



# Mary Buren Elementary School

1050 Peralta St., P.O. Box 788 • Guadalupe, CA 93434-0788 • (805) 343-2411 • Grades P-4

Ms. Maria Gonzalez, Principal

mbprincipal@gusdbobcats.com

## 2019-20 School Accountability Report Card Published During the 2020-21 School Year



### Guadalupe Union Elementary School District

4465 Ninth St., P.O. Box 788

Guadalupe, CA 93434-0788

(805) 343-2114

[www.guadusd.org/](http://www.guadusd.org/)

#### District Governing Board

Sheila Marie Cepeda

**Member**

Jose Pereyra

**President**

Diana Arriola

**Member**

Maria Luisa Baro

**Clerk**

Raul Rodriguez Jr.

**Vice-President**

Dr. Handall

**Secretary**

#### District Administration

Dr. Emilio Handall

**Superintendent**

Gina Branum

**Assistant Superintendent of  
Curriculum and Instruction**

Dena Boortz

**Chief Business Official**

Nathan Moreno

**Special Education Director**

Angela Soares

**Pupil Services Coordinator**

Alejandra Serrato Mora

**ASES Program Supervisor**

### MISSION STATEMENT:

"The Guadalupe Union School District will provide each student with the academic, social, and technological skills that will prepare them for a successful high school experience. In collaboration with parents and community, we will assist our students in becoming independent thinkers, lifelong learners, college and career-oriented, and responsible, productive members of society."

### CORE VALUES and BELIEFS:

The Guadalupe Union School District Board of Trustees value and believe in:

- Ensuring our students receive a high-quality education in a nurturing environment.
- Partnering with parents and the community to ensure every student reaches their full potential.
- Teaching students how to create and maintain positive relationships.
- Using technology in a safe, productive, and innovative manner.

### COMMUNITY DESCRIPTION

The Guadalupe Union School District (TK-8) is located on the beautiful California Central Coast, approximately 70 miles north of Santa Barbara and 32 miles south of San Luis Obispo. The city which is situated in the northwest section of Santa Barbara County has a population of approximately 7,000 residents.

Guadalupe is located in the rural agricultural section of the greater Santa Maria Valley. Agriculture is the biggest industry in and around the city. Our district serves families of Guadalupe as well as families from the neighboring farms and ranches. Many of our students come from migrant families. Enrollment in November 2020, was 1,292 students in Kindergarten through 8th Grade. The student population is 95.74% Hispanic, 2.24% White, .39% Black, .15% Asian, .54% American Indian or Alaska Native, .08% Pacific Islander and .54% Multiple.

### FROM THE PRINCIPAL

Welcome to the Mary Buren Elementary Annual School Accountability Report Card (SARC). Every school in California is required by state law to publish a school-specific SARC, by February 1 of each year. The SARC contains information about the condition and performance of each California public school. We appreciate you taking the time to read our SARC and become better informed about our school.

At Mary Buren Elementary, we believe preparing students for college and career readiness begins as early as Transitional Kindergarten. As an AVID Elementary school, we teach students, early on, fundamental learning, study, and academic behavioral skills. Our dedicated and highly qualified staff takes great pride in authentically knowing every student to ensure they thrive as learners.

Our vision is to provide every Mary Buren Elementary student the academic and social-emotional foundation for college and career readiness and success in a global society. To ensure this, we:

- Commit to a safe and engaging learning environment.
- Hold high academic and social-emotional expectations for all students.
- Build positive relationships with students, families, and the community.
- Provide rigorous, innovative, teaching and learning enhanced with arts, science, and technology.
- Value families as partners in providing the best possible educational experience to our students.
- Collaborate to review data, share teaching and learning strategies, and continually grow our practice.

## About the SARC

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

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

## 2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	155
Grade 1	124
Grade 2	172
Grade 3	135
Grade 4	138
Total Enrollment	724

## 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	0.6
Asian	0.3
Filipino	0.4
Hispanic or Latino	95.7
Native Hawaiian or Pacific Islander	0.1
White	2.2
Two or More Races	0.3
Socioeconomically Disadvantaged	83
English Learners	63.5
Students with Disabilities	6.5
Foster Youth	0.7
Homeless	5

## 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 for Mary Buren	18-19	19-20	20-21
With Full Credential	39	40	41
Without Full Credential	2	1	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Guadalupe Union	18-19	19-20	20-21
With Full Credential	♦	♦	68
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	1

## Teacher Misassignments and Vacant Teacher Positions at Mary Buren Elementary School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

Guadalupe Union School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support instructional programs. As a result of the site review in September 2020, pursuant to the Williams Settlement, Guadalupe Union School District had zero findings and was determined to have (1) "sufficient" standards-aligned instructional materials in four core subject areas, (2) facility conditions that do not "poses an emergency or urgent threat to the health or safety of pupils or staff", and (3) the schools provide accurate data on the annual school accountability report card related to the sufficiency of instructional materials and the safety, cleanliness, and adequacy of school facilities.

