

SARC 2016-17

School Accountability Report Card

Baker Elementary School



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Principal's Message

Welcome to Baker Elementary School's Annual School Accountability Report Card. Every school in California is required to issue an annual School Accountability Report Card that fulfills state and federal disclosure requirements. Parents will find valuable information about our academic achievement, professional staff, curricular programs, instructional materials, safety procedures, classroom environment, and condition of facilities.

Baker Elementary School provides a warm, stimulating environment where students are actively involved in learning academics as well as positive values. Students receive a standards-based, challenging curriculum by dedicated professional staff and based on the individual needs of the students. Ongoing evaluation of student progress and achievement helps us refine the instructional program so students can achieve academic proficiency.

We have made a commitment to provide the best educational program possible for Baker Elementary School students, and welcome any suggestions or questions you may have about the information contained in this report or about the school. Together, through our hard work, our students will be challenged to reach their maximum potential.

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

Email: ronda_tremblay@baker.k12.ca.us

Website: www.baker.k12.ca.us

School Contact Information

Name: Baker Elementary School

Street: 72100 Schoolhouse Lane

City, State, Zip: Baker, CA 92309

Phone: (760) 733-4567

Principal: Ronda Tremblay

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Website: www.baker.k12.ca.us

CDS Code: 36-73858-6035273

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 only elementary school in the district. Baker Elementary School is located in rural California along Interstate 15 about 90 miles southwest of Las Vegas, NV. 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	8
Grade 1	6
Grade 2	8
Grade 3	11
Grade 4	6
Grade 5	15
Ungraded Secondary	0
Total Enrollment	54

Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Black or African American	-
American Indian or Alaska Native	-
Asian	-
Filipino	-
Hispanic or Latino	94%
Native Hawaiian or Pacific Islander	-
White	6%
Two or More Races	-
Socioeconomically Disadvantaged	93%
English Learners	78%
Students with Disabilities	11%
Foster Youth	-

Student enrollment has declined over past several years with total enrollment around 54 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 2016-17 school year in Baker Elementary School was six. Of these teachers, 4 were fulltime core teachers and two were part time, shared teachers. The fulltime teachers were assigned to a K/1st combo, a 2nd/3rd combo, 4th grade, and a 5th grade class. The part time teachers each contributed 33 percent of their workload to the school. They taught physical education and specialized educational services. For this school year, all six teachers were fully credential to teach in their assignment areas.

In the current school year 2017-18, the number of teachers has decreased to five due to budget constraints. The new assignments are K/1st grade, 2nd/3rd grade, 4th/5th grade classes. There are two part time teachers teaching physical and specialized academic instruction.

Teachers	School 2015–16	School 2016–17	School 2017–18	District 2017–18
With Full Credential	8	6	4	11
Without Full Credential	0	0	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

For the school year 2016-17, 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 Students with Disabilities with sheltered instruction.

Indicator	2015–16	2016–17	2017–18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	1
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 Teacher (2016-17)

For the school year 2016-17, 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
This School	100	0
All Schools in District	71	28
High-Poverty Schools in District	71	28
Low-Poverty Schools in District	-	-

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 (2016-17)

Year and month in which the data were collected: **November 2017**

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. However, with the adoption of the Common Core State Standards, Baker Elementary School has decided to postpone new adoptions during the transitional period. 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
Reading/Language Arts	McGraw Hill, <i>Wonders California</i> (2017)	Yes	0
Mathematics	Houghton Mifflin Harcourt, GoMath! (2017)	Yes	0
Science	Houghton Mifflin, <i>California Science</i> (2007)	No	0
History-Social Science	Houghton Mifflin, <i>History-Social Science</i> (2007)	No	0
Foreign Language	-	-	-
Health	-	-	-
Visual and Performing Arts	-	-	-

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science Laboratory Equipment (grades 9-12)	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 adequate 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 staff to communicate non-routine maintenance requests uses a work order process. Morning inspection 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 part time, 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 communicates 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 and are in the process of installing new LED lighting in all classrooms. The new lights will help with visibility in the classrooms, which will increase students' academic achievement.

School Facility Good Repair Status

The maintenance personnel use the Facility Inspection Tool (FIT) to conduct an annual inspection of the facilities. The inspection is regularly conducted in November of each year. The purpose of the FIT is to determine the adequacy of the school facilities to provide a safe nurturing learning environment and to identify any areas that require repairs. The most recent inspection was conducted on November 16, 2016 and the results from the inspection were satisfactory. All areas included in the inspection are in *good* condition except for the restrooms, water fountains and specific structural elements, which were found to be in *fair* condition. It was determine from the inspection that the areas in "fair" condition do to pose a threat to the safety of the students and the staff. 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 **November 16, 2017** 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
Systems: Gas Leaks, Mechanical/HVAC, Sewer	✓	-	-
Interior: Interior Surfaces	✓	-	-
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	✓	-	-

System Inspected	Repair Needed and Action Taken or Planned Action			
	Good	Fair	Poor	
Electrical: Electrical	✓	-	-	-
Restrooms/Fountains: Restrooms, Sinks/ Fountains	-	✓	-	Sinks and water fountains will be remodeled.
Safety: Fire Safety, Hazardous Materials	✓	-	-	-
Structural: Structural Damage, Roofs	-	✓	-	Roofs need to be repaired.
External: 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 and compares the scores with the district wide and state scores in the same areas.

