

# **Cipriani 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)**

<b>Entity</b>	<b>Contact Information</b>
<b>School Name</b>	Cipriani Elementary School
<b>Street</b>	2525 Buena Vista Avenue
<b>City, State, Zip</b>	Belmont, CA 94002-1454
<b>Phone Number</b>	(650) 637-4840
<b>Principal</b>	Gwendolyn Rehling
<b>Email Address</b>	grehling@brssd.org
<b>Website</b>	<a href="http://cipriani.brssd.org">http://cipriani.brssd.org</a>
<b>County-District-School (CDS) Code</b>	41688666043442

Entity	Contact Information
<b>District Name</b>	Belmont-Redwood Shores Elementary School District
<b>Phone Number</b>	(650) 637-4800
<b>Superintendent</b>	Dr. Michael Milliken
<b>Email Address</b>	mmilliken@brssd.org
<b>Website</b>	<a href="http://www.brssd.org">http://www.brssd.org</a>

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

Cipriani Elementary is located in the beautiful hills of Belmont, California. We are a relatively small school, serving 459 students from Transitional Kindergarten to fifth grade. The warmth, compassion, and commitment of the community are abundantly evident as soon as you walk on campus. We strive to create a safe learning environment where teachers, students, and parents support each other in pursuit of the knowledge and insight that leads to high academic achievement and success for all students. Unique and significant contributions of individual members add richness to the results. We believe in sharing the decisions, the responsibility and the commitment to our vision of educational excellence among all members of our school community.

We are a California Distinguished School Award recipient. Our student population performs quite well on the state assessments, with 79% of our students meeting or exceeding grade-level expectations in both English Language Arts and Mathematics. We are committed to providing high-quality education to our diverse student body. We provide a challenging curriculum, quality teachers, and an atmosphere that emphasizes: communication, collaboration, and continuous improvement. Additionally, we believe exemplary scholars possess a growth mindset and demonstrate specific habits of mind. We infuse "Mindset" research of Dweck and the 'Habits of Mind' from Costas & Kallick's work into the curriculum and our teaching practices.

Although we pride ourselves on high achievement scores and successes, our mission is of much more than academic rigor. We recognize the importance of nurturing the social and emotional growth, health, and well-being of our children. Through the district-wide, Second Step Social-emotional curriculum we explicitly teach students strategies for understanding and managing big feelings. We begin each day with a community morning meeting that strengthens our sense of community and we engage students in a variety of community service opportunities.

Cipriani is Platinum-Award winning Positive Behavior Interventions and Supports (PBIS) school. Our school rules of Be Safe, Be Respectful and Be Responsible are widely and positively reinforced throughout the school from the very first day. Positive student behavior and community service are amply incentivized. In addition to our PBIS system, we are working to implement community circles, mindfulness and restorative practices to strengthen our community.

Cipriani Elementary encompasses diverse interests, languages, and experiences. Yet, we are united by a common goal: to create a community where all children feel welcomed, loved, challenged, inspired and important. We work towards building community in a variety of ways. Together, these elements create a safe and engaging learning environment in which all students can excel.

### Mission Statement: Encouraging Excellence in Everyone

Cipriani School seeks to create a safe learning environment where teachers, students, and parents, support each other in pursuit of the knowledge and insight that lead to high academic achievement and success for all students. We want Cipriani students to attain a strong academic and social foundation, become global thinkers who make responsible decisions, develop confidence, work with persistence and determination, communicate effectively, as well as value and learn from differences. Unique and significant contributions of individual members add richness to the results. We believe in sharing the decisions, the responsibility, and the commitment to our vision of encouraging excellence in everyone with a broad base of shared leadership that is inclusive by design.

