

# Scott Lane 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	Scott Lane Elementary School
Street	1925 Scott Blvd.
City, State, Zip	Santa Clara CA, 95050
Phone Number	(408) 423-4100
Principal	Jeff Keller
Email Address	jkeller@scusd.net
Website	www.scottlane.schoolloop.com
County-District-School (CDS) Code	43-69674-6049019

Entity	Contact Information
<b>District Name</b>	Santa Clara Unified School District
<b>Phone Number</b>	(408) 423-2000
<b>Superintendent</b>	Stella M. Kemp, Ed.D.
<b>Email Address</b>	communications@scusd.net
<b>Website</b>	www.santaclarausd.org

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

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Scott Lane Elementary School: Our Mission is to ensure the success of every scholar.

Scott Lane Elementary School has served its community since 1953. Scott Lane was built to provide school services to new families who moved to the Santa Clara Valley soon after World War II. Many new housing tracts were being built at that time, and the school was located in the center of these homes and close to the Santa Clara City Hall.

Scott Lane School is one of seventeen elementary schools in the Santa Clara Unified School District, serving 491 students. The children and families at Scott Lane School speak over 15 languages. 75% are English Learners. At Scott Lane over 90% of the students participate in the Free/Reduced Lunch program. The student mobility rate is over 25%. Most of the students come from single parent families or families where both parents work. The community is socially, ethnically, and racially diverse.

Scott Lane has been able to combine the efforts and talents from the students, staff, parents, and the community to produce an exemplary model of education. Scott Lane has an inclusion model for students with special needs in grades K-5.

Scott Lane also has a 40% PIP counselor. There is one full-time secretary and a part-time clerk. A day and night time custodian support Scott Lane School. Instructional assistants provide academic and language support for both students and parents. The classified staff are trained in instructional literacy techniques and GLAD/SDAIE techniques as well as new methods for working with the Special Education population. Scott Lane students will be successful readers, writers, listeners, speakers, thinkers and communicators. They will be individuals who are respectful, make good decisions and solve problems. Scott Lane students will be productive, resilient and responsible citizens who demonstrate an appreciation for their diverse community.

Scott Lane Elementary School continues to be a Program Improvement Year 4 School in 2011-16. Our school was placed in Program Improvement because it did not achieve AYP in 2012-2013. The AYP area(s) that caused the PI identification in 2012-2013 are English Language Arts and Mathematics.

The school's Accountability Progress Report may be obtained from the school or on the California Department of Education (CDE) AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

All parents/guardians of students attending our school have the right to request a transfer of their child(ren) to a non-PI district school with district-paid transportation. For parents who select this option, the district will provide transportation to the non-PI school for as long as our school continues to be identified as a PI school. If the home school exits PI by making AYP for two consecutive years, the student can remain at the school; however, transportation will no longer be district-paid. If the demand for choice exceeds funds available, priority will be given to lowest achieving, low-income students.

Students from low-income families at our school, whose parents did not select a public school choice option, are eligible for free Supplemental Educational Services. These services are classes or tutoring which occur outside the regular school day with educational providers approved by the State Board of Education. If the number of eligible students who apply for the SES program exceeds the financial resources available, the lowest achieving students from low-income families will receive SES first.

There are many benefits to your child(ren) receiving free tutoring. Additional benefits are included below.

- He/she receives specific help in English Language Arts, mathematics, and or science.
- The tutoring is provided beyond the regular school day.
- The tutoring is delivered in a one-to-one setting or in small groups.
- A student learning plan will address his/her specific academic needs.
- You, as the parent/guardian, will be consulted in developing your child's learning plan. We will offer Supplemental Educational Services (SES) beginning in February or March.

