

Mather Heights Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Mather Heights Elementary School
Street	4370 School Road
City, State, Zip	Mather, CA 95655
Phone Number	916-294-2440
Principal	Wendy Sol
Email Address	wsol@fcusd.org
Website	http://www.fcusd.org/Domain/15
County-District-School (CDS) Code	34673306033203

Entity	Contact Information
District Name	Folsom Cordova Unified School District
Phone Number	916-294-9000
Superintendent	Sarah Koligian, Ed.D.
Email Address	skoligian@fcusd.org
Website	www.fcusd.org

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

School Vision and Mission:

To engage, inspire, and empower a community of lifelong learners through critical thinking, collaboration, innovation, and preparation for college/career readiness and citizenship.

Our vision is to provide a well-rounded education for all students (academically, behaviorally, and social-emotionally) through clearly defined standards and high expectations. This will be achieved by:

- Learning through a unique, experiential and collaborative process;
- Inspiring creative, critical, and analytical thinking;
- Providing a rigorous and technologically enhanced curriculum;
- Creating educational opportunities for students that will broaden their experiences and meet future school and workforce needs;
- Assisting our children to become competitive in a global economy;
- Supporting school-wide Science, Technology, Engineering Arts and Mathematics (S.T.E.A.M.) enrichment;
- Utilizing Positive Behavioral Interventions and Supports (PBIS); an approach for teaching children appropriate behaviors and providing the supports necessary to sustain those behaviors;
- Encouraging parents' and community partners' involvement in Parent Teacher Association (PTA), Site Council, English Learner Advisory Committee (ELAC), parent engagement projects, and volunteer opportunities.

School & Community Profile:

Folsom Cordova Unified School District is comprised of two communities located in Sacramento County along HWY 50. With a population of more than 19,527 students, schools are an average of twenty miles from downtown Sacramento and just over 100 miles from San Francisco. Folsom Cordova Unified School District enrolls Preschool thru Adult. There are twenty elementary schools, one charter elementary school, four middle schools, three comprehensive senior high schools, three alternative high schools, and an adult school.

Mather Heights Elementary School operates on a traditional schedule, and during the first month of the 2018-2019 school year, 428 students were enrolled in grades kindergarten through fifth. The school's gender distribution is roughly equal, with 221 boys and 207 girls. The school's largest ethnic group is white, with 50% of the school population describing themselves as white. In terms of racial subgroups, significant numbers include Asian at 18%, Hispanic at 21%, African-American at 5%, and Pacific Islander at 5%. Mather Heights Elementary School has 130 students enrolled in the Academy for Advanced Learning, a magnet school for gifted and high-achieving students.

Mather Heights Elementary School serves the home communities built on the inactive Mather Air Force Base, east of Sacramento on the Highway 50 corridor. The spacious and beautifully manicured campus is a true neighborhood school, with a majority of students living within walking distance. Mather Heights retains the charm and quaintness of an older school, while having all of the amenities of a new school, including significant technology. The primary goal of Mather Heights Elementary is to provide a high-quality, standards-based education and to support the social-emotional development of all students. Mather Heights is committed to inspiring students to achieve the highest standards of intellectual and personal development through a stimulating and comprehensive program. Within a caring, respectful, culturally responsive environment, the school is committed to instilling in each student a desire to learn, to take appropriate risks, and to accept challenges. The school community is committed to developing students who are resilient and adaptable, equipped with the knowledge, skills, and disposition to continue their education and become responsible, successful adults. The staff at Mather Heights successfully provide a caring atmosphere where students can learn from outstanding professionals who are well-trained and highly-qualified educators. Additionally, the Academy for Advanced Learning extends and enriches instruction in state standards by adding depth and complexity through an integrated exploration of topics and a variety of learning activities. Enrolled students gain a pathway to the IB Middle Years Programme at Mitchell Middle School.

Mather Heights boasts a robust PBIS system including several programs that contribute to our positive school culture and climate.

RROKS

Token economy - Silver Flyers & Silver Flyer Store

Second Step & Monthly Character Traits

LunchRoom Activities - character ed lessons and read alouds, joke days, and bucket filler/kindness slips

FUNtastic Fridays - greeting students with music, dancing, and high fives every Friday morning before school

Structured Recess and Wingman Patrol

Restorative Practices -Behavioral Intervention Plan (BIPs), check in/check out, counseling, reflection, and behavior packets

Mather Heights Elementary families consistently and repeatedly express the desire to be involved in their children's education. Mather Heights encourages a productive partnership between home and school. We also value community partnerships. Our PTA is extremely active, providing many activities and events for the students and families of Mather Heights. The school expends considerable time and resources establishing strong connections to our families and community through School site Council (SSC), ELAC, parent engagement activities, family math/literacy/ Science Technology Engineering & Math (STEM)/art nights, Coffee & Conversation with the Principal, as well as multiple volunteer opportunities. Our Blackboard Connect messages (voice, email, and text), school marquee, and Schoolwires webpage keep families informed about schedules, events and activities happening at school. Teachers maintain their own webpages on our website which also allows for two-way communication between teachers and families and includes the ability for families to check grades and attendance. Frequent communication, regular conferences, and parent involvement in the classroom all help to build a positive learning environment.