All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects, health, and visual and performing arts for use in the classroom and to take home. Textbooks in all subject areas are aligned with the California Content Standards and are selected from the state's most recent list of standards-based materials. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making textbooks used in the school the most current available.

The table displays information collected about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

### Textbooks and Instructional Materials

Year and month in which data were collected: September 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	K-4 - Wonders/Maravillas; McGraw Hill. Adoption year 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	K-4 - Eureka Math. Adoption year 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	K-4 - Harcourt Brace. Adoption year 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	K-5 - My World/Mi Mundo; Pearson. Adoption year 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	Positive Prevention Plus The textbooks listed are from most recent adoption: Yes

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

Built in 1974, Mary Buren Elementary School is situated on nine acres. School facilities span 67,600 square feet, and include 42 classrooms, a library, computer lab, cafeteria, administrative offices, restrooms and storage rooms. The November 2016 election addressed the need for a school facilities bond, allowing for the construction of 8 new classrooms at Kermit Intermediate School. The facility strongly supports teaching and learning through its ample classroom and playground space.

In 2019, Guadalupe Union School District was awarded a Full-Day Kindergarten Grant for three (3) million dollars. The grant funds will be used to construct five (5) kindergarten classrooms. The project is designed to provide a secure kindergarten section on campus with designated play areas as separate entrances and exits for kindergartners. This will result in an overall increase of two (2) classrooms since three (3) classrooms will be removed during the construction.

Developers are constructing a new housing development within the city. During the course of the next few years as the new (800) homes are built, it is estimated that 448 new students will enroll in our district. It is estimated that each new residential unit will generate 0.6 students for grades kindergarten through eighth grade. Until the new housing development is complete and a new junior high school is built, adequate facilities will continue to be a challenge. The Guadalupe Union School District participates in the State Financial Hardship program which provides assistance for districts that cannot provide all or part of their local share for a School Facility project.

Future planned projects include upgrading of bell and intercom system; expansion of buzzer and camera system for entering main building; installation of water hydration and drinking fountains; and roofing.

### MAINTENANCE REPAIR

Safety concerns are the number one priority of the Maintenance and Operations department. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working are completed in a timely manner. A work order process is used to ensure efficient service and that emergency and safety related repairs are given the highest priority.

## CLEANING PROCESS AND SCHEDULE

The district governing board has adopted cleaning standards for all schools in the district. All schools are cleaned daily. A summary of these standards is available at the school office of the district office. The site administration team works with the maintenance, custodial and operational staff to develop preventative maintenance and cleaning schedules to ensure a clean, safe campus.

## School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month in which data were collected: December 2020**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	26	N/A	25	N/A	50	N/A
Math	19	N/A	15	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and High School

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science		N/A		N/A		N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

### 2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

**CAASPP Test Results in Science by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2020-21)

Parents and the community are very supportive of the education program at Mary Buren Elementary School. Students benefit from a variety of community and parent-led programs, as well as attend schoolwide committees and councils such as the English Learner Advisory Council (ELAC/DELAC), Migrant Education Parent Advisory Council, and School Site Council. They offer opportunities for parent input and engagement in school and district decision-making. Community organizations such as the YMCA, Boys & Girls Club, ASES, etc. partner with our school district to improve and increase student support opportunities. Parents and community members can contact our front office at (805) 343-2411 for more information regarding the organizations we have partnered with and to gather more information on how parents/community members can volunteer at Mary Buren Elementary.

Parents are encouraged to be involved in their child's education through volunteering in the classroom, as well as attending school-wide events held throughout the year. Parents are kept abreast of school activities through social media, communication platform Parent Square and school newsletters for activities such as Back-to-School Night, Open House, classroom events, and/or student recognition assemblies.

