

Nell Dawson Elementary School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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.

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.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Nell Dawson Elementary School
Street	1303 Sunset Ave.
City, State, Zip	Coalinga, CA 93210-2927
Phone Number	(559) 935-7580
Principal	Mrs. Kimberly Baugh, Principal
Email Address	kbaugh@chusd.org
Website	www.chusd.org
County-District-School (CDS) Code	10-62125-6110225

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Coalinga-Huron Unified School District
Phone Number	(559) 935-7500
Superintendent	Lori Villanueva
Email Address	lvillanueva@chusd.org
Website	http://www.chusd.org

School Description and Mission Statement (School Year 2020-2021)

Dawson Elementary is located in the community of Coalinga in the Central San Joaquin Valley. It is a 2nd and 3rd grade school, and has an enrollment of approximately 419 students. It also has SDC-LH for 2-3 students and SDC- SH for K-5. The school operates on a traditional school calendar.

Dawson Elementary is proud of our students, staff, and parents, as well as our educational goals and activities. We wish to collaborate with the parents to help our students develop the skills necessary for a successful life, and we are committed to providing a strong instructional program for all students to ensure excellence in education. We have high expectations for our students and believe that Dawson Elementary School offers an excellent educational program.

Vision Statement

Nell Dawson Elementary will be a safe, compassionate community of lifelong learners who are self motivated to persevere with a growth mindset to be college and career ready citizens who function positively in society.

Mission Statement

Engage all students in communication, collaboration, critical thought, and the creative process in order to become empowered 21st Century learners.

- Create a positive inclusive environment and a safe school community.
- Communication and collaboration among all of the stakeholders will be open, encouraged and ongoing.
- Meet students' needs on multiple levels through effective instructional strategies.
- Use data to monitor, adjust, and improve upon student learning and teaching practices.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 2	229
Grade 3	228
Grade 4	2
Grade 5	1
Total Enrollment	460

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0.2
Asian	0.4
Filipino	0.4
Hispanic or Latino	82.6
White	12.8
Two or More Races	1.3
Socioeconomically Disadvantaged	87.8
English Learners	30.4
Students with Disabilities	6.3
Foster Youth	0.2
Homeless	1.1

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

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	18	19	18	183
Without Full Credential	3	3	3	20
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: August 2020

All Dawson Elementary students have the required adopted curriculum and instructional materials, including textbooks and consumable materials and supplies.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill Wonders 2017-18	Yes	0
Mathematics	Houghton Mifflin Harcourt Go Math 2015-16	Yes	0
Science	MacMillan-McGraw California Science 2007	Yes	0
History-Social Science	Scott Foresman Our Communities 2006 (K-3)	Yes	0

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

School Facility Conditions and Planned Improvements

The Williams compliance inspections are done by Fresno County Superintendent of Schools (FCSS). All sites in CHUSD are inspected by FCSS annually for Williams compliance. CHUSD maintenance department inspects annually for Dawson Elementary, and it was completed on September 21, 2020 for this 2020-21 school year. The most recent inspection, either district or Williams, is available when this SARC is prepared and utilized for this report. Inspection reports are maintained at the CHUSD maintenance department. Our school has security fencing on the inner parts of our campus. All buildings are clean and safe, and air conditioning and heating are in good working order. Custodial services and maintenance are performed daily. The grounds are well maintained. Routine maintenance tasks on the building and grounds are handled by the district Maintenance Department.

School Facility Good Repair Status

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 of the most recent FIT report: September 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Men's restroom between lounge & library needs cleaning. Completed on 11-16-20.
Electrical: Electrical	Fair	Added 5 light fixture covers: one to hallway (12-16-20), one to teacher lounge entrance, and one to restroom (11-16-20), one inside Multi-Purpose Room, and one in west end storage room (11-16-20). Replaced burned bulb in restroom (11-16-20). Added light covers to all exterior hallways and repaired nonfunctioning lights (12-16-20). Repaired light fixture in Classroom D201 (12-17-20). Repaired loose light cover in 200 & 400 wing restroom (11-16-20).
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Poor	Repaired broken soap dispenser in 200 & 400 wing restroom (11-16-20). Drinking fountain out of service due to rust, repaired on 12-4-20.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	29	N/A	30	N/A	50	N/A
Mathematics (grades 3-8 and 11)	29	N/A	17	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 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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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.

