

Wilson Elementary School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Wilson Elementary School
Street	610 Faller Street
City, State, Zip	Sanger, CA 93657
Phone Number	(559) 524-6900
Principal	Ken Garcia
E-mail Address	ken_garcia@sanger.k12.ca.us
Web Site	http://wilson.sanger.k12.ca.us/
CDS Code	10-62414-6007215

District Contact Information	
District Name	Sanger Unified School District
Phone Number	(559) 524-6521
Superintendent	Matt Navo
E-mail Address	matt_navo@sanger.k12.ca.us
Web Site	http://www.sanger.k12.ca.us/

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

Wilson is a TK-- 5th grade elementary school in the Sanger Unified School District. Wilson Elementary is one of 14 elementary schools in the Sanger Unified School District. Wilson Elementary is located in the city of Sanger. The enrollment boundary of Wilson Elementary serves the population that resides in the northeast area of Sanger. Wilson Elementary has an overall enrollment of 432 students. 96% of the Wilson Elementary students are identified as Hispanic, 1% are White. 3% of the students are Pacific Islander, Black, Asian or not reported. All of Wilson Elementary students received free lunch and breakfast. 17 certificated staff members serve students from Transitional Kindergarten through 5th. Wilson Elementary has one principal, a literacy support teacher and a curriculum support provider that assist the certificated staff on curriculum planning, classroom management and instructional support. Wilson Elementary has a variety of multi-tiered programs to support academic, and social needs of our student population. Wilson Elementary has a tiered literacy intervention program that supports students who have not met grade level literacy standards. Wilson Elementary has one full-time reading intervention teacher, one part time reading intervention teacher, one full time English Learner instructional teacher-coordinator and one full time Curriculum Support Provider provided out of supplemental funds. Classroom teachers and Reading intervention support staff work collaboratively to teach specific skills using research based programs and continual progress monitoring to ensure that students are placed in the skill level group. Wilson Elementary incorporates Positive Behavior and Intervention Supports in conjunction with Community of Caring program to help students adjust to school and create a "safe –friendly" environment. The character traits of family, caring, respect, responsibility and trust are emphasized throughout the school and in every classroom. The "Community of Caring" program is integrated into the campus culture and supported by a teachers, parents and students. The "Second-Step" violence program is taught in the classroom and provides all students with the opportunity to learn social and emotional skills. Another component of the "Second Step" is an anti-bullying component that that reinforces positive social behaviors and tools to counteract negative social behaviors that result in bullying behaviors. This program is designed to educate and inform students and families on bullying and prevention processes that will ensure a safe and bully free environment. "Special Friends" is a specialized program that works with our most at-risk students. This program is facilitated and coordinated by a para-professional. Wilson Elementary has a Kindness and Compassion club that is overseen by a part-time counselor. This voluntary club consists of students who serve the school community with acts of kindness and service. Wilson also offers a wide variety of athletic and co-curricular opportunities, including Football, Volleyball, Track, Cross Country, Basketball, Softball, Cheer, Science Olympiad, Jr. Robotics, Music, Art Club, Student Council, and Spelling Bee. Staff members and community volunteers coach all sport teams.

Wilson Elementary School Based Coordination Program consists of supplemental Title I allocations. These allocations and budgets are monitored by the principal, SSC/ELAC, Wilson Elementary Professional Learning Community grade level leaders, and Wilson Elementary Initiative Team. The principal and advisory committees regularly monitors and coordinates budgets, programs and the implementation status of core and supplemental instruction, academic intervention, professional development and community involvement.

