



# Turtle Bay School

1330 Arboretum Dr • Redding, CA 96003 • 530-225-0035 • Grades K-8

A.J. Anderson, Principal

[aanderson@rsdnmp.org](mailto:aanderson@rsdnmp.org)

<http://turtlebay.reddingschools.net/>

## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



REDDING SCHOOL DISTRICT  
*Academic Excellence Since 1873*

### Redding Elementary School District

5885 East Bonnyview Rd

Redding CA, 96099

(530) 225-0011

[www.reddingschools.net/home](http://www.reddingschools.net/home)

#### District Governing Board

Beckie Luff - Board President

Nathan Fairchild - Vice President

Peggy O'Lea - Clerk of the Board

Stephen Martinez

Bruce Ross

#### District Administration

Robert Adams

**Superintendent**

Robert Fellingner

**Chief Business Official**

Cindy Bishop

**Dir. Educational Services**

Cindy Trujillo

**Dir. Human Resources**

Tawny Cowell

**Dir. Facilities/Nutrition Services**

Kim Bryant

**Dir. Intervention Services**

Seth Hemken

**Dir. Technology**

### School Description

A.J. Anderson is in his sixth year as a principal in the Redding School District, his fourth at Turtle Bay School. He started his career in Southern California as a general education teacher and spent five years as a Resource Specialist Teacher in the Redding School District before moving in to administration.

Turtle Bay School Mission Statement: Turtle Bay School is dedicated to improving the lives of the students we serve. Our school exists to build positive and meaningful relationships with our school's stakeholders and surrounding community. Using what have been identified as the best instructional practices, engagement through technology and collaborative learning, and social curriculum, Turtle Bay School will continue to create meaningful experiences for our students and serve our community with passion and affection.

The school's Vision Statement is simply, "Relationships As A Bridge To Learning." Turtle Bay School has been named a National Showcase School for Capturing Kids' Hearts by the Flippen Group for three consecutive school years. Additionally, Turtle Bay School has been named a California Honor Roll School by the Campaign for Business and Education Excellence for the past three years.

Leadership is a key to our success, while the atmosphere is collaborative and positive. Our school collaborates together every Wednesday afternoon and share our expertise. We have developed grade level collaboration teams that use student data to shape instruction. Our School Site Council and Parent Faculty Club (PFC) provide parents/guardians excellent opportunities for input and involvement. We also have a very active Teen Leadership in our Jr. High preparing all of our students for college and career readiness.

## About the SARC

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.

### 2018-19 Student Enrollment by Grade Level

| Grade Level      | Number of Students |
|------------------|--------------------|
| Kindergarten     | 103                |
| Grade 1          | 101                |
| Grade 2          | 99                 |
| Grade 3          | 125                |
| Grade 4          | 103                |
| Grade 5          | 122                |
| Grade 6          | 76                 |
| Grade 7          | 63                 |
| Grade 8          | 55                 |
| Total Enrollment | 847                |

### 2018-19 Student Enrollment by Group

| Group                               | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 3                           |
| American Indian or Alaska Native    | 2.8                         |
| Asian                               | 3.1                         |
| Filipino                            | 0.2                         |
| Hispanic or Latino                  | 14.9                        |
| Native Hawaiian or Pacific Islander | 0.8                         |
| White                               | 68.6                        |
| Two or More Races                   | 6.1                         |
| Socioeconomically Disadvantaged     | 65.2                        |
| English Learners                    | 3.4                         |
| Students with Disabilities          | 7.4                         |
| Foster Youth                        | 0.9                         |
| Homeless                            | 2.5                         |

## A. Conditions of Learning

### State Priority: Basic

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

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

| Teacher Credentials for Turtle Bay School   | 17-18 | 18-19 | 19-20 |
|---|-------|-------|-------|
| With Full Credential                        | 33    | 34    | 33    |
| Without Full Credential                     | 1     | 0     | 1     |
| Teaching Outside Subject Area of Competence | 0     | 0     | 0     |

| Teacher Credentials for Redding Elementary  | 17-18 | 18-19 | 19-20 |
|---|-------|-------|-------|
| With Full Credential                        | ♦     | ♦     | 136   |
| Without Full Credential                     | ♦     | ♦     | 6     |
| Teaching Outside Subject Area of Competence | ♦     | ♦     | 0     |

### Teacher Misassignments and Vacant Teacher Positions at Turtle Bay School

| Indicator                     | 17-18 | 18-19 | 19-20 |
|-------------------------------|-------|-------|-------|
| 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)

We choose our textbooks from lists that have already been approved by state education officials. We use a district-wide adoption process that includes teachers, parents, students and administrators.

