

# Suisun 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
<b>School Name</b>	Suisun Elementary School
<b>Street</b>	725 Golden Eye Way
<b>City, State, Zip</b>	Suisun City CA, 94585
<b>Phone Number</b>	(707) 421-4210
<b>Principal</b>	Ms. Ann Marie Neubert
<b>Email Address</b>	annmarien@fsusd.org
<b>Website</b>	www.fsusd.org
<b>County-District-School (CDS) Code</b>	48-70540-6100754

Entity	Contact Information
<b>District Name</b>	Fairfield-Suisun Unified School District
<b>Phone Number</b>	(707) 399-5000
<b>Superintendent</b>	Kris Corey
<b>Email Address</b>	krisc@fsusd.org
<b>Website</b>	www.fsusd.org

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

Suisun Elementary School, a No Excuses University School, is a Transitional Kindergarten (TK) through 5th grade school with approximately 530 students on a traditional schedule. The overarching goal is that every student, without exception and without excuse, will perform at grade level or higher in reading, writing and math while developing and demonstrating positive character. Working through a Multi-Tiered System of Support (MTSS) approach, the school strives to meet the needs of each and every student, educating the whole child (academically, social-emotionally, and behaviorally).

Suisun Elementary is a true community school with an active faculty, PTA, School Site Council, and English Learner Advisory Committee. Students at Suisun Elementary are taught by highly qualified, fully credentialed teachers. The school possesses considerable resources in technology to support the instructional practices on campus. Suisun Elementary, also, shares the facility and resources of the Suisun City Library. This is the only partnership of its kind in Solano County. The school believes in the power of partnership between the surrounding community, parents/families, teachers, and students as they are all working toward a common goal to develop knowledgeable, confident and responsible students. The school believes communication and understanding are the cornerstones to education. This focus on communication includes reading, writing, listening and speaking, the ability to recognize and express opinions and feelings, and the ability to peacefully solve problems.

The School Mission is as follows: "Everyone involved at Suisun Elementary believes the academic potential of each student is tremendous. We believe all children can learn, and that it is our responsibility to educate and nurture the development of the whole child. We understand difficult challenges may confront some students, and thus we are committed to providing a safe learning environment that knows no limits to the academic success of each student. As such, we strive each and every day to meet the social, emotional, behavioral, and academic needs of all students."

There is a school-wide focus on the six character traits of trustworthiness, respect, responsibility, fairness, caring and citizenship. The character education program focuses on teaching empathy, impulse control, anger management and problem solving. The school's mantra is "We work hard every day because we are college bound!" The school believes in the importance of the social-emotional well-being of all students and the impact this has on positive school culture. Thus, there is a strong focus on Positive Behavioral Interventions and Supports (PBIS). The students and staff work everyday to model, promote, and reinforce the three basic school rules, Strive for Excellence, Express Kindness, and Solve Problems, also known as "The SES Way". In order to carry out this work in an open, caring, and understanding environment, the school prides itself on being a Trauma-Sensitive school. Suisun Elementary school sees the potential in every child, and believes in the importance of fostering resilient learners.

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

Grade Level	Number of Students
Kindergarten	96
Grade 1	92
Grade 2	87
Grade 3	94
Grade 4	70
Grade 5	78
Total Enrollment	517

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

Student Group	Percent of Total Enrollment
Black or African American	20.9
American Indian or Alaska Native	0.4
Asian	5.8
Filipino	7.9
Hispanic or Latino	39.8
Native Hawaiian or Pacific Islander	0.2
White	11.6
Two or More Races	12
Socioeconomically Disadvantaged	68.1
English Learners	17.6
Students with Disabilities	13.7
Foster Youth	0.8
Homeless	1.2

## 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	23	25	27	882
Without Full Credential	2	3	2	112
Teaching Outside Subject Area of Competence (with full credential)	0	0	1	20

