

# **Williams Upper Elementary**

## **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	Williams Upper Elementary
Street	300 Eleventh St.
City, State, Zip	Williams, Ca, 95987
Phone Number	530-473-5304
Principal	Hector Gonzalez
Email Address	hgonzalez@williams.k12.ca.us
Website	www.williamsusd.net
County-District-School (CDS) Code	06616220118729

### District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Williams Unified School District
Phone Number	(530) 473-2550
Superintendent	Bill Cornelius
Email Address	Billcornelius@williams.k12.ca.us
Website	www.williamsusd.net

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

It is the mission of the Williams Upper Elementary School to ensure full access to learning. All students will practice communication, collaboration, critical thinking and creativity daily.

Williams Upper Elementary School has a positive culture and a staff with a growth mindset. Our school goals are to improve achievement in English Language Arts, Math, and English Language Development, and to increase parent involvement. Progress indicators for achievement are the short cycle assessments given within units of study. These indicators are monitored twelve times per year. Progress on the annual CAASPP and CELDT/ELPAC are monitored annually. Progress indicators for parent involvement are attendance at meetings and school functions, and a parent survey.

Schoolwide programs at this site are one-to-one student laptops for blended learning experiences, Illuminate for monitoring assessment data, Achievement Data Teams for analyzing assessment data, Sobrato Early Academic Language (SEAL) is inclusive of all students, creating an environment where children engage together in rigorous, joyful, content and language-rich learning that helps all learners, anti-bullying program, on going on-site professional development for teachers. We also have a schoolwide Reading Intervention program designed to meet the need of ALL learners, from struggling to above grade level.

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

Grade Level	Number of Students
Grade 4	100
Grade 5	110
Grade 6	114
<b>Total Enrollment</b>	<b>324</b>

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

Student Group	Percent of Total Enrollment
Black or African American	0.3
Asian	0.9
Hispanic or Latino	96.6
White	2.2
Socioeconomically Disadvantaged	91
English Learners	68.2
Students with Disabilities	13.9
Foster Youth	0.6
Homeless	6.5

## 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

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	10	14	14	63
Without Full Credential	2	1	0	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	6

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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.

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

Year and month in which data were collected: 12-20-20

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton-Mifflin Reading-	No	0.00%
Mathematics	4th/5th - Go Math CA edition - adopted 2014 6th Grade - CPM Math - adopted 2016	Yes	0.00%
Science	Houghton-Mifflin CA Science	Yes	0.00%
History-Social Science	4th-5th Grades Scott Foresman: History-Social Science for CA 6th Grade Harcourt: Reflections Ancient Civilizations, CA Edition	No	0.00%

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

## School Facility Conditions and Planned Improvements

The school is maintained a poor ranking with an average percentage of 8 categories of 59.21%.

### 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: 8/20/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Interior: Interior Surfaces</b>	Poor	<p>Office - RN office soap dispenser not mounted properly. Walls in bathroom by RN station damaged.</p> <p>Computer Lab - ceiling tiles damaged.</p> <p>Teacher's Lounge - Damage found on wall under the clock.</p> <p>202 - VCT floor tile at entry threshold is broken.</p> <p>204 - ceiling tile damage.</p> <p>205 - Damage to wall (N. left of clock; W by shelving). Ceiling tiles stained. Paint chipped on door and frame. Shelving is not attached to the wall. This is a safety issue as shelf can fall on a child and is out of compliance with earthquake standards.</p> <p>206 - Ceiling tiles missing.</p> <p>207 - Ceiling tile by screen chipped at corner.</p> <p>208 - damage to wall by soap dispenser.</p> <p>216 - Duct tape for a section of baseboard under the sink in the bathroom.</p> <p>215 - Stained ceiling tile.</p> <p>212 - Ceiling tiles delaminating.</p> <p>210 - Ceiling tiles delaminating and sagging.</p> <p>218 - Wall damage on west wall by electrical outlet.</p> <p>213 - Damage to wall paper.</p> <p>217 - Damage on interior wall.</p>
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	Good	215 - Pigeons roosting on gutter lead and HVAC units.
<b>Electrical: Electrical</b>	Poor	<p>Office - Recommend to upgrade current outlets to GFCI outlets by sink in RN office.</p> <p>Computer Lab - Data cables exposed.</p> <p>201, 202, 206, 208, 215, 212, 218 - Exposed data cables.</p> <p>215 - Found a cord management issue creating a potential trip hazard by teacher's desk.</p> <p>214 - cord management creating a potential trip hazard by teacher's desk.</p>