We have also reported about our textbooks called for by the Williams legislation of 2004. We report to the board in September and four times a year about the sufficiency of our textbooks as well as any complaints. This online report shows whether we had a textbook for each student in each core course during the 2017-18 school year and whether those textbooks covered the California Content Standards.

### Textbooks and Instructional Materials

Year and month in which data were collected: 9/2019

| Core Curriculum Area   | Textbooks and Instructional Materials/Year of Adoption  |
|------------------------|---|
| Reading/Language Arts  | McMillian McGraw-Hill Treasures (K-5)<br>McDougal Littell (6-8)<br><br>The textbooks listed are from most recent adoption: Yes<br>Percent of students lacking their own assigned textbook: 0.0%             |
| Mathematics            | McMillian McGraw-Hill Everyday Math (K-5)<br>College Preparatory Math (6-8)<br><br>The textbooks listed are from most recent adoption: Yes<br>Percent of students lacking their own assigned textbook: 0.0% |
| Science                | Pearson Scott Foresman (K-5)<br>Prentice Hall (6-8)<br><br>The textbooks listed are from most recent adoption: Yes<br>Percent of students lacking their own assigned textbook: 0.0%                         |
| History-Social Science | Studies Weekly (K-5)<br>National Geographic (6-8)<br><br>The textbooks listed are from most recent adoption: Yes<br>Percent of students lacking their own assigned textbook: 0.0%                           |

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

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

The Redding School District makes great efforts to ensure that all schools are clean, safe, and functional. In 2016 the District and the Board of Trustees authorized a Facilities Needs Assessment in order to identify our facilities needs over the next decade. To support the assessment effort, in 2018 the community passed a \$28 million facilities bond to repair, renovate, and modernize all District schools. Since the bond passed in 2018 the District has used the Facilities Needs Assessment to plan out the Bond Initiatives.

In addition to the local bond the District is seeking any State Modernization matching funds on a percentage basis, to assist with the expenditures for any major planned modernization work projects.

The District's Grounds and Maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner, while the Operations staff ensures that the schools are kept clean. A work order process through a program called "Akita Box" is used to ensure efficient service; emergency repairs are given the highest priority. In addition to responding to emergency repairs, the maintenance department schedules extra "preventive maintenance" days to catch up on routine repairs and enhancements.

Turtle Bay Elementary School was built in 1996 and is located at 1330 Arboretum Drive. It is a dramatic and well-landscaped facility, and we perform regular maintenance to keep the site like new. Each wing contains art, science, and cooking centers, and we have thirteen portable classrooms. In 2016 the parking area was expanded. Re-roofed kitchen in 2017. The campus has perimeter fencing for safety and has recently added access control to the site for improved security.

The school is staffed with two day, and two night custodian to provide a clean and hazard-free environment. The Principal, along with the maintenance staff, work with the custodians to develop cleaning schedules to ensure clean and safe schools. The custodial staff follows the District's cleaning standards, which are available at the District Office. In addition, on a monthly basis the lead custodian uses a facility survey instrument developed by the Northern California Schools Insurance to evaluate the conditions of the school's facility. These reports are sent to the District Facilities Department who then does an annual evaluation for the site.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 10/02/19**

| System Inspected   | Repair Status | Repair Needed and Action Taken or Planned   |
|--|---------------|---|
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                       | Good          | Quarterly maintenance is provided to all units.   |
| <b>Interior:</b><br>Interior Surfaces                                      | Fair          | The district has a carpet replacement schedule where two rooms are replaced per year.                                   |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/ Vermin Infestation       | Good          | Monthly pest control contracts are in place for preventative measures.  |
| <b>Electrical:</b><br>Electrical   | Fair          | Network upgrades were implemented to support a new bell, PA, and security system. Some outside lights need replacement. |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                 | Good          | Lead testing was conducted to ensure that all drinking sources are safe.  |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                         | Good          | Continued staff training on school site safety and fire hazards conducted during the monthly safety meetings.           |
| <b>Structural:</b><br>Structural Damage, Roofs                             | Fair          | Site had a classroom addition for increased enrollment. Showing signs of structural deficit on portable 28              |
| <b>External:</b><br>Playground/School Grounds, Windows/ Doors/Gates/Fences | Fair          | Improvements to the playgrounds are scheduled for 2019/2020.  |
| <b>Overall Rating</b>  | <b>Good</b>   |   |