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

Grade Level	Number of Students
Kindergarten	99
Grade 1	74
Grade 2	74
Grade 3	75
Grade 4	57
Grade 5	55
Grade 6	7
<b>Total Enrollment</b>	<b>441</b>

**Student Enrollment by Group (School Year 2018-19)**

Student Group	Percent of Total Enrollment
Black or African American	0.7
Asian	24.5
Filipino	0.7
Hispanic or Latino	10
Native Hawaiian or Pacific Islander	0.2
White	46.9
Two or More Races	15.2
Socioeconomically Disadvantaged	4.5
English Learners	8.4
Students with Disabilities	12.9
Foster Youth	0.2
Homeless	

**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		19	22	21
Without Full Credential		0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

## 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	0

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

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

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: November, 2019

All schools in BRSSD use adopted materials in their classrooms. We have board adopted curriculum in academic areas.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-5: K-5: Lucy Calkins Reader's and Writer's Workshop: Units of Study, 2015 6-8: Prentice Hall: Literature, California Edition McDougal Littell: The Language of Literature 2002-2003	Yes	0
Mathematics	Houghton Mifflin Harcourt: Math Expressions 2015-2016	Yes	0
Science	Twig Education: Twig Science K-5, 2019	Yes	0
History-Social Science	TCI: Social Studies Alive! 2018	Yes	0
Health	Grades K-5: Children's Health Market: Great Body Shop 2011-2012 Plus materials from the American Heart Association and the National Dairy Council	Yes	0

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

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**Age of Buildings:** This school has 16 classrooms, a multipurpose room, a music room/staff room and administrative offices. The main buildings were constructed in 1954 and modernized between 1994 and 2003. In 2013, an extensive remodel of the school was completed. In February 2017, we started a construction project to expand our school, improve the playground, and add the following spaces: 2 new aftercare classrooms, 7 new classrooms, a dedicated library, elective rooms, and a staff room.

**Condition:** In the summer of 2013, the building underwent substantial remodeling that totaled about \$6,539,076. The scope of the project included modernization of every classroom, multi-purpose room, front office, play areas and bathrooms (carpet, lighting, painting, cabinetry, technology enhancements (wireless access) for 21st Century Learning, tile and fixtures, underground pipes, enhanced electrical, new roofs, new boiler system, completely remodeled front office area, significant concrete work for ADA compliance, playground improvements for Kindergarten area and back blacktop area including new surface under play structure, shade structure for lunch area, fencing for security, security locks and shades for increased classroom safety). New exterior painting, landscaping, and gardens contributed to the beauty of the campus. Additional and replacement cabinets were added to the classrooms during the 2013-2014 school year. The playground ball walls were refurbished and subsequently painted with a mural. The HVAC system in the MUR experienced an upgrade as the air conditioning was added in 2016. In February 2017, the school underwent extensive expansion and remodeling detailed above. Sewer pipes were repaired and landscaping work to ensure the safety of students was completed in the summer of 2018.

**Cleaning Standards:** The District has adopted cleaning standards for each school, and a copy is available in the principal's office. The principal works daily with the custodial staff to develop and implement cleaning practices that ensure a clean and safe school campus. Steps are taken to ensure that students are involved in the care taking of the school as well in the capacity of a Green Team, a student-led community service effort.

**Maintenance and Repair:** District maintenance staff, assisted as necessary by outside contractors, keep the school in good repair. Work orders are completed in a timely manner and submitted via email to the Facilities Manager.

Of the 21 classrooms at Cipriani in the 2018-2019 school year, 19 are used for instructional purposes. There are two small rooms for the Speech and Language Pathologist, the School Psychologist, and the Reading Specialist. There is also a music/staff room attached to the MUR. A portable and an additional small group instruction room within the school have been made available for childcare services provided by a nonprofit agency. Before and after school care includes supervision for students in K-5, five days per week. In addition, full daycare is available for participating students on non-student days as well as some holiday periods. The after-care program also houses a private preschool program.

As of December, 2019, the gutters and drains have been repaired. The door to classroom 8 has also been repaired. District is assessing next steps for the emergency shed.