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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	--	N/A	12	N/A	30	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.

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.

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.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	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.

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 2020-2021)

Dawson Elementary parents serve in elected positions on our School Site Council (SSC) comprised of teachers, parents, and classified employees that work with the principal to develop, review, and evaluate school improvement programs and school budgets. The SSC also considers the goals of the school and district, and then works with the principal to evaluate the school's progress toward those goals. Dawson Elementary holds regular School Site Council meetings, and meeting dates are posted on the indoor and outdoor enclosed bulletin board, and AERIES notifications are sent out.

Dawson Elementary parents also serve in elected positions in our English Language Advisory Committee (ELAC) whose purpose is to provide parents of English Learners opportunities to learn more about programs offered to their students and advise the principal and school staff on the most positive and effective actions to improve learning of English Learners. ELAC also advises the principal and school staff on programs and services for English learners and the SSC on the development of the Single School Plan for Student Achievement. ELAC meetings are held regularly. Meeting dates are posted on the indoor and outdoor enclosed bulletin boards, and AERIES notifications are sent out.

Dawson Elementary is a part of the Coalinga Huron Unified School (CHUSD) District English Language Advisory Committee (DELAC). The committee is comprised of school staff, parents of English learner students, other parents, and community members who are interested in English learner programs. The overall goal of the DELAC is to inform, educate, and involve the parents of our English Learners in the education of their children so that our ELs can master Academic English rapidly and effectively. DELAC meetings are held quarterly. Parents also have the opportunity to provide input during our LCAP stakeholder meetings held regularly and notification sent via AERIES and posted on enclosed outdoor & indoor bulletin boards.

Dawson Elementary holds formal Parent/Teacher Conferences in the Fall and Spring, and anytime a parent requests a meeting with a teacher they are granted the meeting. Parents may set up meetings with the principal and/or the counselor as needed or desired as well. Teachers communicate progress with parents via report cards, newsletters, and/or Google Classroom or Scholastic SeeSaw communication apps.

There are other opportunities for parental involvement at Dawson Elementary School. Families and other guests are invited to our Sobrato Early Academic Language (SEAL) model gallery walks, where they can visit their child's classroom and ask questions as students showcase their learning. Dawson holds Parent Education Classes through Fresno County Superintendent of Schools (FCSS) related to Parent Involvement training, including for this year classes on Truancy and Attendance, Cyberbullying, Helping Children with Homework, Financial Literacy, Internet Safety, and Technology. These meetings are also posted on the indoor/outdoor enclosed bulletin boards and communicated through AERIES Communication. Parents may also volunteer in classrooms or for class field trips. Additionally, Dawson Elementary also sends home a monthly newsletter called "Home & School Connection". It includes articles that provide several activities and strategies that parents can use at home to further benefit their child's education and are written to help Dawson Elementary staff and parents work together for school success. Dawson Elementary also has a school website page on the CHUSD website and parents may reach out to school staff via email. For further information regarding parent opportunities for involvement, please contact our Dawson office at (559) 935-7580.

State Priority: School Climate

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

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

Suspensions and Expulsions

(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	0.0	0.8	5.0	6.6	3.5	3.5
Expulsions	0.0	0.0	0.3	0.1	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			
Expulsions			

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.

School Safety Plan (School Year 2020-2021)

Dawson Elementary School reviews and updates its Safety Plan annually. The plan is reviewed, discussed, and updated with the Site Leadership team and SSC in October, ELAC during the second meeting of the year, and all school staff are trained on the plan annually in August during a Staff Professional Development training. Emergency drills are conducted to prepare students and staff in the event of an emergency. When present on campus, students and staff participate in monthly fire drills and quarterly earthquake drills, lockdown drills, shelter-in-place (HAZMAT) drills. Dawson strives to maintain a safe, healthful, nurturing and orderly school campus that encourages positive attitudes in students and staff. Behavior expectations are taught school-wide and discipline is used as a means to change behavior rather than relying on exclusionary practices. Active supervision is taught to all staff as a means to be proactive and preventative versus reactive and punitive. Teachers supervise students before school, after school, during recess, and in the cafeteria. Students and staff are trained in PBIS and the Time To Teach positive discipline system, which sets predetermined boundaries with a positive approach helping students with accountability for their actions. PBIS and Time to Teach are built on a mutual respect for the teacher and student that ensure that teachers can teach and students can learn. It creates a positive classroom environment and school climate. Select Dawson Elementary staff members are also trained in Nonviolent Crisis Intervention. All visitors to the Dawson campus are required to check in at the school office, have their identification verified through our Raptor Technology system, and obtain a visitor's pass. A joint effort between students and staff help keep the campus clean and litter free. Site staff surveys their campus as the first order of business each day. They ensure the campus is clean, any vandalism is corrected, that the campus is presentable and, most importantly, safe. This site's Safe School Plan was reviewed with site staff in August 2020, and all updates will be communicated and reviewed in January, 2021.