## 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 17-18 | School 18-19 | District 17-18 | District 18-19 | State 17-18 | State 18-19 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| ELA     | 51           | 41           | 46             | 44             | 50          | 50          |
| Math    | 43           | 43           | 39             | 38             | 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 Science for All Students

#### Grades Five, Eight, and Ten

##### Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 17-18 | School 18-19 | District 17-18 | District 18-19 | State 17-18 | State 18-19 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| Science | 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 area of physical education

### 2018-19 Percent of Students Meeting Fitness Standards

| Grade Level | 4 of 6 | 5 of 6 | 6 of 6 |
|-------------|--------|--------|--------|
| 5           | 24.6   | 30.2   | 15.9   |
| 7           | 23.0   | 4.9    | 8.2    |

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.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| <b>Student Group</b>                       | <b>Total Enrollment</b> | <b>Number Tested</b> | <b>Percent Tested</b> | <b>Percent Met or Exceeded</b> |
|--|-------------------------|----------------------|-----------------------|--------------------------------|
| <b>All Students</b>                        | 538                     | 488                  | 90.71                 | 40.98                          |
| <b>Male</b>                                | 280                     | 250                  | 89.29                 | 35.60                          |
| <b>Female</b>                              | 258                     | 238                  | 92.25                 | 46.64                          |
| <b>Black or African American</b>           | 15                      | 14                   | 93.33                 | 21.43                          |
| <b>American Indian or Alaska Native</b>    | 14                      | 14                   | 100.00                | 42.86                          |
| <b>Asian</b>                               | 17                      | 17                   | 100.00                | 47.06                          |
| <b>Filipino</b>                            | --                      | --                   | --                    | --                             |
| <b>Hispanic or Latino</b>                  | 89                      | 82                   | 92.13                 | 34.15                          |
| <b>Native Hawaiian or Pacific Islander</b> | --                      | --                   | --                    | --                             |
| <b>White</b>                               | 360                     | 320                  | 88.89                 | 42.81                          |
| <b>Two or More Races</b>                   | 34                      | 32                   | 94.12                 | 40.63                          |
| <b>Socioeconomically Disadvantaged</b>     | 351                     | 320                  | 91.17                 | 37.50                          |
| <b>English Learners</b>                    | 25                      | 24                   | 96.00                 | 29.17                          |
| <b>Students with Disabilities</b>          | 44                      | 34                   | 77.27                 | 8.82                           |
| <b>Foster Youth</b>                        | --                      | --                   | --                    | --                             |
| <b>Homeless</b>                            | 13                      | 12                   | 92.31                 | 7.69                           |

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.

**School Year 2018-19 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group                       | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|-------------------------|
| All Students                        | 538              | 485           | 90.15          | 43.27                   |
| Male                                | 280              | 249           | 88.93          | 46.96                   |
| Female                              | 258              | 236           | 91.47          | 39.41                   |
| Black or African American           | 15               | 14            | 93.33          | 42.86                   |
| American Indian or Alaska Native    | 14               | 14            | 100.00         | 42.86                   |
| Asian                               | 17               | 17            | 100.00         | 64.71                   |
| Filipino                            | --               | --            | --             | --                      |
| Hispanic or Latino                  | 89               | 81            | 91.01          | 35.00                   |
| Native Hawaiian or Pacific Islander | --               | --            | --             | --                      |
| White                               | 360              | 318           | 88.33          | 44.48                   |
| Two or More Races                   | 34               | 32            | 94.12          | 34.38                   |
| Socioeconomically Disadvantaged     | 351              | 318           | 90.60          | 40.51                   |
| English Learners                    | 25               | 24            | 96.00          | 45.83                   |
| Students with Disabilities          | 44               | 34            | 77.27          | 8.82                    |
| Foster Youth                        | --               | --            | --             | --                      |
| Homeless                            | 13               | 12            | 92.31          | 7.69                    |

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.