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	Fair	<p>Office - Exterior faucet valve leaks from handle when water turned on.</p> <p>203 - Sink faucet is loose.</p> <p>Boys Bathroom - damaged light diffuser. Damage to wall tile by door. Left sink not operating correctly and its diffuser is clogged. Toilet is not anchored properly. Paint on door and frame is chipped.</p> <p>Girls bathroom - Missing light diffuser. Unabated graffiti on south stall. Paint on door and frame is chipped or severely scratched.</p> <p>205 - Faucet is loose.</p> <p>206 - Faucet loose or not operating properly.</p>
<b>Safety: Fire Safety, Hazardous Materials</b>	Poor	<p>Office, Computer Lab, Teacher's lounge, 202, 203, 204, boys bathroom, girls bathroom, 205, 206, 207, 208, 216, 215, 214, 218, 213, 217 - Fire Extinguisher out of date.</p> <p>Speech lab - No fire extinguisher observed.</p> <p>202 - Chemicals labeled "Keep out of reach of children" stored improperly.</p> <p>215 - Janitorial supplies not stored properly.</p> <p>214 - Chemical labeled "keep out of reach of children" not stored properly.</p> <p>212 - Extinguisher is missing a tag. Chemical labeled "Keep out of reach of children" stored improperly.</p> <p>211 - Extension cord daisy chained with a power strip (Fire code violation) Extinguisher missing tag. Hazardous chemical labeled "keep out of reach of children" not stored properly.</p> <p>210 - Extinguisher is not dated.</p> <p>218 - Expired Oxivir Tb bottle not stored properly.</p> <p>217 - Chemicals labeled "Keep out of reach of children" not stored properly. Note: Plug-in air freshener being used.</p>
<b>Structural: Structural Damage, Roofs</b>	Fair	<p>216 - Dry rot on window trim by HVAC.</p> <p>215- Dry rot on T1-11 East side.</p> <p>211 - T1-11 dry rot on SE corner by door.</p> <p>218 - Dry rot at bottom of window trim by HVAC unit. Erosion hazard caused by gutter drainage.</p>

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>External: Playground/School Grounds, Windows/Doors/Gates/Fences</b>	Poor	<p>Computer Lab - Paint chipped on doors and frames leading to quad.</p> <p>Teacher's lounge - Paint chipped on exterior door and frame.</p> <p>201 - Chipped paint on door and frame.</p> <p>203 - Door's top hinge is loose.</p> <p>204 - VCT missing from threshold. Paint chipped/ scratched on exterior door and frame.</p> <p>206 - Paint on door and frame is chipped or severely scratched.</p> <p>207 - Paint is chipped/ scratched on door and frame.</p> <p>208 - Paint peeling from gutters. Paint chipped or flaking off of doors and frames as well as window sill. The door to the quad does not close properly.</p> <p>216 - Paint on door and frame is chipped.</p> <p>215 - Damaged window trim by HVAC. Ramp not painted properly exposing wood to the elements.</p> <p>214 - Missing exterior vent cover (potential vermin problem).</p> <p>212 - Ramp and railing paint chipped or missing.</p> <p>211 - Paint peeling from exterior surfaces. Paint chipped on door and frame.</p> <p>210 - Peeling or missing paint on exterior surfaces. (SE corner wall; ramp and railing) Paint chipping or worn on playground touch surfaces. Hanging sliders are both broken and do not work. Sand compacted in playground (no soft fall where needed)</p> <p>213 - Ramp and rail paint chipped, peeling, or missing. Door dented/damaged.</p> <p>217 - Paint missing or peeling form ramp and rails</p>
<b>Overall Rating</b>	Poor	

## 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)		N/A		N/A		N/A
Mathematics (grades 3-8 and 11)		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: 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)	11	N/A	7	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.

