district by total area in the State of California. It is the sole elementary school in the district. Baker Elementary School is located in the Mojave Desert along Interstate 15 between Barstow and the California-Nevada Stateline. The school serves students in grades K through 5. The school staff strives to provide the students with a rigorous and challenging curriculum that is relevant and engaging.

### Mission Statement

Baker Elementary School will provide high quality, comprehensive, and meaningful education to all students. Students will develop and apply their individual talents, critical thinking, and technology skills to become well-rounded, self-directed, lifelong learners and be productive members of society.

### Vision Statement

Baker Braves will achieve personal and professional success and become responsible and productive citizens.

### Student Enrollment by Grade Level

Grade Level	Number of Students
Grade K	13
Grade 1	7
Grade 2	4
Grade 3	9
Grade 4	13
Grade 5	7
<b>Total Enrollment</b>	<b>53</b>

### Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
<b>Black or African American</b>	-
<b>American Indian or Alaska Native</b>	-
<b>Asian</b>	-
<b>Filipino</b>	-
<b>Hispanic or Latino</b>	84.9%
<b>Native Hawaiian or Pacific Islander</b>	-
<b>White</b>	15.1%
<b>Two or More Races</b>	-
Student Group	
<b>Socioeconomically Disadvantaged</b>	79.2%
<b>English Learners</b>	54.7%
<b>Students with Disabilities</b>	11.3%
<b>Foster Youth</b>	-

Student enrollment has declined over past several years with total enrollment around 53 students currently. Overall, the students' demographics remain constant from one year to another.

## 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

The total number of teachers for the 2017-18 school year for Baker Elementary School was four. Of these teachers, 3 were fulltime core teachers and the other was a shared teacher. The full time teachers were assigned to a K/1<sup>st</sup> combo, a 2<sup>nd</sup>/3<sup>rd</sup> combo, and 4<sup>th</sup>/5<sup>th</sup> combo class. The part time teacher was the Education Specialist and contributed 33% of her workload to Baker Elementary. All teachers at Baker Elementary were fully credentialed to teach in their assigned area. Teacher credentials and assignments remain the same for the current school year with three full time teachers and one part time shared teacher.

Teachers	School 2016–17	School 2017–18	School 2018–19	District 2018–19
<b>With Full Credential</b>	6	4	4	11
<b>Without Full Credential</b>	0	1	0	2
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

For the school year 2017-18, all the teachers taught within their areas of expertise and all teachers were placed in an assignment authorized by their credential. In addition, all teachers were fully certified to work with English Learners and to provide modifications to Students with Disabilities to address their specific learning requirements.

Indicator	2016–17	2017–18	2018–19
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	1	0
<b>Vacant Teacher Positions</b>	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 Teacher (2016-17)

For the school year 2017-18, all teachers in core academic subjects were fully credentialed to teach in the areas within their assignment and were considered High Quality Teachers by state standards. In addition, all teachers were certified to provide appropriate instruction to English Learners and Student with Disabilities.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
<b>This School</b>	100%	0%
<b>All Schools in District</b>	100%	0%
<b>High-Poverty Schools in District</b>	100%	0%
<b>Low-Poverty Schools in District</b>	-	-

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 Instruction Materials (2018-19)

Year and month in which the data were collected: **November 2018**

All textbooks used in the core curriculum at Baker Elementary School are aligned to the California Common Core State Standards. Standards-based instructional materials are approved by the district’s Board of Education. The district used to follow the State Board of Education’s six-year adoption cycle for the core content materials and the eight-year cycle for textbook adoptions in foreign language visual and performing arts and health. The table below shows the current materials being used in the core academic subjects.

During the September 2015 board meeting, the district’s Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board adopted Resolution 9.10.15, which certifies as required by Education Code section 60119 that:

- 1) Textbooks and instruction materials were provided to all students, including English Learners, to the extent that each student has a textbook or instructional materials to use in class and take home.
- 2) Sufficient textbooks and instructional materials were provided to each student, including English Learners, that are aligned to the academic content standards and consistent with the cycle and content of the curriculum frameworks in math, science, social studies and English language arts.
- 3) Sufficient textbooks or instructional materials were provided to each student enrolled in foreign language or health classes.