## 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)

As a professional learning community and a Capturing Kids' Hearts National Showcase School, we are proud of our ongoing tradition of high parental and community involvement. Parents join our Parent Faculty Club (PFC), volunteer in classrooms, or chaperone our many student activities and field trips. Our School Site Council (SSC) allows for parental input in key areas of school-wide goals, planning, and budgeting. There is an open invitation for parents to participate in order to help support our sports and music programs. We welcome parent assistance in classroom and school activities. Our school's Activities Director uses parental and community support to help with our school's "Career Day" and "World Day" activities.

### 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.

### School Safety Plan

The maintenance department inspects playground equipment monthly, and we review and modify our School Safety Plan yearly. The School Safety Plan establishes an orderly response to any emergency or danger. Students and teachers practice organized evacuation routines and other drills monthly. Our school keeps emergency contact records on all students, and we ensure that key staff has access to wireless communication all day. During the school day all access gates are locked and we require all visitors to sign in at the office. The 2018-19 School Site Safety Plan was approved by the School's Site Council (SSC) on January 22, 2019.

Our discipline policy is proactive and positive. All certificated staff have been trained in Capturing Kids Hearts for the 2018-19 school year which promotes building positive relationships with students, as well as those BEST practices that help teachers model, recognize, and reward positive behavior. We strive to keep students engaged in school by using in-house suspensions and detentions. We out-of-school suspend only when other methods prove unsuccessful. We believe that the key to good student behavior is a meaningful curriculum and engaged students. Turtle Bay School uses a comprehensive student recognition program and acknowledges appropriate student choices. We encourage leadership, school involvement, risk taking, and responsibility because we know that when students discover their passions, school is more meaningful. Our school's Site Leadership and Process Champions Teams have created school-wide norms and policies to reinforce the Positive Behavior Intervention Supports (PBIS) our school has implemented and will continue to implement.

| Suspensions and Expulsions for the School | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Suspensions Rate                          | 4.9     | 5.2     | 3.5     |
| Expulsions Rate                           | 0.0     | 0.1     | 0.0     |

| Suspensions and Expulsions for the District | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Suspensions Rate                            | 7.4     | 7.1     | 4.4     |
| Expulsions Rate                             | 0.1     | 0.0     | 0.0     |

| Suspensions and Expulsions for the State | 2016-17 | 2017-18 | 2018-19 |
|--|---------|---------|---------|
| Suspensions Rate                         | 3.6     | 3.5     | 3.5     |
| Expulsions Rate                          | 0.1     | 0.1     | 0.1     |

#### 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.

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

| Title               | Ratio |
|---------------------|-------|
| Academic Counselor* | 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 Full-Time Equivalent (FTE) |
|---|--------------------------------------|
| Counselor (Social/Behavioral or Career Development) | 1.0                                  |
| Library Media Teacher (Librarian)                   | 0                                    |
| Library Media Services Staff (Paraprofessional)     | 1.0                                  |
| Psychologist  | .65                                  |
| Social Worker                                       | 0                                    |
| Nurse   | .40                                  |
| Speech/Language/Hearing Specialist                  | .90                                  |
| Resource Specialist (non-teaching)                  | 1.4                                  |
| Other   | 1.0                                  |

\* 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.



### Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2016-17<br>Average<br>Class<br>Size | 2016-17<br># of<br>Classes*<br>Size<br>1-20 | 2016-17<br># of<br>Classes*<br>Size<br>21-32 | 2016-17<br># of<br>Classes*<br>Size<br>33+ | 2017-18<br>Average<br>Class<br>Size | 2017-18<br># of<br>Classes*<br>Size<br>1-20 | 2017-18<br># of<br>Classes*<br>Size<br>21-32 | 2017-18<br># of<br>Classes*<br>Size<br>33+ | 2018-19<br>Average<br>Class<br>Size | 2018-19<br># of<br>Classes*<br>Size<br>1-20 | 2018-19<br># of<br>Classes*<br>Size<br>21-32 | 2018-19<br># of<br>Classes*<br>Size<br>33+ |
|-------------|-------------------------------------|---|--|--|-------------------------------------|---|--|--|-------------------------------------|---|--|--|
| K           | 23                                  | 1   | 4  |  | 22                                  | 1   | 5  |  | 21                                  | 2   | 3  |  |
| 1           | 28                                  |   | 4  |  | 23                                  |   | 4  |  | 20                                  | 2   | 3  |  |
| 2           | 23                                  |   | 4  |  | 23                                  | 1   | 4  |  | 25                                  |   | 4  |  |
| 3           | 22                                  | 1   | 4  |  | 26                                  |   | 4  |  | 25                                  |   | 5  |  |
| 4           | 28                                  |   | 4  |  | 30                                  |   | 4  |  | 26                                  |   | 4  |  |
| 5           | 30                                  |   | 3  |  | 30                                  |   | 3  |  | 31                                  |   | 4  |  |
| 6           | 31                                  |   | 2  |  | 28                                  |   | 3  |  | 25                                  |   | 3  |  |
| 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.