### 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:** April 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	Water collects outside of the girls bathroom (covered corridor) after a rain. It may be roof or gutters.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	Water collects outside of the girls bathroom (covered corridor) after a rain. It may be roof or gutters. Roof Leaks into elective rooms (water stains are visible on the ceilings.) Water fountain doesn't work. The supports under the stage are damaged (cracked/broken). Wall tiles behind the basketball hoops are not secure and have fallen off the wall. Door leading to the Kiln does not close properly due to the door frame.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Gutters in wing B need repair. Classroom #8's door does not close properly. Aging Emergency Shed. Doors deteriorating. Extreme disrepair.
<b>Overall Rating</b>	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)	78	72	80	82	50	50
Mathematics (grades 3-8 and 11)	78	75	77	79	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	190	188	98.95	1.05	71.81
Male	102	101	99.02	0.98	68.32
Female	88	87	98.86	1.14	75.86
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	40	40	100.00	0.00	82.50
Filipino	--	--	--	--	--
Hispanic or Latino	22	21	95.45	4.55	47.62
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	93	92	98.92	1.08	72.83

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	26	26	100.00	0.00	84.62
Socioeconomically Disadvantaged	14	13	92.86	7.14	38.46
English Learners	30	29	96.67	3.33	34.48
Students with Disabilities	38	37	97.37	2.63	43.24
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless					

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	190	188	98.95	1.05	75.00
Male	102	101	99.02	0.98	79.21
Female	88	87	98.86	1.14	70.11
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	40	40	100.00	0.00	90.00
Filipino	--	--	--	--	--
Hispanic or Latino	22	21	95.45	4.55	47.62
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	93	92	98.92	1.08	72.83
Two or More Races	26	26	100.00	0.00	84.62
Socioeconomically Disadvantaged	14	13	92.86	7.14	38.46
English Learners	30	29	96.67	3.33	44.83
Students with Disabilities	38	37	97.37	2.63	37.84
Students Receiving Migrant Education Services					



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless					

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	5.4	28.6	62.5

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)

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Our parent involvement in the school easily tops 10,000 hours per year as there are numerous ways to get involved in the Cipriani Community. The list below highlights the various programs available for our volunteers, but it is in no way exhaustive.

Adopt-a-Book Program

Art in Action

Assemblies

Book Fair

Holiday Craft Fair

Coffee, Cake, and Conversation PTA events

Mystery Readers

Traffic Controllers

Wildcat Weekly e-newsletter

Wildcat Walk A Thon

Pajama Night for the Book Fair and Reading Power

Classroom Field Trips

Lunch Servers

Classroom Volunteers

ELPAC

SchoolForce Spring Event

5th Grade Promotion Event

BRSSD Healthy Kids Program

Safe Routes to School Walking/Biking Program

Kindergarten Summer Socials

Library Volunteers

Monetary Gifts

PTA Community Building Events, (e.g. Movie Night)

Music Mentors Program

Non-A-Thon Fundraiser

School Messenger phone calls

School Site Council

Parent Education Night (district-wide)

Parent Teacher Association

Red Ribbon Week

eSCRIP Fundraiser

SchoolForce Educational Foundation

Technology Support

Yard Duty Supervision

Mission Faire

Recorder Concerts

Instrumental music concerts

Talent Show

Whole school Welcome Back Ice Cream Social

Our parents remain committed to encouraging excellence in everyone by supporting the needs of the school at every turn. Within the structure of the PTA, there is a volunteer coordinator in charge of marshaling the efforts of many. With the use of outreach and social media, volunteers are gathered efficiently and thanked profusely. School-Force is the education foundation that benefits all of the district's schools wherein many parents from Cipriani are involved, engaged and deeply committed to the success of not only our school but the district as a whole

### 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
<b>Suspensions</b>	0.7	0.2	0.7	1.7	1.1	0.6	3.6	3.5	3.5
<b>Expulsions</b>	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)

Cipriani holds monthly fire drills (evacuation drills) and participates in the partnership with the San Mateo Big Five safety protocols. This has provided our school with a consistent approach to managing the five defined types of emergencies and having consistent procedures to follow across the County. We routinely practice drills throughout the year as a school site. The principal participated in a Big Five cohort training at the County level with community partners and other schools.