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	McGraw Hill, <i>Wonders California</i> (2017)	Yes	0
<b>Mathematics</b>	Houghton Mifflin Harcourt, <i>GoMath!</i> (2017)	Yes	0
<b>Science</b>	Houghton Mifflin, <i>California Science</i> (2007)	No	0
<b>History-Social Science</b>	Houghton Mifflin, <i>History-Social Science</i> (2007)	No	0
<b>Foreign Language</b>	-	-	-
<b>Health</b>	-	-	-
<b>Visual and Performing Arts</b>	-	-	-
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	0

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

### School Facility Conditions and Planned Improvements

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Baker Elementary School’s original facilities were built in 1953 and ongoing maintenance and campus improvements ensure that the facilities remain up to date and provide an safe and nurturing learning environment.

District maintenance and site custodial staff ensures that the repairs necessary to keep the school in good condition are completed in a timely manner. School employees communicate non-routine maintenance requests by submitting work orders, which are address in a timely manner. Morning inspections by the maintenance staff ensures that the facilities are cleared of any safety hazards before the students and teaching staff arrive.

The school counts with three shared maintenance workers to ensure the premises are kept safe for everyone. These three workers are responsible for cleaning the classrooms, office and restrooms, general maintenance

around the school, grounds keeping, lunch area setup and cleanup, and trash removal. Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The principal and BCO communicate with custodial staff daily concerning maintenance and school safety issues.

A few years ago, the district invested in a new gym floor to help increase school spirit. Maintenance of the gym floor has been performed as needed to ensure students and staff enjoy the facility. LED lighting has more recently been installed throughout the campus, and the student restrooms have been remodeled. To improve campus security, cameras have been installed in various strategic locations around campus, and these cameras are monitored constantly for suspicious or other inappropriate activity. Also, a buzzer lock system is now has been installed at the main entrance to the school. Currently, there is work being done on roofs to update them to ensure rainwater does not sip through into the classrooms.

### School Facility Good Repair Status

The maintenance personnel use the Facility Inspection Tool (FIT) to conduct an annual inspection of the facilities. The purpose of the FIT is to determine the adequacy of the school facilities to provide a safe and nurturing learning environment and to identify any areas that require repairs. The most recent inspection was conducted on January 22, 2018 and the results from the inspection were satisfactory in all areas assessed. The areas included in the inspection are all in **good** condition. In previous years, the restrooms ranked “fair,” but the remodeling done this year has greatly improve the facilities. The overall rating from the evaluation for the entire school facility was **good**. The following table shows the rating for each of the areas inspected in the report.

The most recent FIT inspection was conducted on **January 22, 2019** and the Overall Facility Rate was **good**. The table below shows the rating for each critical area covered by the FIT inspection.

System Inspected	Repair Needed and Action Taken or Planned Action		
	Good	Fair	Poor
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	✓	-	-
<b>Interior:</b> Interior Surfaces	✓	-	-
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	✓	-	-
<b>Electrical:</b> Electrical	✓	-	-
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	✓	-	Student restrooms were recently remodeled.
<b>Safety:</b> Fire Safety, Hazardous Materials	✓	-	-
<b>Structural:</b> Structural Damage, Roofs	✓	-	-
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	✓	-	-

## 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

The following table shows the students' results on the CAASPP, the Common Core aligned state testing, in ELA and math as they compare to the whole district and the state. Since the implementation of the Common Core standards, students in grades 3 to 5 are tested annually. When the number of students tested is less than eleven, the state will not release testing data.

The following table summarizes overall student scores in ELA and math for the past two years for Baker Elementary and how these compare with the district and state scores in the same areas. The data show the percentage of students who met or exceeded the standard in each test area.

Subject Area	School		District		State	
	2016–17	2017–18	2016–17	2017–18	2016–17	2017–18
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	14.0%	12.0%	17.0%	29.0%	48.0%	50.0%
<b>Mathematics (grades 3-8 and 11)</b>	9.0%	8.0%	14.0%	19.0%	37.0%	38.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

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

The following table breaks down the scores on the CAASPP for ELA in the testing year 2018 by student group for Baker Elementary School.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
<b>All Students</b>	26	26	100.00%	11.54%
<b>Male</b>	14	14	100.00%	7.14%
<b>Female</b>	12	12	100.00%	16.67%
<b>Black or African American</b>	--	--	--	--
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	--	--	--	--
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	25	25	100.00%	12.00%
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	--	--	--	--

<b>Two or More Races</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	19	19	100.00%	15.79%
<b>English Learners</b>	25	25	100.00%	12.00%
<b>Students with Disabilities</b>	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	--	--	--	--
<b>Foster Youth</b>	--	--	--	--

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.