### Professional Development provided for Teachers

| Measure   | 2017-18 | 2018-19 | 2019-20 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 8.1     | 8.1     | 8.1     |

Turtle Bay holds regular collaborative grade-level meetings to discuss current teaching strategies and provide up-to-date training. Our teacher training program allows teachers to further their instructional and classroom management skills through district-wide staff development and classroom coaching. We offer frequent staff development opportunities based on established school or district priorities and curriculum interests.

2019-2020- 8.1 Professional Development Days

2018-2019- 8.1 Professional Development Days

2017-2018 - 8.1 Professional Development Days

### Evaluating and Improving Teachers

Turtle Bay teachers are experienced and committed professionals. All of our teachers possess the appropriate credentials to teach in their designated subject areas. Administrators evaluate our teachers according to district protocol, which includes frequent observations and dialogue between teachers and administrators. We evaluate teachers each year during their first two years of employment. Beginning in their third year, we evaluate teachers every three years.

### Substitute Teachers

In order to maintain the stability and excellence of our instructional programs, we make every effort to hire a suitable number of the highest-caliber substitute teachers. Turtle Bay is fortunate to be able to attract and maintain qualified substitute teachers.

#### FY 2017-18 Teacher and Administrative Salaries

| Category                      | District Amount | State Average for Districts In Same Category |
|-------------------------------|-----------------|--|
| Beginning Teacher Salary      | \$47,296        | \$49,378                                     |
| Mid-Range Teacher Salary      | \$67,630        | \$77,190                                     |
| Highest Teacher Salary        | \$86,901        | \$96,607                                     |
| Average Principal Salary (ES) | \$111,643       | \$122,074                                    |
| Average Principal Salary (MS) | \$110,203       | \$126,560                                    |
| Average Principal Salary (HS) | \$0             | \$126,920                                    |
| Superintendent Salary         | \$145,000       | \$189,346                                    |

| Percent of District Budget | District Amount | State Average for Districts In Same Category |
|----------------------------|-----------------|--|
| Teacher Salaries           | 31%             | 36%  |
| Administrative Salaries    | 5%              | 6%   |

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

#### FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

| Level       | Total   | Restricted | Unrestricted | Average Teacher Salary |
|-------------|---------|------------|--------------|------------------------|
| School Site | \$5,773 | \$408      | \$5,365      | 67,126                 |
| District    | N/A     | N/A        | \$6,108      | \$67,696.00            |
| State       | N/A     | N/A        | \$7,506.64   | \$77,619.00            |

| Percent Differences  | Unrestricted | Average Teacher Salary |
|----------------------|--------------|------------------------|
| School Site/District | -13.0        | -0.8                   |
| School Site/ State   | -33.3        | -14.5                  |

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

State school-based funding is used for programs that are consistent with the district goals and priorities (ie, curriculum, After School Program). Funds are used for Professional Development, classroom supplies, school-wide events, and intervention curriculum. Last year our Parent Faculty Club raised more than \$20,000 through fundraising efforts that pay for a myriad of school initiatives, including the annual fee that allows our school to partner with Redding's Turtle Bay Museum and Arboretum. Individual parents and businesses help meet school needs through contributions to our sports, academics and music programs. Our school also raised over \$22,000 through the Ducky Derby fundraiser, which was the most by a school in Shasta County. These funds help pay for field trips, classroom supplies, books, and educational materials.

#### 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.