To ensure that the needs of all students are met, Wilson Elementary have implemented a variety of instructional strategies, programs, and interventions. The Sanger Unified School District has adopted the Houghton Mifflin Reading Program with SUSD developed Common Core State Standard units and Houghton Mifflin Harcourt California Go Math. These two programs are the foundation for SUSD standards-based curriculum. In addition, SUSD has adopted Scott Foresman History-Social Science for California and Scott Foresman California Science. All students have access to these programs, and every student has his/her own textbook All Wilson Elementary teachers make use of these programs as their core curriculum assessments. For technology, 5th grade students receive one to one iPads. Wilson Elementary has a faculty member who serves as GATE coordinator. The GATE coordinator provides students with supplemental instructional materials to enhance their language arts and mathematics instruction. GATE students will be serviced through Science Olympiad program in preparation for the upcoming Fresno County Science Olympiad Competition to be held in Spring 2017. SUSD has provided Migrant and Homeless services to help these students make a smooth transition to school. SUSD has established a Neighborhood Resource Center at the Wilson Elementary to assist those members of the community who need to access social and academic services.

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

Grade Level	Number of Students
Kindergarten	101
Grade 1	65
Grade 2	75
Grade 3	75
Grade 4	68
Grade 5	68
Total Enrollment	452

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African	0.4
American Indian	0.2
Asian	0.2
Filipino	0
Hispanic or Latino	95.4
Native Hawaiian	0
White	1.3
Two or More	0.2
Socioeconomicall	91.8
English Learners	48.7
Students with	2
Foster Youth	0.7

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	21	22	22	484
Without Full Credential	0	0	0	10
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	4

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	86.5	13.5
High-Poverty Schools in District	86.1	13.9
Low-Poverty Schools in District	100.0	0.0

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

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

Year and month in which data were collected: October 2016

Sanger Unified School District policy is to provide only standards aligned textbooks and Instructional Materials. District adoption of new curriculum, standards and instructional materials follow California Department of Education time lines. Purchases of new texts and supporting materials are based on district adopted curriculum standards. Texts and supporting materials are provided throughout the district on a basis of one per student. Teachers and administrators are trained in instructional methodology (s) in each new curriculum, text or standards adoption at the beginning of the school year. Additional training in support of new curriculum and additional training in existing curriculum is continuous throughout each school year. Teachers and Administrators participate in district provided early release day in-services which are scheduled most Wednesday's of the school year.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	TK Zaner-Bloser, Superkids Reading Curriculum, Text, and Instructional Materials 2013/2014 K-1 Estrellita Dual Language Program Curriculum, Text and Instructional Materials 2016/2017 K-5 Houghton Mifflin Harcourt, -English Language Arts/Reading Curriculum, Text, and Instructional Materials 2005/2006	Yes	0%
Mathematics	K-8 Houghton Mifflin Harcourt Go Math Curriculum, Texts, and Instructional Materials 2014/2015	Yes	0%
Science	K-5 Pearson Science Curriculum and Instructional Materials 2006/2007	Yes	0%
History-Social Science	K-5 Pearson History-Social Science Curriculum, Texts, and Instructional Materials 2005/2006	Yes	0%
Health	Health Curriculum, Texts, and Materials are integrated into the Science Curriculum 2005/2006	Yes	0%
Visual and Performing Arts	K-8th Visual & Performing Arts Curriculum Description: Sanger Unified K-8 school sites do not offer Curriculum, Textbooks or Instructional Materials for Visual and Performing Arts instruction at these grade levels. Instruction in this curriculum may be integrated as class projects or activities.		N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

Sanger Unified retains an independent contractor to provide comprehensive facilities inspection of every school site. This inspection meets or exceeds the criteria of the State of California Williams inspection requirement. The Williams compliance inspections are done by Fresno County Office of Education (FCOE). Only one SUSD site is inspected by Fresno County Office of Education annually for Williams compliance. This site is not a FCOE inspected site. The most recent inspection, either district or Williams, available when this SARC is prepared is utilized for this report. Inspection reports are maintained at the SUSD District Office.

The rating scale used for this inspection is as follows:

99% - 100% = **Exemplary**: School meets most/all standards of good repair. Noted deficiencies, if any, are not significant.