### School Wide CAASPP Test Results in Math by Student Group

The following table breaks down the scores on the CAASPP for Math in the testing year 2018 by student group for Baker Elementary School.

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	26	26	100.00%	7.69%
<b>Male</b>	14	14	100.00%	--
<b>Female</b>	12	12	100.00%	16.67%
<b>Black or African American</b>	--	--	--	--
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	--	--	--	--
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	25	25	100.00%	8.00%
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	--	--	--	--
<b>Two or More Races</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	19	19	100.00%	--
<b>English Learners</b>	25	25	100.00%	8.00%
<b>Students with Disabilities</b>	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	--	--	--	--
<b>Foster Youth</b>	--	--	--	--

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 Science for All Students

The following table shows the scores on the CAASPP for science in the testing year 2017 and 2018 and how the scores compare to the district as a whole and the state. The only class that takes the California Science test in the elementary grades is grade 5. The state of California is in the process of transitioning to a new assessment aligned with the Next Generation Science Standards, so data about student performance in science is not available.

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014–15	2015–16	2014–15	2015–16	2014–15	2015–16
<b>Science (grades 5, 8, and 10)</b>	N/A	N/A	N/A	N/A	N/A	N/A

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

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

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

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

### California Physical Fitness Test Results (School Year 2017–18)

Every year students in grade 5, 7 and 9 take the California Physical Fitness Test to assess the overall health of the students. The evaluation assess the following physical fitness areas with the stated exercise activity:

Main Area	Exercise
<b>Aerobic Capacity</b>	<ul style="list-style-type: none"> <li>• Progressive Aerobic Cardiovascular Endurance Run</li> <li>• One-Mile Run</li> <li>• Walk Test (only for ages 13 or over)</li> </ul>
<b>Abdominal Strength and Endurance</b>	<ul style="list-style-type: none"> <li>• Curl-Up</li> </ul>
<b>Upper Body Strength and Endurance</b>	<ul style="list-style-type: none"> <li>• Push-Up</li> <li>• Modified Pull-Up</li> <li>• Flexed-Arm Hang</li> </ul>
<b>Body Composition</b>	<ul style="list-style-type: none"> <li>• Skinfold Measurements</li> <li>• Body Mass Index</li> <li>• Bioelectric Impedance Analyzer</li> </ul>
<b>Trunk Extensor Strength and Flexibility</b>	<ul style="list-style-type: none"> <li>• Trunk Lift</li> </ul>
<b>Flexibility</b>	<ul style="list-style-type: none"> <li>• Back-Saver Sit and Reach</li> <li>• Shoulder Stretch</li> </ul>

The results for all three test-grades are summarized in the following table.

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
<b>5</b>	--	--	--

<b>7</b>	--	--	--
<b>9</b>	--	--	--

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.

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.

## 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 2017–18)

Parents are encourage to get involved and to actively engage in their child’s educational experiences in a variety of methods. Some of these opportunities for engagement include the following:

- **School Site Council.** Parents are invited to become active partners in the development of their child’s educational program by becoming members of the School Site Council. Participation in this committee ensures that parents have a voice in the educational program for their children.
- **District and School English Learner Advisory Council.** Parents are encouraged to become members and to attend meetings of the District English Learner Advisory Council. Participation in this committee ensures that parents have an active role in any decisions that will affect the English Learner population.
- **Workshops with the Principal and Teachers.** Parents are invited to attend workshops hosted by the principal and the teachers. During the workshops, the parents, teachers and the principal have opportunities to socialize and communicate in a more relaxed environment. The workshops also serve as an opportunity to solicit input from the parents pertaining to the students’ educational programs.
- **Special Event Nights.** More recently the staff have been hosting special event nights to give students an opportunity to showcase their special abilities in the area of the arts. The staff hosted an Author’s night in October during which students displayed posters about a book or books they read, gave oral presentations on their favorite author, and read aloud to the audience. In February, the staff will host an Artist’s Night to give the students an opportunity to showcase their artist skills. Later in the year, the school staff will host a Science Night as well. These events give parents an opportunity to learn more about what their children do in school, and allow them to meet with the teachers to discuss any concerns.
- **Chaperoning.** Parents are encouraged to chaperone various school activities and events. These include chaperoning for field trips, fundraising events, and dances.