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015–16	2016–17	2015–16	2016–17	2015–16	2016–17
English Language Arts/ Literacy (grades 3-8 and 11)	26	14	34	17	48	48
Mathematics (grades 3-8 and 11)	23	9	19	14	36	37

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.

ELA CAASPP Results—School Wide

The following table breaks down the scores on the CAASPP for ELA in the testing year 2017 by student group for Baker Elementary School.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	35	35	100%	14%
Male	21	21	100%	--
Female	14	14	100%	29%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	33	33	100%	12%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	32	32	100%	13%
English Learners	32	32	100%	13%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

Math CAASPP Results—School Wide

The following table breaks down the scores on the CAASPP for Math in the testing year 2017 by student group for Baker Elementary School.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	35	35	100%	--
Male	21	21	100%	--
Female	14	14	100%	14%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	33	33	100%	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	32	32	100%	--
English Learners	32	32	100%	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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 2015 and 2016 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. Over the last two testing years, these students have scored significantly below the state average in science.

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014–15	2015–16	2014–15	2015–16	2014–15	2015–16
Science (grades 5, 8, and 10)	9%	8%	16%	17%	56%	54%

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

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: 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.

*This value includes only grades where the number of students tested was greater than 10.

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 2016–17)

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

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
5	--	--	--
7	--	--	--
9	--	--	--

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 English Learner Advisory Council.** Parents are encouraged to become members and to attend meeting of the District English Learner Advisory Council. Participation in this committee ensures that parents have an active role in any decisions made 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 socialized 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.
- **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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0	0	0	0	0.6	0	12%	11%	10%
Expulsions	0	0	0	81%	71%	80%	81%	82%	84%

School Safety Plan (School Year 2017–18)

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 December 2017.

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.

D Other SARC Information

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

Federal Intervention Program (School Year 2017–18)

All Title I funded schools and local education agencies (LEAs) that do not make Adequate Yearly Progress (AYP) are identified for Program Improvement (PI) under the Elementary and Secondary Education Act (ESEA). Baker Elementary School received Title I funds for the current year and is current in PI year 5. The district as a whole is in PI year 3. The following table contains the latest PI information for Baker Elementary School and Baker Valley USD.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2007-08	2008-09
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	33.3%

Note: Cells with NA values do not require data.

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	2014-15 Number of Classes*			Avg. Class Size	2015-16 Number of Classes*			Avg. Class Size	2016-17 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	16	1	-	-	8	1	-	-	K-1 Combo 14	1	-	-
1	1-2 Combo	1	-	-	11	1	-	-		1	-	-
2	19	1	-	-	14	1	-	-	2-3 Combo 19	1	-	-
3	24	-	1	-	10	1	-	-		1	-	-
4	4-5 Combo	-	1	-	15	1	-	-	6	1	-	-
5	21	-	1	-	12	1	-	-	15	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 2016–17)

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, a part-time speech pathologist who sees students three days a week, and a part time librarian who is available for one hour every day.

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	--
Counselor (Social/Behavioral or Career Development)	.4	N/A
Library Media Teacher (librarian)	.15	N/A
Library Media Services Staff (paraprofessional)	0	N/A

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Psychologist	.4	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.33	N/A
Resource Specialist (non-teaching)	0	N/A
Other	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
School Site	17,467	4,035	13,432	47,911
District	N/A	N/A	16,165	52,597
Percent Difference – School Site and District	N/A	N/A	-16.91%	-8.91%
State	N/A	N/A	6,574	62,381
Percent Difference – School Site and State	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. Programs purchased in the school year 2016-17, the adoption of GoMath! curricula for grades K to 5.

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. The following is a comparison analysis:

- Beginning teachers earn 3.9% more than the average for similar districts
- Mid-range teachers earn 4.2% less than the average for similar districts
- The highest teacher salary is 8.4% less than the average for similar districts
- The superintendent earns 3.3% less than the average for similar 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
Beginning Teacher Salary	42,000	41,164
Mid-Range Teacher Salary	56,444	61,818
Highest Teacher Salary	70,852	84,567
Average Principal Salary (Elementary)	N/A	96,125
Average Principal Salary (Middle)	N/A	103,336
Average Principal Salary (High)	N/A	101,955
Superintendent Salary	119,648	126,855
Percent of Budget for Teacher Salaries	30%	32%
Percent of Budget for Administrative Salaries	9%	6%

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. Once in a while, however, the county trainers host trainings onsite at our school.

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. The following is a timeline of the implementation of PBIS over the past three years:

2014-15	2015-16	2016-17
<ul style="list-style-type: none"> Coaches and Leadership Team were trained on the foundations of the PBIS at SELPA. Certificated and classified staff met to define acceptable student behavior in different parts of the campus. All staff completed the School Climate Survey to determine the current condition of the school. Bullying prevention-training onsite by SELPA trainers. Monthly Leadership Team meetings to discuss progress and upcoming steps. 	<ul style="list-style-type: none"> Coaches and Leadership Team continue trainings with SELPA on the implementation of the PBIS. All staff met to develop the Behavioral Matrix, which outlines the appropriate behaviors in different parts of campus. The Leadership SWIS/CICO Account training Mari and Team Monthly Leadership Team meetings to discuss progress and upcoming steps. 	<ul style="list-style-type: none"> Coaches and Leadership Team continue trainings with SELPA on supporting PBIS. All staff training from SELPA on an overview of the entire PBIS process. PBIS representative completed a walk around the campus to provide feedback on the current status of PBIS at the school Monthly Leadership Team meetings to discuss progress and upcoming steps.

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 SELPA's 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.