

# Blaker-Kinser Junior High 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)**

<b>School Contact Information</b>	
<b>School Name</b>	Blaker-Kinser Junior High School
<b>Street</b>	1601 Kinser Rd.
<b>City, State, Zip</b>	Ceres, CA 95307-0307
<b>Phone Number</b>	209.556-1810
<b>Principal</b>	Paul Rutishauser
<b>E-mail Address</b>	<a href="mailto:prutishauser@ceres.k12.ca.us">prutishauser@ceres.k12.ca.us</a>
<b>Web Site</b>	<a href="http://ceresblaker.sharpschool.net/">http://ceresblaker.sharpschool.net/</a>
<b>CDS Code</b>	50-71043-6112346

<b>District Contact Information</b>	
<b>District Name</b>	Ceres Unified School District
<b>Phone Number</b>	209.556.1500
<b>Superintendent</b>	Dr. Scott Siegel, Ed.D
<b>E-mail Address</b>	jbeltran@ceres.k12.ca.us
<b>Web Site</b>	www.ceres.k12.ca.us

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

Blaker-Kinser Junior High is located in the community of Ceres in the central San Joaquin Valley. The school enrollment is 708 7th and 8th grade students, with an average of 95.74% average daily attendance. The ethnic composition of the student population is 87.4% Hispanic, 6.6% White, not of Hispanic origin, 6.6% Asian, 3.8% African American, 1.6% American Indian, 0% Other. English learners comprise 13.8% of our student population and 95.74% of the students qualify for the National School Lunch Program.

The original school campus was built in 1994 (Phase I) and the buildings have been well maintained. Phase II was completed in 1998 with the addition of six classrooms, a music building, art building, technology building, home economics building and gymnasium. Construction on six additional classrooms was completed in the late fall of 2006. The school is nicely landscaped and encompasses 23 acres. The grounds include pickle ball courts, ¼ mile track, football field, soccer fields, basketball courts and two softball diamonds.

The Blaker-Kinser staff includes 29 certificated teachers, a principal, an assistant principal, one learning directors, and an administrative assistant. In 2015-2016, all the teachers met the rigorous NCLB criteria to be highly qualified in their subject area. Specialized programs include music, art, technology, as well as four special education teachers. Support staff include one part time nurse, one full time health clerk, one part time general education school psychologist, one part time special education school psychologist, one full time mental health clinician, an office manager, three full time secretaries, one part time attendance clerk, one part time ASB clerk, one library media clerk, one full time campus supervisor, three campus supervision assistants, six paraprofessionals, four custodians, and six cafeteria employees.

Parent involvement is highly encouraged by all staff members. We have an active School Site Council, English Learner Advisory Committee, and Family Engagement Committee. Parents are invited to attend all school events, including Back to School Night, parent/teacher conferences, sporting events, performances, and monthly technology sessions. Blaker-Kinser has also enjoyed an increasing amount of community support as demonstrated by local businesses donating time and money to our programs.

The school staff encourages parent participation on campus in an ongoing effort to make parents an integral part of the education of their children. Parents are welcome to visit classrooms and often volunteer to supervise school sponsored events such as school dances and chaperoning field trips. Information regarding upcoming events and special activities is sent home regularly through the Connect Ed phone messaging system, Remind101 text messages, personal phone calls, school website and monthly newsletters. Regular communication between home and school is an important factor in student success.

Blaker-Kinser Junior High School uses site-based teams, with the goal of increasing communication and collaboration among all stakeholders. Teams comprised of teachers, administrators, classified staff, parents and students address specific areas of concern to the school community. Feedback is then given to the Department Leader Committee, the School Site Council, and the English Learner Advisory Committee (ELAC), which provide input and report back to the school staff.

Over the past few years, Blaker-Kinser teachers and administrators attended Professional Learning Communities conferences to learn more about creating professional learning communities and leading staff development. New teachers and staff will continue to attend PLC conferences to ensure consistent team practices. During the 2015-16 school year, planning time will continue to be used to implement Professional Learning Communities at Blaker-Kinser.

As a Program Improvement school, we are working with our district to plan and implement an alternative governance plan to improve student achievement.

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

Grade Level	Number of Students
Grade 7	365
Grade 8	352
<b>Total Enrollment</b>	<b>717</b>

### Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	0.1
Asian	3.2
Filipino	0.4
Hispanic or Latino	86.8
Native Hawaiian or Pacific Islander	0.3
White	6.8
Two or More Races	0.8
Socioeconomically Disadvantaged	87.4
English Learners	19.2
Students with Disabilities	11.6
Foster Youth	0.3

## 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	25	27	29	
Without Full Credential	3	3	0	
Teaching Outside Subject Area of Competence (with full credential)	3	5	4	

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
<b>Total Teacher Misassignments *</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Vacant Teacher Positions</b>	<b>0</b>	<b>0</b>	<b>0</b>

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
<b>This School</b>	95.5	4.5
<b>All Schools in District</b>	94.3	5.8
<b>High-Poverty Schools in District</b>	94.6	5.5
<b>Low-Poverty Schools in District</b>	78.6	21.4

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:** 8/15

Each year the Ceres Unified School District Board of Trustees holds a public hearing to comply with the requirements of Education Code 60119, which ensures the sufficiency of instructional materials in the school district. In addition, within 8 weeks of the start of school the Board of Trustees holds a public hearing to make a determination through a resolution that every student has sufficient textbooks or instructional materials in the four core subjects of reading/language arts, mathematics, science, and history-social science. This public hearing is held to satisfy the requirements under the Williams Act.

