San Vicente Elementary School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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 https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page 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).

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

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	San Vicente Elementary School
Street	1300 Metz Road
City, State, Zip	Soledad, CA 93960
Phone Number	831-678-6420
Principal	Jaime Calderon
Email Address	jacalderon@soledad.k12.ca.us
Website	http://sanvi.soledadusd.org/
County-District-School (CDS) Code	27-75440-6026686

Entity	Contact Information
District Name	Soledad Unified School District
Phone Number	831-678-3987
Superintendent	Timothy J. Vanoli
Email Address	tvanoli@soledad.k12.ca.us
Website	www.soledadusd.org

School Description and Mission Statement (School Year 2019-20)

SCHOOL MOTTO

All means All!

VISION

At San Vicente School, we believe ALL students embrace learning, excel academically, and are positive global citizens.

MISSION

Our mission is to provide a safe, nurturing, creative and inspiring learning environment. We are committed to high-quality academics and social learning in order for all students to become digitally productive 21st Century global citizens.

San Vicente School is a kindergarten through sixth-grade elementary school, which also houses a state preschool facility and two Special Day Classes. We at San Vicente School envision a learning environment where the school and community works together to develop literate, life-long learners in a technological age. Our students are responsible decision-makers who appreciate their heritage, celebrate diversity and respect the diversity of others. We prepare our students for the information age in which we now live and empower our students to be mathematical solvers and critical thinkers while at the same time providing age appropriate challenging Common Core Curriculum. San Vicente Elementary fully implements the core curriculum that is built on State academic content standards, including providing appropriate professional development grounded in scientifically-based research for all relevant staff, that offers substantial promise of improving educational achievement for high priority pupils.

The staff consists of twenty-three certificated teachers, one Teacher on Special Assignment for English Learners (El TOSA), one Speech Language Pathologist, one Family-Student Support Liaison one Principal and one Assistant Principal. In addition, San Vicente School has on staff a wide variety of personnel to meet the special needs of its student population. These positions include one library media clerk, a full-time counselor, one health aide, and one district psychologist. Support staff also includes two secretaries, one attendance clerk, three food service personnel, and three custodians. Safety is a priority so we also have five pupil supervisors who supervise students before school, during their recess, and at lunch recess times. Three of our six pupil supervisors also serve as instructional aides for RTI academic intervention. The certificated staff of San Vicente represents a wide range of experience, talents, and interests; Our Leadership Team (a.k.a. Guiding Coalition) members are mentor teachers assisting the staff in curriculum and procedural matters of the school.

Teachers utilize the District's comprehensive assessment program to guide instruction and to implement multi-tiered interventions and support. Ongoing support and training is also provided for teachers and staff using various programs in order to maximize instruction such as:

- Illuminate Ed - a web-based tool that will increase the availability and usability of student data for SUSD educators in order to improve teaching and learning.

- Progress Monitoring using NWEA that use adaptive computerized tests to measure ongoing progress.

- PBIS - A positive behavioral interventions and supports system to promote social, emotional and academic success

- Professional Development centered around PBIS, MTSS, Professional Learning Communities and Gradual Release of Responsibility (Fisher Frey).

Our staff at San Vicente takes great pride in providing a rigorous, standards-based curriculum that recognizes the individual needs of our students.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	75
Grade 1	76
Grade 2	77
Grade 3	90
Grade 4	74
Grade 5	61
Grade 6	63
Total Enrollment	516

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Asian	0.2
Hispanic or Latino	98.4
White	1.4
Socioeconomically Disadvantaged	91.3
English Learners	58.7
Students with Disabilities	14.7
Homeless	4.3

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	22	27	23	206
Without Full Credential	0	2	2	18
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	7

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	1

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 2019-20)

Year and month in which data were collected: June 2019

Every student has a textbook that is in good condition and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2016 - Houghton Mifflin Harcourt California Journeys with ELD Edition for grades K-5 in English. 2016- 6th Grade uses Houghton Mifflin Harcourt California Collections with ELD and English 3D Course A from Houghton Mifflin Hartcourt for Grades 2-6. Reading intervention program is 2017-Houghton Mifflin Hartcourt READ 180 CA Universal ELA/ELD for Grades 4-6. A textbook inventory was conducted in June 2019. All students are provided a textbook or instructional materials as determined by the verification of classroom instructional material inventory surveys - All textbooks are state-adopted and standards-based.	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Mathematics	2015 - Houghton Mifflin California Go Math (grades K-5 in English). 6th Grade uses CA Go Math Middle School Edition. New Common Core Standards aligned. Adoption also has a Technology component called Think Central. A textbook inventory was conducted in June 2019. All students are provided a textbook or instructional material as determined by the verification of classroom instructional material inventory surveys.	Yes	0
Science	2008 - Scott Foresman California Science for grades K-5 in English and for 6th grade is Pearson Scott Foresman: Focus on Earth Science California Edition in English. A textbook inventory was conducted in June 2019. All students are provided a textbook or instructional materials as determined by the verification of classroom instructional material inventory surveys - All textbooks are state-adopted and standards-based.	Yes	0
History-Social Science	2019 California History-Social Science My World Interactive Grades K-5 in English and California American History-Growth & Conflict for Grade 6 is Pearson. A textbook inventory was conducted in June 2019. All students are provided a textbook or instructional materials as determined by the verification of classroom instructional material inventory surveys - All textbooks are state-adopted and standards-based.	Yes	0
Foreign Language	2019 CA Go Math Spanish Grade K is CA Houghton Mifflin Harcourt Print and Digital, Language Arts Benchmark Advance / Adelante Grade K is Benchmark Education Co., CA NGSS 3D Spanish STEMscopes Grade K Accelerated Learning Inc. Designated Kinder classes are provided with a textbook or instructional material - All textbooks are state-adopted and standards-based.	Yes	0
Health	NA		NA
Visual and Performing Arts	N/A		NA
Science Laboratory Equipment (grades 9-12)	NA		NA