90% - 98.99% = **Good**: School maintained in good repair with some isolated deficiencies from wear/tear or are being mitigated.

75% - 89.99% = **Fair**: School is not in good repair with some critical or widespread deficiencies and repairs are necessary.

00% - 74.99% = **Poor**: School facilities are in poor condition with deficiencies of various degrees throughout and major repairs are necessary.

The results of the most recent report available for this campus are disaggregated below.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 2015, October				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			6 of 50 areas - 73.47% marked as Deficient
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 2015, October				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	20	26	44	47	44	48
Mathematics	18	27	35	37	34	36

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

CAASPP Test Results in ELA by Student Group

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

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	75	75	100.0	22.7
	4	68	68	100.0	29.4
	5	68	68	100.0	26.5
Male	3	43	43	100.0	13.9
	4	37	37	100.0	21.6
	5	32	32	100.0	25.0
Female	3	32	32	100.0	34.4
	4	31	31	100.0	38.7
	5	36	36	100.0	27.8
Hispanic or Latino	3	71	71	100.0	22.5
	4	65	65	100.0	30.8
	5	66	66	100.0	25.8
Socioeconomically Disadvantaged	3	68	68	100.0	19.1
	4	64	64	100.0	26.6
	5	61	61	100.0	22.9
English Learners	3	28	28	100.0	
	4	22	22	100.0	
	5	16	16	100.0	

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	75	75	100.0	28.0
	4	68	68	100.0	30.9
	5	68	68	100.0	20.6
Male	3	43	43	100.0	18.6
	4	37	37	100.0	27.0
	5	32	32	100.0	37.5
Female	3	32	32	100.0	40.6
	4	31	31	100.0	35.5
	5	36	36	100.0	5.6
Hispanic or Latino	3	71	71	100.0	26.8
	4	65	65	100.0	32.3
	5	66	66	100.0	19.7
Socioeconomically Disadvantaged	3	68	68	100.0	26.5
	4	64	64	100.0	28.1
	5	61	61	100.0	18.0
English Learners	3	28	28	100.0	7.1
	4	22	22	100.0	9.1
	5	16	16	100.0	

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	26	21	38	61	54	45	60	56	54

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

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

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

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	68	68	100.0	38.2
Male	32	32	100.0	43.8
Female	36	36	100.0	33.3
Hispanic or Latino	66	66	100.0	36.4
Socioeconomically Disadvantaged	61	61	100.0	34.4
English Learners	16	16	100.0	6.3

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	7.4	30.9	41.2

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

Wilson Elementary School strives to maintain an active Parent Teacher Association (PTA). The Wilson PTA works to support school-wide and individual classroom activities. This often takes the form of support for various holiday activities and cultural celebrations. We welcome volunteers as general help in the office or on the playground or for specific service in a classroom. Anyone wishing to become a member of our PTA may obtain an application at our school. We also have parents serving in elected positions on our English Learner Advisory Committee (ELAC) and School Site Council (SSC). The SSC directs our use of Federal and State Categorical funds. Please contact our office if you are interested in becoming more involved in your children's education.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	1.0	2.0	3.6	4.0	3.7	4.4	3.8	3.7
Expulsions	1.7	0.0	0.0	0.2	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Our school site has a Safe School Plan that is reviewed and updated annually. Plans are reviewed with staff annually often at the beginning of each School Year Wilson's School Site Council (SSC) approves our Safe School Plan. Emergency drills are conducted to prepare students and staff in the event of an emergency. We strive to maintain a safe, healthful, nurturing and orderly school campus that encourages positive attitudes in students and staff. A joint effort between students and staff help keep the campus clean and litter free. Site maintenance staffs survey their campus as the first order of business each day. They insure the campus is clean, any vandalism is corrected, and that the campus is presentable and representative of the priority Sanger School Board sets on safety and appearance. Oversight of Sanger Unified Safe School Plans is through Kevin Edwards, SUSD Director. This site's Safe School Plan was reviewed with site staff. Wilson administration will hold meetings during the 16-17 school year to review school safety and site facilities maintenance and improvement plans.