Visitors to the school campus are required to register in the office and wear a visitor's badge while on campus. Parent volunteers are required to wear volunteer badges.

In the event of an emergency such as earthquake, fire, power failure or any event that interrupts school, Cipriani School staff will respond as follows:

In the event of a major disaster (fire, earthquake, flood, chemical spill, power failure, civil disturbance) during school hours, children will be kept at school. They will be released only to previously authorized individuals. The exception would be in the event of a serious injury when we would send the child for emergency medical care. Each child's emergency information is the primary source used to locate parents or the people designated to pick up the child. Children will NOT be released to anyone who is not on this emergency list. It is imperative that each child's emergency information is kept current and accurate.

Telephone systems quickly become overloaded in an emergency, so parents are requested to refrain from calling the school. Instead, they should come to school or send an authorized person to pick up their child. They should check local radio and television stations for information during local disasters and emergencies. Children should be made familiar with these stations and their roles in local emergencies.

Cipriani School has plans for responding to emergency situations such as earthquakes, chemical spills, power failures, fires, civil disturbances, and any other event that interrupts regular school activity. Every month, children participate in safety drills designed to help educate them about the protocols that are in place during an emergency. They are empowered to follow school emergency protocols because they become routine.

Safety plans are updated in August of every school year and distributed to staff members. During the staff meetings in August and September, the plans are reviewed and the location of supplies is discussed. This is the fifth year of implementing the Big Five safety protocols. These coordinated efforts have given schools a consistent approach to evacuation, earthquakes, secure campus, lockdown/barricade, and shelter in place procedures.

A strong partnership exists between the Belmont Police Department and Cipriani School. Our School Resource Officer visits regularly and responds to concerns immediately. Many of the students and parents know this person personally as he makes a point of being a presence here. He worked directly with our fifth-grade students to promote safe schools and good decision making.

## 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	24		3		24		4		25		4	
1	25		3		25		3		25		3	
2	25		2		19	1	3		25		3	
3	25		2		24		2		25		3	
4	30		2		29		2		29		2	
5	22	1	3		30		2		28		2	
Other**												

\*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*	.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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.4
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	

\*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	11577	3373	8203	119642
District	N/A	N/A	8203	\$85,285.00
Percent Difference - School Site and District	N/A	N/A	0.0	27.6
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	-28.0	36.0

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)

Regular Education  
Class Size Reduction  
Local Grants  
Music Specialists  
Outdoor Education  
Science and Reading Specialists  
Special Education Extended School Year for selected students  
Art in Action Programs  
Home to School Transportation for selected Special Education students  
School Psychologist  
Speech Therapist  
Counselor and other programs offered through District Wellness Grant  
Learning Center  
PE Specialist  
Librarian

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$57,124	\$49,378
Mid-Range Teacher Salary	\$83,734	\$77,190
Highest Teacher Salary	\$107,859	\$96,607
Average Principal Salary (Elementary)	\$149,000	\$122,074
Average Principal Salary (Middle)	\$153,000	\$126,560
Average Principal Salary (High)	\$0	\$126,920
Superintendent Salary	\$204,000	\$189,346
Percent of Budget for Teacher Salaries	40%	36%

Category	District Amount	State Average For Districts In Same Category
Percent of Budget for Administrative Salaries	7%	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	2	2	2

In each of the three most recent years, all schools received 2 days of professional development during the school year. In all three years, the new certificated staff received an additional 2 days of professional development prior to the start of the school year. Principals led monthly staff meetings throughout the year, and teachers meet in grade-level teams on a monthly basis. Additionally, there are three district-wide grade level trainings throughout the school years and an additional 3 district-wide professional developments in the 2018-2019 and 2019-2020 school years. Teachers are also invited to attend workshops and professional learnings led by outside presenters, and teacher leaders and school leadership teams are offered professional development during the school year.