**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.

**School Safety Plan (School Year 2020-2021)**

Due to the current COVID-19 State-mandated school closure, Mary Buren Elementary School offers online instruction to the majority of the student body with limited access to on-campus instruction for students participating in ASES and Extended Learning Care Center through the Santa Maria YMCA. Mary Buren Elementary staff are required to do a passive self-screen and submit by 8:00 am prior to entering school grounds. Students and adults entering school grounds are asked symptoms screening questions and checked for temperatures. Visitors have limited access to school grounds and are required to sign in and wear visitor badges during their stay. The School resource officer is available when called for assistance. During lunch, recess breaks, and before and after school, students follow the CDC guidelines, maintain 6 feet social distancing, continuous hand washing, etc. Program supervisors supervise students on school grounds, playgrounds, and including the cafeteria, to ensure a safe and orderly environment.

The comprehensive Safe School Plan was developed by the district to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their safe school plans; the current status of school crime, child abuse reporting procedures, disaster procedures, routine, and emergency policies related to suspension and expulsion, notification to teachers, sexual harassment policy, provision of a school-wide dress code, safe ingress and egress of pupils, parents, and school employees, safe and orderly school environment, and school rules and procedures.

The school evaluates the plan annually and updates it as needed. Safety procedures, including elements of the Safe School Plan, are reviewed with school and District staff throughout the school year during various safety training opportunities and emergency drills. The plan was last updated and reviewed with the school staff in January 2020.

**Suspensions and Expulsions**

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	1.6	1.3	3.8	5.2	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

**Suspensions and Expulsions for School Year 2019-2020 Only**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.4	1.9	
Expulsions	0	0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

**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.

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

Title	Ratio
Academic Counselor*	0

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



**Student Support Services Staff (School Year 2019-2020)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.8
Resource Specialist (non-teaching)	
Other	2

\*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.

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

Grade Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	22	3	6		18	3	6	6	25			
1	23		6		22		7		22		5	
2	26		5		22		6		28	5	1	
3	21	1	4		26		5		23		5	
4	25		6		27		4		27		5	
5	24	1	5									
Other**					10	1			17	2	2	

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

\*\* "Other" category is for multi-grade level classes.

**Professional Development (Most Recent Three Years)**

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	4	3	4

Professional development is based on identified needs in support of student achievement. Curriculum, assessment data, California Content Standards and statewide assessment measures in all core content areas, as well as those associated with bilingual programs, are utilized for analysis, discussion, and professional development planning. All student subgroups (English Learner, Low Income, Students with Disabilities (SWD), Homeless and Foster Youth, grade levels, etc. are considered in developing and determining professional development actions. Instructional materials adoptions, supplemental support programs, AVID, local assessment, and progress monitoring tools and protocols, and additional programs are supported by teacher development via dedicated non-student professional development days, during and after school training, release time for teacher collaboration, participation in off-site conferences and professional growth workshops (e.g. workshops and Equity, Opening Doors to Equity in Guadalupe Union School District with Dr. Arriaga) and provide ongoing opportunities throughout the year.

#### FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,753	\$50,574
Mid-Range Teacher Salary	\$77,144	\$76,649
Highest Teacher Salary	\$103,464	\$98,993
Average Principal Salary (ES)	\$106,196	\$125,150
Average Principal Salary (MS)	\$139,728	\$129,394
Average Principal Salary (HS)		\$122,053
Superintendent Salary	\$170,341	\$193,925

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35.0	34.0
Administrative Salaries	6.0	6.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

#### Types of Services Funded

The funding sources listed below help support the following areas; provide homeless students transportation to and from school campuses, purchase of adopted ELA/SLA reading programs, provide teachers professional development to support implementation with math, reading, and ELD curricular programs, and offer students after-school intervention to support students achieve grade-level standards as well as offering enrichment activities. In addition to intervention, funds help support special programs (ASES) offered after-school.

Title I, Title II, Title III, Migrant Education, Title IV, LCFF, Home-to-School Transportation, Special Education, AVID, After School Education and Safety, (ASES), After School Tutoring, Intensive Reading and Math support classes, Newcomer supports, English Learner services, Supplemental Instructional Materials, Homeless student transportation, and Staff Development.

#### DataQuest

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

#### California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$10,340	\$1,091	\$9,249	\$79,921
District	N/A	N/A	\$9,249	\$83,598
State	N/A	N/A	\$7,750	\$80,565

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	0.0	-4.5
School Site/ State	17.6	-0.8

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