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2011-2012
Year in Program Improvement*	Year 3	Year 3
Number of Schools Currently in Program Improvement	N/A	8
Percent of Schools Currently in Program Improvement	N/A	53.3

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	23	1	3		20	3	1		24.6		3	
1	20	4			19	4			22.6		3	
2	25		3		25		3		25		3	
3	24		3		25		3		25		3	
4	34			2	36			2	34			2
5	31		3		34			2	34			2

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

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0.6	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.75	N/A
Psychologist	0.5	N/A
Social Worker	0	N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist	1	N/A
Other	0.65	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	8546.89	2144.47	6402.42	63486.00
District	N/A	N/A	\$5,837	\$63,249
Percent Difference: School Site and District	N/A	N/A	9.7	3.9
State	N/A	N/A	\$5,677	\$74,216
Percent Difference: School Site and State	N/A	N/A	19.7	-8.3

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

Types of Services Funded (Fiscal Year 2015-16)

Local Control Funding Formula (LCFF) from the state provides general funding for the base programs and supplemental programs. The LCFF funds are distributed based on the Local Control Accountability Plan (LCAP) adopted by the SUSD board and developed by the district in conjunction with stakeholders including parents, students, school employees and other stakeholders.

Title I, Part A - The purpose of Title I, Part A federal funds help to meet the educational needs of low-achieving students in California's highest-poverty schools. Funds are used to support effective, research-based educational strategies that close the achievement gap between high-and low-performing students and enable the students to meet the state's challenging academic standards. All Sanger Unified Title I schools operate school-wide programs.

Title III Limited English Proficient - The purpose of the Title III Limited English Proficient (LEP) Student Program is to ensure that all LEP students, referred to as English learners in California, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic standards as all other students.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,134	\$44,958
Mid-Range Teacher Salary	\$60,675	\$70,581
Highest Teacher Salary	\$83,206	\$91,469
Average Principal Salary (Elementary)	\$91,168	\$113,994
Average Principal Salary (Middle)	\$95,727	\$120,075
Average Principal Salary (High)	\$105,539	\$130,249
Superintendent Salary	\$192,308	\$218,315
Percent of Budget for Teacher Salaries	33%	38%
Percent of Budget for Administrative Salaries	6%	5%

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

Professional Development (Most Recent Three Years)

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?

All of our professional development is based on the needs of our students and teachers, assessed through observations, surveys, disaggregation of SBAC data, PBIS data and other assessment data. Teachers in Sanger Unified have completed professional training courses designed to support educational priorities and objectives. Staff Development Days are designed to provide continuous learning opportunities for administrators, teachers and classified personnel.

What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?

As a district, we are committed to offering teachers a variety of professional learning opportunities and options for personalized professional development. Sanger Unified provides professional learning in all subjects (Math, STEM, ELA, ELD, Art, assessments etc.) for TK-6th grade teachers throughout the school year. For single-subject teachers, Sanger Unified provides two to four full days of training dedicated to specific initiatives, strategies and frameworks (Guided Reading, Effective Instruction, ELD, Argumentative Writing, Speaking and Listening, Close Reading, Project Based Learning, Universal Design for Learning, etc.) Sanger Unified also offers after-school workshops on various math instructional strategies and routines, after-school technology trainings and Universal Design for Learning trainings. Each year, we offer a district conference where teachers share their best practices with one another. Other professional learning opportunities include optional online professional learning on a variety of topics, like the SAMR model and training on the 4 Cs. Teacher leaders at all sites are given a variety of opportunities to attend national and state conferences and seminars, as to further the collective knowledge of all members of their grade level teams and learning communities. Teachers also have the opportunity to engage in personalized professional development through instructional coaching.