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.

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+
2	26		8		25		9		25		18	
3	22	1	8		24	1	8		23	1	17	
5									1	1		
Other**	12	1			11	1			6	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.

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

Title	Ratio
Academic Counselors*	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 FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1.1

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,804	\$1,709	\$7,095	77,106.38
District	N/A	N/A	\$9,883	\$74,481
Percent Difference - School Site and District	N/A	N/A	-32.8	3.5
State	N/A	N/A	\$7,750	\$75,706
Percent Difference - School Site and State	N/A	N/A	-8.8	1.8

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

Types of Services Funded (Fiscal Year 2019-2020)

Dawson Elementary School used general education funds for teachers, administrators, textbooks, instructional supplies, utilities, postage, copies, and clerical services. We also received state and federal funds and used them for teacher training, intervention aide training and salaries, and student instructional supplies to support a variety of educational programs.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,208	\$47,145
Mid-Range Teacher Salary	\$78,206	\$74,952
Highest Teacher Salary	\$92,466	\$96,092
Average Principal Salary (Elementary)	\$103,694	\$116,716
Average Principal Salary (Middle)	\$106,466	\$120,813
Average Principal Salary (High)	\$115,043	\$131,905
Superintendent Salary	\$156,476	\$192,565
Percent of Budget for Teacher Salaries	31.0	31.0
Percent of Budget for Administrative Salaries	5.0	6.0

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	15	26	8

All of our professional development is based on the needs of our students and teachers, assessed through observations, surveys, disaggregation of CAASPP data, PBIS data and other assessment data. Teachers at Dawson participate in professional training courses designed to support educational priorities and objectives. Staff Professional Development Days are designed to provide continuous learning opportunities for administrators, teachers and classified personnel. The major areas of focus are in literacy, mathematics, and English Language Development for all content areas.

Dawson teachers improve teaching skills and learn concepts by participating in professional conferences and workshops throughout the school year. At these conferences and workshops they discuss instruction, classroom practices, and innovations in education. We determine the areas of focus for staff development through analysis of student achievement data and collaboration with teachers. Dawson has participated in staff development for the SEAL model, Reader's and Writer's Workshops, Guided Reading, Math Number Talks, Data Team process, and Kagan Structures to enhance instructional practices. Positive Behavior Intervention Support (PBIS) and Time To Teach classroom management trainings have been offered and taken by staff to create positive learning climates and improve student behavior on our campus. We also have coaching for Instructional Technology with our district coach and offer after-school technology trainings. Dawson also has participated in SEAL module training and unit development day support training. Additionally, during weekly Professional Learning Community (PLC) meetings, teachers share their best practices with one another addressing the students' varied achievement levels. Dawson is currently implementing the remainder of their second training year in the Sobrato Early Academic Language (SEAL) model, which is a research-based PreK-3rd grade model designed to develop the language and literacy skills of Dual Language Learners (DLLs) and to close the achievement gap between language learners and their native-English speaking peers by 4th grade.

New-to-the-profession teachers are also supported through a Teacher Induction Program and with new teacher support. A teacher that is teaching under a PIP or STIP, 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 8 required professional development provided by the district and school site. New teachers that have a preliminary credential participate in our formal Induction Program via Fresno County Superintendent of Schools (FCSS). Teachers participating in this program receive support from a trained support provider for two years. 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. Support Providers (SP) 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.

At school sites, teachers are supported during implementation by their grade-level or content colleagues through Professional Learning Communities as well.