Research shows that strong parental involvement leads to student success at school. Parents interested in partnering with our school are encouraged to contact the school for additional information regarding:

- Parental involvement policies
- School-parent compact
- Ongoing parent/community meetings
- Advisory committee/school site council meetings
- Parent volunteer opportunities

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

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	98
<b>Grade 1</b>	54
<b>Grade 2</b>	56
<b>Grade 3</b>	50
<b>Grade 4</b>	52
<b>Grade 5</b>	58
<b>Total Enrollment</b>	368

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

Student Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	0.3
Asian	13
Filipino	2.4
Hispanic or Latino	75.5
Native Hawaiian or Pacific Islander	0.8
White	4.9
Two or More Races	0.8
Socioeconomically Disadvantaged	81.5
English Learners	72
Students with Disabilities	11.1
Foster Youth	0.3
Homeless	1.1

## 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	25	25	26	942
Without Full Credential	1	0	0	7
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

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

**Year and month in which data were collected:** December 2019

All textbooks and materials were adopted by the board of trustees in 2019 and are current, in good condition, and available to all students. A full list of core and supplemental textbooks and materials can be found on the District website at: <http://www.santaclarausd.org/InstructionalResources>.

<b>Subject</b>	<b>Textbooks and Other Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
<b>Reading/Language Arts</b>	<a href="http://www.santaclarausd.org/InstructionalResources">www.santaclarausd.org/InstructionalResources</a> Board adopted: June 2019	Yes	0
<b>Mathematics</b>	<a href="http://www.santaclarausd.org/InstructionalResources">www.santaclarausd.org/InstructionalResources</a> Board adopted: June 2019	Yes	0
<b>Science</b>	<a href="http://www.santaclarausd.org/InstructionalResources">www.santaclarausd.org/InstructionalResources</a> Board adopted: June 2019	Yes	0
<b>History-Social Science</b>	<a href="http://www.santaclarausd.org/InstructionalResources">www.santaclarausd.org/InstructionalResources</a> Board adopted: June 2019	Yes	0
<b>Foreign Language</b>	<a href="http://www.santaclarausd.org/InstructionalResources">www.santaclarausd.org/InstructionalResources</a> Board adopted: June 2019	Yes	0
<b>Health</b>	<a href="http://www.santaclarausd.org/InstructionalResources">www.santaclarausd.org/InstructionalResources</a> Board adopted: June 2019	Yes	0
<b>Visual and Performing Arts</b>	<a href="http://www.santaclarausd.org/InstructionalResources">www.santaclarausd.org/InstructionalResources</a> Board adopted: June 2019	Yes	0
<b>Science Laboratory Equipment (grades 9-12)</b>	<a href="http://www.santaclarausd.org/InstructionalResources">www.santaclarausd.org/InstructionalResources</a> Board adopted: June 2019	Yes	0

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

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### General

Santa Clara Unified School District (SCUSD) takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, SCUSD uses a facility survey instrument developed by the State of California OPSC. The results of this survey are available by request made to the SCUSD's Facilities department at (408) 423-2061.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

### Maintenance and Repair

SCUSD maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

### Cleaning Process and Schedule

The governing board has adopted cleaning standards for all schools in SCUSD, Board Policy 3514. The policy can be found online at [www.santaclarausd.org/BoardPolicies](http://www.santaclarausd.org/BoardPolicies). The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

### Deferred Maintenance

SCUSD participates in the State School Deferred Maintenance Program to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

### Modernization Projects

SCUSD strives to be a model of financial responsibility, making every effort to spend taxpayer dollars wisely. At the same time, ongoing bond programs are necessary in a district this large, with so many students, teachers, and facilities needs. Bond funds allow the District to maintain safe, modern school facilities and bring in updated technology essential to student achievement. Measure B 1997 improvements included new elementary school play structures, new high school science classrooms and outdoor athletic facilities, the major renovation of eleven elementary schools, an ambitious roof replacement program, and two high school performing arts buildings. Measure J 2004 generated funds to modernize buildings and classrooms for middle schools, high schools, and the adult education campus. Measure H 2010 upgraded fire, safety and security systems, renovated and reopened a closed elementary school, installed solar panels to decrease energy costs, purchased the Agnews campus property, and expanded overcrowded schools. Measure H 2014 funds construction of three new schools on the Agnews campus, expands overcrowded schools, and addresses critical facility needs such as replacing roofs and adding air conditioning to elementary school classrooms. Measure BB 2018 funds the construction of three new schools, reconstructs fields, replaces aging play structures and playground paving, adds shade structures, and upgrades fencing and gates, among many other crucial projects. More: [www.santaclarausd.org/bond](http://www.santaclarausd.org/bond)