School Facility Conditions and Planned Improvements (Most Recent Year)

Our school facility has four classroom wings and twenty portable classrooms. Our main structure houses the cafeteria, kitchen, health office, and school offices. A team of three custodians provide daily cleaning. The district's maintenance and grounds staff provide the routine care and upkeep.

All buildings are in good repair; the campus is maintained to assure that it is clean, safe, and functional. The facility underwent modernization in the summer of 2005. All restrooms are clean with 100% of the toilets operational. Our campus environment is clean and well maintained and thus fully supports teaching and learning. A work order process is in place to attend to maintenance issues in a timely manner with urgent and emergency repairs given priority. We have adequate classroom space, a new staff lounge, and adequate playground space.

Site inspection date was done on 9/12/2019.

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 overall rating

Year and month of the most recent FIT report: 9/12/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No deficiencies
Interior: Interior Surfaces	Good	Water damage on ceiling tiles/mold Rm 18, (work order in place for repair)
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	No deficiencies
Electrical: Electrical	Good	No deficiencies
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	No deficiencies
Safety: Fire Safety, Hazardous Materials	Good	Paint chipping on railing Rm 7, 26, Girls RR, & interior door Rm 7, (work order in place for repair)
Structural: Structural Damage, Roofs	Good	Dry not on ramp skirting (work order in place for repair)
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Trip hazard at asphalt cement seam-Health Aide, (work order in place for repair)
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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	29	32	30	32	50	50
Mathematics (grades 3-8 and 11)	22	33	19	21	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	274	263	95.99	4.01	31.94
Male	138	132	95.65	4.35	31.06
Female	136	131	96.32	3.68	32.82
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	272	261	95.96	4.04	31.80
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	255	246	96.47	3.53	30.49
English Learners	218	209	95.87	4.13	28.71
Students with Disabilities	33	28	84.85	15.15	14.29
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth					
Homeless	17	13	76.47	23.53	23.08

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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	275	267	97.09	2.91	33.33
Male	138	132	95.65	4.35	34.85
Female	137	135	98.54	1.46	31.85
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	273	265	97.07	2.93	33.21
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races					
Socioeconomically Disadvantaged	256	250	97.66	2.34	31.60
English Learners	219	214	97.72	2.28	29.91
Students with Disabilities	33	28	84.85	15.15	14.29
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth					
Homeless	18	17	94.44	5.56	17.65

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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 2018-19)

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	25.9	15.5	15.5

Note: Percentages are not calculated and double dashes (--) appear in the table 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 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 2019-20)

Parents of San Vicente students are invited to join the English Learner Advisory Council (ELAC) and the School Site Council (SSC). Parents are also encouraged to come to the school and volunteer in the classrooms, in the library, and in the cafeteria. Parenting workshops on a variety of topics are offered throughout the year that assist parents and teachers in working with the students--these workshops are called Parent University. Many parental involvement opportunities are offered throughout the school district. Some examples are the Science Fair, Art Fair, District Parent Nights, and other periodic activities at a variety of school sites. Throughout the school year, students are involved in a variety of performances like Winter Program, Talent Show, Spring Program, music concerts and other events that parents can get involved with and/or attend. Parents can participate in a variety of fundraising events as well as join our Panther Parents Parent Teacher Organization (PTO). Many parents are also chaperones on field trips. Parenting classes are offered at San Vicente School in conjunction with our district Parents as Teachers sponsored by Triple P. Below are highlights of some of the exciting parental involvement committees, events and activities:

School Site Council:
SSC, which includes faculty, parents, and a classified staff member meets to advise the principal on categorical expenditures, and to implement the Single School Plan. They also assist in the discussion and approval of school site categorical annual budget and professional development planning. Meetings are held once a month, usually on the last Thursday. The Single School Plan is updated annually.