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

Grade Level	Number of Students
Kindergarten	69
Grade 1	73
Grade 2	71
Grade 3	84
Grade 4	73
Grade 5	66
Total Enrollment	436

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	3.2
American Indian or Alaska Native	0.2
Asian	14.2
Filipino	2.5
Hispanic or Latino	22.7
Native Hawaiian or Pacific Islander	0.5
White	43.1
Two or More Races	13.1
Socioeconomically Disadvantaged	28
English Learners	8
Students with Disabilities	11
Homeless	2.3

A. Conditions of Learning**State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	22	23	24	1111
Without Full Credential	0	0	0	14
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	17

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: 2019 August

Folsom Cordova Unified held a Public Hearing on December 19, 2019, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance, 2016	Yes	0.0%
Mathematics	Pearson - enVision, 2015	Yes	0.0%
Science	Amplify - California Science, 2019	Yes	0.0%
History-Social Science	Teacher Curriculum Institute (TCI), 2018	Yes	0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Mather Heights Elementary was originally constructed in 1959, and was modernized in 2000. It is comprised of 18 classrooms, one multipurpose room, library, staff lounge, computer lab, stage area, and three playgrounds. Remodeling in 2000 included new A/C system, new ceilings, wall coverings, carpet, built in cabinets and work stations, new office configuration, grounds, a computer lab, and a refinished wooden gym floor. Our playgrounds were resurfaced and a new drainage system was installed during the summer of 2011. We were modernized again in the summer of 2014. New landscaping, Americans with Disabilities Act (ADA) compliance, and a new parking lot and back parking lot are on the agenda.

Cleaning Process: Two full-time custodians, and one part-time custodian, ensure that the school is maintained to provide a clean and safe environment for students. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review.

Maintenance and Repair: District maintenance staff ensures that the work orders and repairs necessary to keep the school in good repair are completed in a timely manner. A work order process is used to ensure efficient service and highest priority is given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation. The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. During the 2005/06 school year, the district's governing board did approve deferred maintenance projects for the school, which included working on windows, fields, playground structures, and the blacktop areas around campus.

Date of inspection: 09/15/2019

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 2019 September

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Dry rot around window frames. A work order has been submitted.
Overall Rating	Exemplary	

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)	67	68	64	63	50	50
Mathematics (grades 3-8 and 11)	58	61	53	52	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	220	220	100.00	0.00	68.18
Male	102	102	100.00	0.00	64.71
Female	118	118	100.00	0.00	71.19
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Asian	29	29	100.00	0.00	89.66
Filipino	--	--	--	--	--
Hispanic or Latino	45	45	100.00	0.00	62.22
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	98	98	100.00	0.00	63.27
Two or More Races	29	29	100.00	0.00	68.97
Socioeconomically Disadvantaged	62	62	100.00	0.00	53.23
English Learners	25	25	100.00	0.00	60.00
Students with Disabilities	34	34	100.00	0.00	47.06
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	220	220	100.00	0.00	61.36
Male	102	102	100.00	0.00	62.75
Female	118	118	100.00	0.00	60.17
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	29	29	100.00	0.00	82.76
Filipino	--	--	--	--	--
Hispanic or Latino	45	45	100.00	0.00	51.11
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	98	98	100.00	0.00	63.27

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	29	29	100.00	0.00	58.62
Socioeconomically Disadvantaged	62	62	100.00	0.00	46.77
English Learners	25	25	100.00	0.00	68.00
Students with Disabilities	34	34	100.00	0.00	41.18
Students Receiving Migrant Education Services					
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	15.9	30.2	17.5

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)

Mather Heights Elementary School encourages and values parent involvement. We provide many opportunities for parents to become involved with their child's educational experience. Opportunities for parental involvement at Mather Heights Elementary include:

1. Parent Volunteers: Parents are welcomed and encouraged to work in classrooms, attend field trips, and serve on important school committees. Such committees include: School Site Council, Various Parent Teacher Association (PTA) committees, Gifted and Talented Education (GATE) Advisory, and the English Language Advisory Committee (ELAC).
2. Parent Teacher Association (PTA): Our energetic and hard working PTA actively organizes numerous activities and events which enhance the positive bond between parents, teachers, and students. PTA fundraisers provide financial support for field trips, after-school enrichment activities, and various other activities and programs.
3. Preschool Parent Group: Our on-site preschool parents meet monthly with their teacher.
4. Various School Events: The PTA and the school site hold many enriching events over the course of the school year. Included in these events are a Fall Festival, book fairs, Science Technology Engineering and Math (STEM) Night, Breakfast with Santa, Family Night Outs, our Flyer Fun Run, Literacy Night: Pizza & Poetry, Math Games Night, monthly Fun Friday (parents can join their children at recess), and movie nights in the park and in the multi.