New to the profession Teachers are also supported through the Sanger Unified School District Beginning Teacher Support and Assessment Induction Program (BTSA) and New Teacher Support. A teacher that is teaching under a PIP or STSP, or is an Intern is assigned a mentor that provides the new teacher with a minimum of 4 hours per week of direct or indirect support for his/her individualized professional growth. In addition, the teachers attend required professional development provided by the district and school site. New teachers that have a preliminary credential participate in our formal BTSA Induction Program. Teachers participating in BTSA receive support from a trained support provider for two years. The Sanger BTSA Induction program uses the "just-in-time" concept of mentoring and the Formative Assessment for California Teachers (FACT) formative assessment to guide new teachers in their individualized professional growth plans. New teachers, along with their mentors (support providers) attend 4 Network meetings together over the 2 years. In addition, the program may offer additional professional development offerings based on participant request and through surveys that include the following: Classroom Management, Conducting Parent Teacher Conferences/Parent communication, Meeting the needs of special needs students, Technology, Writing, etc. Sanger Unified's BTSA Induction Program provides support and assessment opportunities for all first and second year Participating Teachers to increase understanding of their own professional development, which will enable them to more effectively meet the diverse learning needs of their students. The mentors, called support providers, are trained in cognitive coaching, working with adult learners, and FACT. Support Providers attend a two-day training their first year and a one day Refresher every year after. In addition SPs are required to attend an orientation, and 2 after school trainings each year to work on their mentoring skills.

How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)? With so many district initiatives, it is essential to have support for all teachers and administrators during implementation. Through many of our contracted trainings (Guided Reading, Project Based Learning), our expert trainers provide on-site support and follow up personalized coaching. There are varied levels of support, both at the site and district level. At school sites, teachers are supported during implementation by their grade-level or content colleagues through Professional Learning Communities. In addition, Curriculum Support Providers, Literacy Specialist Teachers, (Teachers on Special Assignment) and administrators provide on-site support. District support is provided at the PLC level through collaborative unit/lesson planning and facilitated curriculum curating experiences.

All of our professional development is based on our students and teachers needs. Teachers in Sanger Unified have completed professional training courses designed to support educational priorities and objectives. Staff Development Days are designed to provide continuous learning opportunities for administrators, teachers and classified personnel.

Sanger Unified uses Staff Development Days and support from site level Curriculum Support Providers and district level District Instructional Specialists to assist teachers in classroom instructional strategies. The district provided a strong base for Common Core English Language Arts Implementation over the last few years through professional development focused on academic vocabulary, content reading and writing, as well as thinking maps. This year the district will provide an extensive Math training on the mathematical strategies and Common Core Math standards. Further English Language Arts professional development will focus on Close Reading, Text dependent questions, and collaborative conversations.

New to the profession Teachers are also supported through the Sanger Unified School District Beginning Teacher Support and Assessment Induction Program (BTSA). Teachers participating in BTSA receive support from a trained support provider for two years. The Sanger BTSA program uses the Formative Assessment for California Teachers (FACT) formative assessment to guide "new" teachers in their professional growth. The Sanger BTSA program also provides a menu of professional development opportunities for BTSA Participating Teachers, Support Providers, and invites all teachers in the district to participate, if the topic meets their need. The menu of professional development offerings include the following: Classroom Management, Conducting Parent Teacher Conferences/Parent communication, Meeting the needs of special needs students, Technology, Writing, etc. Sanger Unified's BTSA Induction Program provides support and assessment opportunities for all first and second year Participating Teachers to increase understanding of their own professional development, which will enable them to more effectively meet the diverse learning needs of their students.

In addition to staff development days, teachers participate in workshops and conferences on the following: Literacy Strategies, Writing, Reading and Literacy Training, and ongoing SBE textbook adoption in-services are provided throughout the first 2-years of a curriculum, text implementation period. In-services in Effective Instructional Strategies, Professional Learning Communities, and strategies for English Learners are also provided.