### 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

During the school year 2013-14, 2014-15, and 2015-16, none of the students in Baker Elementary School were suspended or expelled. These data very closely resemble the district averages and are significantly below the state suspension and expulsion averages.

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2016-18	2015-16	2016-17	2017-18
<b>Suspensions</b>	--	--	--	--	--	--	--	--	--
<b>Expulsions</b>	--	--	--	--	--	--	--	--	--

### School Safety Plan (School Year 2018-19)

Baker Elementary School’s Safety Plan is a document with information pertaining to the proper way of responding in the event of an emergency or an unforeseen situation. The plan is revised and updated as needed by the School Site Council once per year. The date it was last reviewed and discussed by the School Site Council was in October 2018.

The key elements included in the School Safety Plan include:

- **Organizational Roles and Responsibilities.** This section details what is expected from each of the individuals who respond to an emergency, including staff, administration, and first responders. It also contains details about what information is the released to the public and who is the responsible for releasing that information.
- **Functional Content.** This section includes details on what the appropriate response should be of a variety of specific emergencies, including fires, earthquakes (drop, cover and hold), evacuations, lockdowns, shelter-in-place, medical and mental health and security in general.
- **Other Hazard and Threat Specific Situations.** This section details the procedures in case of a hazard analysis, an active shooter situation, a hostage situation, a bomb threat, an incident of terrorism, other natural disasters (flood, severe weather, etc.), a chemical accident, an explosion, a bus accident, and a biological hazard or blood borne pathogen.
- **Recovery and Mitigation.** This section includes information on how to reduce the stress cause by an emergency situation as well as the proper way of record keeping and cost analyses.

The Civil Grand Jury visited our district campus on December 5, 2018. The purpose of the visit was to evaluate our district’s safety preparedness in the event of a natural disaster, or traumatic event. We were one of the districts randomly chosen throughout the county to be visited and during their visit, we participated in a Q & A regarding safety, and they toured the campus to inspect. They were pleased to find several updated safety features that have been implemented in order to better protect our students, visitors, and staff. Some of the new updated safety features include Raptor, an online registration system for all visitors entering the campus. We also have installed extensive cameras throughout the school grounds to monitor activity 24 hours a day. Another addition in progress is additional fencing surrounding the perimeter of the campus, to name a few.

All in all, the findings from the visit were positive and there were no recommendations at this time.

Our district is scheduled to receive updated Lone Shooter Training in January 2019. Although we have a first responder plan in place, we will be trained in the latest and best techniques using new technology and strategies in the event of extreme weather, natural disaster, and any type of threat or attack against our schools.

We conduct regular fire drills, and we participate annually in the Great American Shakeout for earthquake preparedness. We are also updating our bell system to feature multiple rings categorized for specific drills.

Our job is to create a safe environment for our children so that they can receive the best education possible. Safety is a key district priority and we take it very seriously.

## D Other SARC Information

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

The following table shows the average class size for Baker Elementary School for the past three school years.

Grade Level	Avg. Class Size	2015-16 Number of Classes*			Avg. Class Size	2016-17 Number of Classes*			Avg. Class Size	2017-18 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
<b>K</b>	6.0	1	-	-	K-1 Combo 14.0	1	-	-	K-1 Combo 11.0	1	-	-
<b>1</b>	11.0	1	-	-			-	-				
<b>2</b>	14.0	1	-	-	2-3 Combo 19.0	1	-	-	2-3 Combo 7.0	1	-	-
<b>3</b>	10.0	1	-	-			-	-				
<b>4</b>	15.0	1	-	-	6.0	1	-	-	4-5 Combo 20.0	1	-	-
<b>5</b>	12.0	1	-	-	15.0	1	-	-		1	-	-

\* 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 2017-18)

Due to the size and location of Baker Elementary School, the number of specialized personnel is relatively low. The school counts with one part-time behavioral counselor/psychology who works with the students two days a week and a part-time speech pathologist who sees students three days a week.