**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)**

The school does the following to increase parent involvement:

1. Back to School Night at the beginning of the school year (Was done in person and via Zoom)
2. Monthly Good Citizen assemblies (Done via Zoom)
3. Open House in the spring (May not be done in person, may have to do via Zoom)
4. Migrant parents meet 6 times per year at the district and site level
5. Monthly calendars from the office, school website, parent letters, and SST meetings to keep parents informed and involved in their child's education
6. Associated Student Body will work collaboratively to enhance school programs and facilities
7. Parent Trainings will be held at all grade levels (Have also done as a school site)
8. Updates and school news to be sent home on a regular basis
9. CABE - California Association for Bilingual Education
10. Winter Festival (Did not happen due to COVID-19)
11. Veterans Day Assembly (Done via Zoom)
12. Stand for the Silent Assembly
13. Trunk or Treat Halloween Festival (Modified due to Covid-19)
14. Christmas tree cutting (Cancelled due to Covid-19)

- 15. Rogelio Dance Academy
- 16. English Learner Advisory Committee (ELAC) and School Site Council (SSC)

School Site Council meets each month to evaluate and revise the Single School Plan. All interested parents are invited to attend, and any suggestions and/or feedback are welcome

English Learner Advisory Committee meet to evaluate the English Language development programs. All interested parents are invited to attend Parent Club/Organizations:

**PTO-Parent Teacher Organization**

This is an active, volunteer club which meets monthly during the school year to discuss spriit days, fundraising for new playground equipment, Shady Creek Science trip, classroom supplies and materials, etc.

**Brown and Gold:**

The purpose of the foundation shall be to encourage community support in financing athletic programs in the Williams Unified School District and further, to stimulate a spirit within the community to rally in support of the school's athletics and 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**

(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	4.3	6.6	3.4	6.5	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	3.31	7.10	
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.

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

Williams Unified School District comprehensive school safety plan was last approved February 25, 2020.

Our mission, when faced with an emergency, is outlined below: A. Protect lives and property. B. Mitigate the effects. C. Respond promptly and properly. D. Provide emergency response plans, services and supplies for all facilities and employees. E. Coordinate the use of school personnel and facilities within the school and with other agencies as needed. F. Restore normal services as quickly as possible. G. Provide detailed and accurate documentation to aid in the recovery process. H. Ensure procedures and resources are in place to provide timely and accurate information to the entire school community.

Our District has expanded the safety program to include the Standard Response Protocol (SRP) for use during emergency situations, which is based on these four actions: Lockdown, Secure the Perimeter, Evacuate and Shelter. In the event of an emergency, the action and appropriate direction will be called on the PA.

In addition to the Standard Response Protocol, District Staff uses the Catapult Emergency Management System as a safety communication tool. Staff is able to report an incident, account for students, monitor ongoing communication, ask questions and share pictures through messaging.

Anonymous Reporting links were added to all school and district websites to report the following: -Bullying: Acts of bullying include verbal, non-verbal, physical or emotional acts against another student either in person or online. -Tips: Tips can include safety concerns, witnessed acts, or other incidents that would otherwise indicate harm to those in or around the school. Due to the Covid-19 epidemic, our in-class student schedule changed and so did our drill schedule. The following is an updated drill schedule which reflects the changes made due to Covid-19:

District staff and students participate in quarterly fire drills, twice yearly earthquake drills, one or more shelter in place drills and one or more lockdown drills.

Drill dates for school year 20-21:

Fire Drills: November 7, 2020, January 19, 2021, March 29, 2021,

Earthquake Drills: March 30, 2021,

and Shelter in Place Drill: April 15, 2021 Lockdown Drill: May 4, 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	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
4	23		25		28		24		25		20	
5	25		20		28		27		28		20	
6	27		20		27		24		29		20	

\*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)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	0.3
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.8

\*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	\$6,522.03	\$606.79	\$5,915.24	\$61,687.10
District	N/A	N/A	\$11,333.18	\$67,443
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$7,750	\$68,990
Percent Difference - School Site and State	N/A	N/A		

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

### Types of Services Funded (Fiscal Year 2019-2020)

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Robotics  
 Math Tutoring  
 Mandarin  
 Archery  
 Lever Ed  
 Math Success Program  
 Band

### Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,026	\$44,318
Mid-Range Teacher Salary	\$67,047	\$67,053
Highest Teacher Salary	\$101,141	\$90,163
Average Principal Salary (Elementary)	\$110,513	\$106,389
Average Principal Salary (Middle)		\$113,976
Average Principal Salary (High)	\$112,314	\$114,214
Superintendent Salary	\$152,000	\$141,066
Percent of Budget for Teacher Salaries	29.0	29.0
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	33	34	34

SY 18-19 Full Days 3, Partial Days 30

SY 19-20 Full Days 4, Partial Days 30

SY 20-21 Full Days 4, Partial Days 30