English Learners Advisory Council:
ELAC includes parents of English learners. It meets to advise the administration on services provided to students learning English. Meetings are held four times a year. This council also reviews the School Plan and offers advice regarding the plan to the School Site Council.

Parent Back To School Night:
Parents are invited to come to their child's class to learn about the grade level standards, the daily schedule, the curriculum being taught, and the behavior expectations.

Parent-Teacher Conferences:
Conferences are held twice a year. At conferences parents have the opportunity to meet with each of their child's teachers to review grades and determine how together as a team they can best help the child to meet grade level standards.

Student Success Team:
SST meetings are held to provide for information gathering and intervention for students at-risk. Meetings are attended by parents, students, respective teachers, counseling and administrative staff.

Individual Education Planning (IEPs):
IEP's are held on behalf of Special Education Students to review current performance and to set new learning goals. In addition to parents; the student, their teacher, their Special Education service provider, and an administrator attend each meeting.

Parent-Teacher Organization:
All parents are invited to join the PTO. The PTO supports a variety of school activities including our extra-curricular student programs.The PTO, a child and school advocate group, is made up of all interested members of the school community. For more information call the the school at (831) 678-6420.

STAR Panther Parents:
Beginning the 2018-2019 school year, we requiring parents to attend official meetings (SSC, ELAC, PTO etc) in order to participate as chaperones for field trips. Any parents who attend five (5) or more such meetings over the course of the school year will also be recognized as our "STAR" Panther Parents at the end of the school year.

Migrant PAC:
Parents of Migrant students are invited to attend a district parent meeting once a month where they learn about the services available to Migrant students. Parents also give input about the Migrant Program and ways to best serve our Migrant students.

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.9	1.5	1.4	4.3	4.7	4.9	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The San Vicente School Safety Plan is updated yearly by staff, community and the District Leadership Team. All SB 187 Comprehensive School Safety Plan Matrix requirements and planning responsibilities are reviewed to ensure compliance, including assessment of current status of school crime, child abuse reporting procedures, disaster procedures, routine and emergency policies related to suspension, expulsion or mandatory expulsion and other school designated serious acts which could lead to suspension or expulsion, notification to teachers, sexual harassment policy, school wide dress code, safe ingress and egress of pupils, parents and school employees to and from school, safe and orderly school environment, rules and procedures, and holding a public meeting.
The Safety Plan was updated, reviewed with the San Vicente Faculty and approved by School Site Council on November 14, 2019.

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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	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+
K	21	1	3		24		3		20	1	3	
1	23		4		25		3		25		3	
2	25		3		23		4		25		3	
3	24		3		25		3		25		3	
4	30		2		30		2		27		3	
5	30		2		30		2		30		2	
6	30		2		31		2		21	1	2	
Other**					12	1			10	1		

*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 Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	516.0

*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 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	2.2
Other	1.4

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$6,308.00	$658.00	$5,650.00	$77,243.00
District	N/A	N/A	$5,798.00	$70,294.00
Percent Difference - School Site and District	N/A	N/A	-2.6	11.2

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
State	N/A	N/A	$7,506.64	$72,949.00
Percent Difference - School Site and State	N/A	N/A	-23.1	7.9

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

The following types of services are provided to San Vicente students from categorical funding:

Special Education
Speech and language services are offered on site. Two Resource Teachers are on site full time to work with students who are on an IEP for learning disabilities. San Vicente offers a preschool and two special day classes (SDC) for those students that are identified and qualify for those services.

Title I
Funds are used to purchase supplemental materials and to pay staff to work additional hours with students who are low-performing in reading, language, or math as measured by district selected assessments.

Migrant Education
Migrant students in need of additional services are served by Migrant Program services.

Economic Impact Aid
These funds are used to purchase supplemental materials and provide assistance for our low-performing English learners.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$48,033	$46,208
Mid-Range Teacher Salary	$71,244	$72,218
Highest Teacher Salary	$103,460	$92,742
Average Principal Salary (Elementary)	$113,743	$134,864
Average Principal Salary (Middle)	$108,967	$118,220
Average Principal Salary (High)	$139,985	$127,356
Superintendent Salary	$220,000	$186,823
Percent of Budget for Teacher Salaries	31%	33%
Percent of Budget for Administrative Salaries	5%	6%

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	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

School staff members are provided with a variety of professional development opportunities. Their training needs are aligned with the School Improvement Plan and the LCAP plan as well as the district's mission, goals and objectives. Early release Wednesdays, provided time for staff development and teacher collaboration. Mentor teachers provide assistance and training for new and tenured staff members, individually and in group sessions. Our current yearly focus is on reading. Staff development consists of a year-long training centered around best reading strategies to increase student learning. Current CAASPP data was used to determine the need for professional growth. Teachers are supported through monthly/bi-weekly trainings, data analysis, learning walks, peer collaboration lesson inquiries, and informal observations.