In 2015 CUSD adopted an computer based curriculum available to student both on and offline. This was recommended by the Math Committee and approved by the CUSD Board. Student Chromebooks were equipped with the HMH Math Go Math! application prior to being dispersed district wide for the 2015-16 school year.

7-8

Holt Literature and Language 2003

Prentice Hall Science and Technology 2008

Printice Hall Social Science 2006

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	7-8 Holt Literature and Language 2003	Yes	0%
<b>Mathematics</b>	HMH Math Go Math 2015	Yes	0%
<b>Science</b>	Prentice Hall Science and Technology 2008	Yes	0%
<b>History-Social Science</b>	Printice Hall Social Science 2006	Yes	0%
<b>Foreign Language</b>	Yes	Yes	0%
<b>Health</b>	Yes	Yes	0%
<b>Visual and Performing Arts</b>	Yes	Yes	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	Yes	Yes	

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

Blaker-Kinser has a safe, clean, well-maintained campus that includes a cafeteria, gymnasium, football field, baseball diamonds, a track, and soccer fields. Many community groups in Ceres utilize our facility due to the quality of the facility.

**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: 9/2/16				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: 9/2/16				
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	29	36	35	39	44	48
Mathematics	13	12	20	20	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	7	358	354	98.9	38.1
	8	359	356	99.2	34.8
Male	7	181	180	99.5	31.1
	8	181	180	99.5	34.4
Female	7	177	174	98.3	45.4
	8	178	176	98.9	35.2
Asian	7	11	11	100.0	54.5
	8	13	13	100.0	46.1
Hispanic or Latino	7	311	308	99.0	37.3
	8	315	312	99.0	35.3
White	7	27	27	100.0	37.0
	8	21	21	100.0	19.1
Socioeconomically Disadvantaged	7	318	314	98.7	35.7
	8	325	322	99.1	32.6
English Learners	7	49	48	98.0	2.1
	8	35	34	97.1	
Students with Disabilities	7	36	35	97.2	5.7

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	8	33	32	97.0	6.3
<b>Students Receiving Migrant Education Services</b>	7	15	15	100.0	20.0
	8	11	10	90.9	40.0

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
<b>All Students</b>	7	358	354	98.9	9.3
	8	358	354	98.9	9.3
<b>Male</b>	7	181	180	99.5	8.9
	8	181	180	99.5	8.9
<b>Female</b>	7	177	174	98.3	9.8
	8	177	174	98.3	9.8
<b>Asian</b>	7	11	11	100.0	18.2
	8	11	11	100.0	18.2
<b>Hispanic or Latino</b>	7	311	308	99.0	8.8
	8	311	308	99.0	8.8
<b>White</b>	7	27	27	100.0	7.4
	8	27	27	100.0	7.4
<b>Socioeconomically Disadvantaged</b>	7	318	314	98.7	8.9
	8	318	314	98.7	8.9
<b>English Learners</b>	7	49	48	98.0	2.1
	8	49	48	98.0	2.1
<b>Students with Disabilities</b>	7	36	35	97.2	
	8	36	35	97.2	
<b>Students Receiving Migrant Education Services</b>	7	15	15	100.0	6.7
	8	15	15	100.0	6.7

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
<b>Science (grades 5, 8, and 10)</b>	61	63	57	56	50	47	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	357	354	99.2	56.8
Male	181	180	99.5	59.4
Female	176	174	98.9	54.0
Asian	13	13	100.0	61.5
Hispanic or Latino	314	311	99.0	56.9
White	20	20	100.0	55.0
Socioeconomically Disadvantaged	323	320	99.1	56.6
English Learners	35	34	97.1	20.6
Students with Disabilities	33	32	97.0	9.4
Students Receiving Migrant Education Services	11	10	90.9	40.0

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
7	22.1	23.5	23.8

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)

Blaker-Kinser Junior High School is a Family Friendly School offering a variety of opportunities to families so they may contribute to the success of their students and be engaged in the school community as a whole. The school has scheduled meetings throughout the year that support family involvement through our School Site Council, Family Engagement Team, English Language Advisory Committee, and Coffee Connect administrator/family gatherings. Opportunities for volunteerism are publicized at our Shark Migration orientation, monthly newsletters, and through personal invitation by administration and Family Engagement Leadership Team. Parents often assist with student extracurricular activities, front office assistance, field trips, fundraising, and planning future events. Courses for parents and guardians related to supporting their students through school and into college or careers are offered every other year through the Parent Institute for Quality Education. Our Connect Ed phone system and Remind 101 allows teachers and our office to communicate with parents through messages in their home language throughout the year. Formal parent/teacher conferences occur twice a year, and as needed meetings take place throughout the school year. All of our meetings, phone calls, and print information are in both English and Spanish. For information about these family opportunities, contact the Assistant Principal, Angelica Mariscal, 209-556-1810.