## 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	2

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:** December 2019

All pupils, including English learners, have state-adopted and standards-aligned reading/language arts textbooks and instructional materials to use in class and to take home to complete required homework assignments. Textbooks are current and in good condition. A listing of all textbooks that are locally adopted and used in all elementary schools is continuously updated for viewing and public download at: <http://www.fsusd.org//Domain/837>

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	All pupils, including English learners, have locally-adopted and standards- aligned textbooks and instructional materials to use in class and to take home to complete required homework assignments. A comprehensive listing of all textbooks that are locally adopted and are used in all of the many different courses at the high school level is continuously updated for viewing and public download at: <a href="https://www.fsusd.org/domain/4932">https://www.fsusd.org/domain/4932</a> Textbooks in all core subjects are current and in good condition.	Yes	0%
<b>Mathematics</b>	All pupils, including English learners, have locally-adopted and standards- aligned textbooks and instructional materials to use in class and to take home to complete required homework assignments. A comprehensive listing of all textbooks that are locally adopted and are used in all of the many different courses at the high school level is continuously updated for viewing and public download at: <a href="https://www.fsusd.org/domain/4932">https://www.fsusd.org/domain/4932</a> Textbooks in all core subjects are current and in good condition.	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Science</b>	All pupils, including English learners, have locally-adopted and standards- aligned textbooks and instructional materials to use in class and to take home to complete required homework assignments. A comprehensive listing of all textbooks that are locally adopted and are used in all of the many different courses at the high school level is continuously updated for viewing and public download at: <a href="https://www.fsusd.org/domain/4932">https://www.fsusd.org/domain/4932</a> Textbooks in all core subjects are current and in good condition.	Yes	0%
<b>History-Social Science</b>	All pupils, including English learners, have locally-adopted and standards- aligned textbooks and instructional materials to use in class and to take home to complete required homework assignments. A comprehensive listing of all textbooks that are locally adopted and are used in all of the many different courses at the high school level is continuously updated for viewing and public download at: <a href="https://www.fsusd.org/domain/4932">https://www.fsusd.org/domain/4932</a> Textbooks in all core subjects are current and in good condition.	Yes	0%
<b>Health</b>	All pupils, including English learners, have locally-adopted and standards- aligned textbooks and instructional materials to use in class and to take home to complete required homework assignments. A comprehensive listing of all textbooks that are locally adopted and are used in all of the many different courses at the high school level is continuously updated for viewing and public download at: <a href="https://www.fsusd.org/domain/4932">https://www.fsusd.org/domain/4932</a> Textbooks in all core subjects are current and in good condition.	Yes	0%

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

The District takes great efforts to ensure that all schools are clean, safe, and functional for our high educational standards. This is achieved by custodial staff adhering to district-wide cleaning standards. In addition, a work order process was developed to make certain that timely and effective maintenance service is provided and that emergency repairs are given the highest priority.

Suisun Elementary was built in 1980 and will receive a modernization in 2020. The project will include re-configuring the main office for a more secured entrance, installing new play equipment and shade structures, and adding a concrete path to the field. The Facility Inspection Tool (FIT) identified the need to continue the on-going repair of the exterior soffits and siding.

### 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:** SEPTEMBER 2019

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	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Repair and replace soffit and siding as needed.
<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)	23	35	44	45	50	50
Mathematics (grades 3-8 and 11)	16	25	32	33	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	246	243	98.78	1.22	34.57
Male	123	122	99.19	0.81	35.25
Female	123	121	98.37	1.63	33.88
Black or African American	59	59	100.00	0.00	25.42
American Indian or Alaska Native	--	--	--	--	--
Asian	12	12	100.00	0.00	75.00
Filipino	16	15	93.75	6.25	46.67
Hispanic or Latino	95	94	98.95	1.05	24.47
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	24	24	100.00	0.00	33.33