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
<b>Academic Counselor</b>	0	--
<b>Counselor (Social/Behavioral or Career Development)</b>	.33	N/A
<b>Library Media Teacher (librarian)</b>	0	N/A
<b>Library Media Services Staff (paraprofessional)</b>	0	N/A
<b>Psychologist</b>	.33	N/A
<b>Social Worker</b>	0	N/A
<b>Nurse</b>	0	N/A
<b>Speech/Language/Hearing Specialist</b>	.33	N/A
<b>Resource Specialist (non-teaching)</b>	0	N/A
<b>Other</b>	0	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 2016-17)

The expenditure per student at Baker Elementary School is 16.91% lower than that of the district as a whole and it is 136.6% higher than the state expenditure per student. The reason for this difference is that the class sizes in Baker Elementary School are significantly below the state average class size. Average teacher salaries at the school are about 9% lower than the average for the district and 21% lower than the state average teacher salary.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
<b>School Site</b>	17,467	4,035	13,432	47,911
<b>District</b>	N/A	N/A	16,165	52,597
<b>Percent Difference – School Site and District</b>	N/A	N/A	-16.91%	-8.91%
<b>State</b>	N/A	N/A	6,574	62,381
<b>Percent Difference – School Site and State</b>	N/A	N/A	136.6%	-21.08%

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

### Types of Services Funded (Fiscal Year 2016–17)

Baker Elementary School receives funding primarily from the Local Control Funding Formula. A small portion of the school’s funding comes from Title I funds. The School Site Council, a committee formed by staff, administration, parents, and students, approves all expenditures included in the Single Plan for Students Achievement.

### Teacher and Administrative Salaries (Fiscal Year 2016–17)

The following table shows the average salary for the certificated staff and administration and how those salaries compare to the state average for similar school districts.

Note that the cells for principal salaries are left blank since the superintendent is also the principal for all three schools in the district.

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$44,100	\$42,990
<b>Mid-Range Teacher Salary</b>	\$59,267	\$61,614
<b>Highest Teacher Salary</b>	\$74,394	\$85,083
<b>Average Principal Salary (Elementary)</b>	N/A	\$100,802
<b>Average Principal Salary (Middle)</b>	N/A	\$105,404
<b>Average Principal Salary (High)</b>	N/A	\$106,243
<b>Superintendent Salary</b>	\$125,630	\$132,653
<b>Percent of Budget for Teacher Salaries</b>	27.0%	30.0%
<b>Percent of Budget for Administrative Salaries</b>	10.0%	6.0%

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

## Professional Development

Baker Elementary School determines areas where professional development is necessary using student academic achievement data. These data are analyzed during PLC time when the teachers meet to discuss student progress and to identify areas needing improvement. The district has a contract with the San Bernardino County Superintendent of Schools to provide training to the teachers in the areas identified in the PLC's. The trainings are mostly offered at the SELPA location in Apple Valley or in the West Regional Center in Rancho Cucamonga. These training include participants from other districts in San Bernardino County. On site trainings are also offered periodically throughout the school year.

Over the past few years, the staff and administration have identified three areas where professional development is needed: PBIS, conducting productive PLC's, and ongoing training for the Education Specialist to help meet the learning needs of the students with disabilities.

**PBIS:** One of the major areas for professional development for the past few years has been the implementation of the Positive Behavior Interventions and Supports program at a district wide level. This program aims at developing a behavioral system in which students are rewarded for following rules instead of being punished for breaking them. The staff determined that this program would be suitable for our students by analyzing data regarding behavioral issues from several years before implementation began. Baker Elementary School is currently in its third year of implementation.

**PLC:** Baker Elementary School has always emphasized the importance of a Professional Learning Community, which enables teachers to communicate and collaborate with one another to improve student learning. PLC's have been an important aspect of our school for many years. At the beginning of the current school year, a PLC county trainer conducted a training session onsite on how to run a productive PLC. During PLC's the teacher analyze student achievement data and use it develop plans to improve students' academic performance. PLC's meet one every two weeks during minimum day Wednesdays.

**Special Education:** Baker Elementary School maintains a positive link with SELPA and contracted them to ongoing training for the Education Specialist. The trainings are offered at SELPAs high desert office in Apple Valley. These trainings give the education specialist an opportunity to stay up-to-date with the latest educational developments that involve specialized academic instruction for students with disabilities.