### 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
<b>Suspensions</b>	21.3	27.3	12.7	9.8	8.6	7.7	4.4	3.8	3.7
<b>Expulsions</b>	0.5	1.2	0.7	0.1	0.1	0.2	0.1	0.1	0.1

#### School Safety Plan (School Year 2016-17)

The Safe School Plan is reviewed each year with all school stakeholders including students, staff, and parents in School Site Council. Input is taken from all groups through meetings and surveys in the fall and needed revisions will be made in January of each year. The plan will then be submitted to the School Site Council in February and then the School Board for approval by March. The plan addresses issues of school climate and the school's physical environment. The school's Foundation Team, "Renaissance /PRIDE", observe, review data, evaluate, and revise activities in these two areas throughout the year as needed. The Renaissance/PRIDE Team contains members of teaching staff, administration, and students. Blaker-Kinser Jr. High has three goals that relate to school climate including: school-wide rules and procedures, high risk behaviors, and student motivation and connectedness. Activities to address bullying, attendance, student activities, conflict resolution and counseling needs have been a focus in this area. The category of the school's physical environment has three goals as well, including: disaster preparedness, arrival and dismissal procedures, and improved security and supervision.

## 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	2006-2007	2008-2009
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	17
Percent of Schools Currently in Program Improvement	N/A	77.3

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

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

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	27	5	9	11	27	5	16	6	27	5	16	6
Mathematics	27	5	12	8	29	2	13	10	29	2	13	10
Science	31	2	8	10	29	2	13	8	29	2	13	8
Social Science	29	2	13	6	29	3	10	10	29	3	10	10

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### 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	1	708
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	0.5	N/A
Social Worker		N/A
Nurse	0.4	N/A
Speech/Language/Hearing Specialist	.2	N/A
Resource Specialist	2	N/A
Other		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	8,170.60	1,857.61	6,312.99	72,922.78
District	N/A	N/A	6,451.10	76,084.71
Percent Difference: School Site and District	N/A	N/A	-2.1	-4.2
State	N/A	N/A		
Percent Difference: School Site and State	N/A	N/A	9.1	-0.3

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

### Types of Services Funded (Fiscal Year 2015-16)

The new Local Control Funding Formula (LCFF) allows more flexibility in terms of how funds are being used to help students. Though more funds can be used with less restriction on specific demographics or categories of students, monies used must relate directly to goals identified in Local Control Accountability Plan (LCAP). This ensures all expenditures are accounted for and used responsibly towards achieving goals identified by the district and governing board. The Single Plan for Student Achievement identifies areas of focus for the school site. A majority of the funds are used for supplemental materials for instruction, professional development for teachers, and continuing to progress as a family friendly school.

### Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,949	\$44,958
Mid-Range Teacher Salary	\$69,761	\$70,581
Highest Teacher Salary	\$93,687	\$91,469
Average Principal Salary (Elementary)	\$106,465	\$113,994
Average Principal Salary (Middle)	\$113,577	\$120,075
Average Principal Salary (High)	\$126,988	\$130,249
Superintendent Salary	\$198,591	\$218,315
Percent of Budget for Teacher Salaries	36%	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)

Staff development is a critical component to teacher and student success, and Ceres Unified School District is dedicated to a variety of professional development opportunities for staff. Monday after school is dedicated to department and grade level meeting times, for teachers to collaborate, learn strategies, and develop action plans to meet identified student needs. In addition, staff has additional time during late start planning days to meet and collaborate.

All Language Arts teachers have had the AB466 Holt Instruction training and have fully implemented the Holt curriculum at Blaker-Kinser. In addition to this training, the entire Blaker-Kinser staff has had training in instructional strategies that include school-wide literacy training, academic vocabulary, power writing, and EL strategies. Blaker-Kinser had 18 collaborative training days in the 2014-2015 school year and had 22 collaborative days during the 2015-2016 school year. All departments will continue to meet with district coaches throughout the year during structured Lesson Study. All teachers participated in the Ceres Certification of Direction Instruction professional development provided by our district coaches. 13 teachers have completed certification for Direct Instruction with several more working towards this goal. In addition, many BK teachers participated in voluntary summer academies focused on Science, Literacy, and Math.

All Blaker-Kinser faculty and administrators have attended Professional Learning Communities at Work conferences.

The district participates in BTSA, PAR, and other county and state approved formal training programs dedicated to improving teacher quality. In addition, the district fully supports classroom teachers with a cadre of full time staff developer/coaches who can assist with the implementation of curriculum and strategies.

School sites must include a professional development plan and budget in their school site plan. Activities can include attendance at summer institutes, after school or Saturday workshops, teacher release days to attend conferences, and grade level or department release days for in depth professional development. All professional development is aligned to the district strategic plan. The goal of all professional development is to increase student achievement.