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	33	33	100.00	0.00	54.55
Socioeconomically Disadvantaged	195	192	98.46	1.54	29.17
English Learners	57	54	94.74	5.26	25.93
Students with Disabilities	40	40	100.00	0.00	12.50
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	247	247	100.00	0.00	24.70
Male	124	124	100.00	0.00	29.84
Female	123	123	100.00	0.00	19.51
Black or African American	60	60	100.00	0.00	13.33
American Indian or Alaska Native	--	--	--	--	--
Asian	12	12	100.00	0.00	66.67
Filipino	16	16	100.00	0.00	31.25
Hispanic or Latino	95	95	100.00	0.00	16.84
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	24	24	100.00	0.00	33.33
Two or More Races	33	33	100.00	0.00	42.42
Socioeconomically Disadvantaged	196	196	100.00	0.00	18.88
English Learners	57	57	100.00	0.00	21.05
Students with Disabilities	40	40	100.00	0.00	10.00
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	23.5	16.0	16.0

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)

Suisun Elementary School strongly encourages all parents/families to be involved in their school community. This involvement takes on many forms including, but not limited to, serving as the Parent Leader and attending monthly meetings with the superintendent, volunteering as Room Parents, serving in positions such as noon duty supervisors and crossing guards, participating in and serving on the School Site Council, joining the Parent Teacher Association, serving on the English Learner Advisory Committee, attending Parent Education events such as Chromebook Nights and Math with Me days, meeting every other month with the Principal during Coffee Chats, assisting as Parent Volunteers, serving on the Homework and Safety Committees, chaperoning field trips, providing input as members of our MTSS team, and attending community building events such as the Fall Festival and Holiday Night.

Anyone interested in getting involved may contact the school office at 707-421-4210. In addition, the PTA can be reached directly by phone (707-406-7316) and by email (SuisunPTA@yahoo.com), or by following the PTA on facebook (@PTASuisunElementary), on Twitter (@SuisunEI), and on Instagram (@ptasuisunelementary).

### 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>	1.6	0.5	0.0	6.2	6.2	5.4	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

The Fairfield-Suisun Unified School District requires safety plans for each school: BP/AR 0450, Comprehensive Safety Plan; BP3515, Campus Security; BP/AR 3515.2, Disruptions; and BP/AR 3516, Disaster Regulations. The Governing Board insists that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that teaches violence prevention and emphasizes high expectations for student achievement, responsible behavior and respect for others. Each school site develops a comprehensive school wide safety plan that includes violence prevention strategies and actions to be taken in the event of a crisis. Each plan is tailored to the specific conditions at the school. Each school plan takes into account the expertise, available resources and building design, along with factors unique to each site. A copy of the school's plan is available at the school. The plan is formally updated in December or January of each school year, and reviewed by all staff in August of each school year. For the 2019-2020 school year, it was reviewed by all staff by August 26th, 2019, with the support of the MTSS team, Principal, and School Site Safety Coordinator. It is due again for a formal update in January of 2020. The last formal update was December 18, 2018, with an informal review and update by the School Site Council on October 23, 2019.

School Safety Plans include the following elements: a positive school climate promoting respect for diversity, personal and social responsibility, effective interpersonal and communication skills, anger management and conflict resolution; disciplinary policies and procedures; prevention of and alternatives to violence; parent involvement strategies; prevention and intervention strategies related to the sale or use of alcohol and drugs; assessment of the school's physical environment and development of ground security; school-site crisis intervention strategies; staff training in violence prevention and intervention techniques.