Parents are a vital part of what we do as a family at Mather Heights. For additional information about organized opportunities for parent involvement at Mather Heights Elementary School, please contact the school office at (916) 294-2440, email the PTA at matherheights@gmail.com, or visit our website at: www.fcusd.org/mhe.

Parents or community members who wish to participate in PTA, school committees, school activities, or become a volunteer, please contact the school office at (916) 294-2440.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	2.6	2.6	0.7	4.3	5.0	4.2	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Mather Heights Elementary participates in the district wide "Hour-Zero" school safety program. There were three (3) student accidents reported at our school in the 2018-19 school year. Our staff and students actively participate in drills and safety instruction. The district provides child safety monitors for our campus. All of our doors are locked at all times, and visitors must report to the main office before coming on campus. All parent volunteers who work with students are Category 2 cleared. This includes fingerprinting and a clear Tuberculosis (TB) test. Visitors and staff members are required to wear identification badges.

We work with our Safe School Officers on ideas to make our campus a safer place for students and for staff. Campus drills and practice scenarios with our staff and students help us to prepare for real life events. Our site safety team helps us plan drills and they go over our Safe School Plan. This plan is reviewed each fall and spring. Emergency plans have been developed in case a threatening situation should arise and emergency drills are practiced every two months. Fire drills are conducted monthly. The Emergency Plan is designed to give staff members and students guidance during emergency situations.

Date of Last Review/Update: October 2, 2019

Date Last Reviewed with Staff: October 3, 2019

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	23		3		24		3		23		3	
1	26		3		23		3		24		3	
2	23		4		24		3		24		3	
3	23		3		23		4		21	3	1	
4	28		2		28		2		29		2	
5	30		3		27		3		27		3	
Other**					21		1					

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.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	\$6,520.74	\$495.12	\$6,025.62	\$81,360.00
District	N/A	N/A	\$7,534.43	\$76,858.00
Percent Difference - School Site and District	N/A	N/A	-22.3	8.4
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	-16.7	2.1

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)

District Revenue Sources

In addition to general state funding, Mather Heights Elementary receives state and federal funding from the following categorical funds and other support programs: Title II, Title III English Learners, Title III Immigrant Student Program, LCAP Supplemental Funds (English Learners/Low Income Student), and state funds for after school interventions for at-risk students. Data Sources: Data within the SARC was provided by Folsom Cordova Unified School District, retrieved from the 2018-19 school year SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,289	\$51,374
Mid-Range Teacher Salary	\$68,994	\$80,151
Highest Teacher Salary	\$94,372	\$100,143
Average Principal Salary (Elementary)	\$118,941	\$126,896
Average Principal Salary (Middle)	\$137,647	\$133,668
Average Principal Salary (High)	\$139,858	\$143,746
Superintendent Salary	\$252,000	\$245,810
Percent of Budget for Teacher Salaries	38%	35%
Percent of Budget for Administrative Salaries	5%	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	2	2	2

Each employee is encouraged to grow professionally through self evaluation and reflection; by attending college and university classes as well as statewide workshops; by reading professional literature; and by networking. District-sponsored in-service and training are provided through our Professional Development (PD), a model of lead teachers. In addition, our district staff has worked collaboratively to implement our Peer Assistance Review (PAR) program, which works in unison with BTSA (Beginning Teacher Support and Assessment) to provide an induction program for qualified new teachers.

Teachers regularly participate in professional development on implementation of our current math and English Language Arts/English Language Development (ELA/ELD) curriculum, Professional Learning Communities (PLC), Positive Behavior Interventions and Supports, Every Child By Name (ECBN), and character education. When Professional Development is conducted during the school day, teachers are provided release time. It is also delivered on non-student days, and in after school workshops and during staff meetings. Teachers receive an average of six days of professional development per school year. Additional professional development needs arise from teachers working in Professional Learning Communities (PLC) to identify student needs and supports needed. The Principal supports teachers in their professional development and PLC work by providing time and resources needed.

Additionally, teachers participate in trainings on mental health/suicide prevention and safety practices each year.