Students at Suisun Elementary participate in conflict mediation and restorative practices with trained support staff or the Principal as an alternative to suspensions and as a means of promoting a positive school climate. The mental health staff, school psychologist, academic support teacher, and behavior technician provide a variety of interventions, including social, executive functioning, and coping skills groups for students needing more specialized support. The school psychologist, Solano County Office of Education counselor, and Care Class mental health clinician also provide one-to-one mental health counseling for students. Parents experiencing challenges with their children are referred to the Family Resource Center for support, as well as on site parenting classes provided by the mental health clinician. The Student Study Team, coordinated by the teacher of academic support and facilitated by the school psychologist, meets at least monthly to review and/or assess students' needs and provide individualized plans accordingly. The MTSS teams are organized into three categories, Tier I, II, and III, to strategically meet the needs of all students based on identified criteria. As part of the MTSS approach, the staff at Suisun Elementary believes in the power of Positive Behavioral Interventions and Supports (PBIS), and thus continually strives to model, recognize, and reward students for following the SES Way and demonstrating the school's identified six character traits for focus. Through continued work with Trauma Informed Practices, the school provides a framework for understanding and supporting all students regardless of their backgrounds and life experiences. Suisun Elementary school believes in the power of building resilient learners.

## 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		5		28		4		24		8	
1	26		4		21	1	3					
2	26		3		19	5			25		3	
3	21	2	2		27		2		21	3	2	
4	31		3		31		1	2	1	1		
5	31		3		27	1	3		29		5	
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)	.2
Library Media Services Staff (Paraprofessional)	.8
Psychologist	1.0
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	3.0

\*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.

### 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	\$5,745.17	\$631.52	\$5,113.65	\$63,594.74
District	N/A	N/A	\$5,348.30	\$65,688.79
Percent Difference - School Site and District	N/A	N/A	-4.5	-3.2
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-37.9	-25.8

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)

Suisun Elementary school receives funds from the district general fund, federal Title I, state Supplemental Concentration Grant, and donations. The funds from state and federal sources must be expended in accordance with policies and guidelines established for those programs. Suisun Elementary funds helped pay for qualified staff to provide social and coping skills groups, mental health counseling, academic interventions, and more. Funds also paid for technology-based academic programs, such as Reading A-Z and Brain Pop, and a variety of school-based apps for iPads. In addition, incentives and other materials and supplies were purchased to help support the work with PBIS and Trauma Informed Schools. Some related purchase included Check-in Check-out incentives, Character Trait recognition supplies, contracts and supplies for assemblies, alternative recess staffing and supplies, and small group and one-to-one academic and behavioral interventions. The school also provided extended day activities and clubs such as Fitness club, Girls on the Run, basketball, band, garden club, and Mindfulness club, as well as an extended school year program during Spring Break.

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

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,649	\$48,612
Mid-Range Teacher Salary	\$71,626	\$74,676
Highest Teacher Salary	\$89,805	\$99,791

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Elementary)	\$113,400	\$125,830
Average Principal Salary (Middle)	\$116,344	\$131,167
Average Principal Salary (High)	\$128,066	\$144,822
Superintendent Salary	\$248,393	\$275,796
Percent of Budget for Teacher Salaries	36%	34%
Percent of Budget for Administrative Salaries	7%	5%

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	8	9	12

The number of school days listed above for staff development and continuous improvement, only include those days that were offered on formal agendas for all staff. However, in addition to those days, staff were offered additional opportunities to attend trainings both on and off site, including a Trauma Informed Practices series provided by the Solano County Office of Education, conferences and institutes provided by NEU on site-wide leadership and how to maintain a focus on success for all students, MTSS conferences and training sessions, and more. Furthermore, site staff (including the Principal, Teacher of Academic Support, MTSS Team Members, Mental Health staff, and more) provide coaching, mentoring, and professional development on a voluntary basis. Teachers and staff can attend offered sessions and/or schedule one-to-one and group times with these support staff members.

Teachers are offered a tiered approach of support based on their individual needs. Topics for professional development for the whole are determined based on district initiatives/focus, school-wide data, and staff feedback. Topics for individualized support are determined in the same manner, with additional emphasis on staff requests. Due to the level of success experienced utilizing the coaching/individualized approach, much of the focus for teacher support is provided in this manner, but is not included in the number of days listed above. Though traditional types of professional development do have some positive impact on student success, at Suisun Elementary they have found that ongoing, targeted support for staff, including coaching and mentoring, provided by on-site staff, has proved to have the most positive impact.