### Age of School Buildings

The main campus of Scott Lane School was built in 1959. Additions were made in 1998 and portables added in 1997 for class size reduction. This school has 28 classrooms, a multipurpose room, a library/media center and an administration building.

### 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:** January 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	Any necessary remediation was minor and addressed immediately or during routine maintenance over the summer 2019 break.
<b>Interior:</b> Interior Surfaces	Good	Any necessary remediation was minor and addressed immediately or during routine maintenance over the summer 2019 break.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	Any necessary remediation was minor and addressed immediately or during routine maintenance over the summer 2019 break.
<b>Electrical:</b> Electrical	Good	Any necessary remediation was minor and addressed immediately or during routine maintenance over the summer 2019 break.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	Any necessary remediation was minor and addressed immediately or during routine maintenance over the summer 2019 break.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	Any necessary remediation was minor and addressed immediately or during routine maintenance over the summer 2019 break.
<b>Structural:</b> Structural Damage, Roofs	Good	Any necessary remediation was minor and addressed immediately or during routine maintenance over the summer 2019 break.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Any necessary remediation was minor and addressed immediately or during routine maintenance over the summer 2019 break.
<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)	33	36	58	62	50	50
Mathematics (grades 3-8 and 11)	27	29	51	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	165	154	93.33	6.67	36.36
Male	84	75	89.29	10.71	36.00
Female	81	79	97.53	2.47	36.71
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	17	16	94.12	5.88	62.50
Filipino	--	--	--	--	--
Hispanic or Latino	135	127	94.07	5.93	31.50
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	146	137	93.84	6.16	34.31
English Learners	137	126	91.97	8.03	38.89
Students with Disabilities	27	20	74.07	25.93	10.00
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	165	156	94.55	5.45	28.85
Male	84	77	91.67	8.33	33.77
Female	81	79	97.53	2.47	24.05
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	17	16	94.12	5.88	50.00
Filipino	--	--	--	--	--
Hispanic or Latino	135	128	94.81	5.19	25.00
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	146	139	95.21	4.79	28.78
English Learners	137	128	93.43	6.57	30.47
Students with Disabilities	27	20	74.07	25.93	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	17.2	27.6	19.0

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)

Scott Lane Elementary School has a supportive parent community. We extend an invitation to all parents to become involved in activities and school affairs through our Parent Teacher Association (PTA), School Site Council (SSC) and English Learner Advisory Committee (ELAC). We also encourage parents to support classroom teachers in a variety of ways. Scott Lane is always working to increase parental involvement.

In the 2013-2014 school year, Scott Lane began a partnership with SEAL (Sobrato Early Academic Literacy) Model. A major component of SEAL is the Parent Involvement component. Scott Lane families are invited and encouraged to participate in the following way:

1. Attend end-of-unit celebrations in their child's classroom. During these celebrations, scholars teach their families about the content that they learned about, share the realia created during the unit (scholar work, lesson posters, songs or chants, etc.)
2. Attend parent workshops that focus on ways that families can support their children at home.
3. Complete projects (that pertains to the content being learned) with their children at home

In the 2014-15 school year, Scott Lane has added adult English Language classes (partnership with SCUSD Adult Ed.) and family engagement classes (partnership with Foothill College). Families have also been invited to be active participants in District LCAP and Strategic Planning.

More information: (408) 423-410

### 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	1.5	0.9	1.7	4.1	2.9	3.4	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.2	0.1	0.1	0.1	0.1	0.1

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

All California public schools kindergarten and grades one through twelve must develop a comprehensive school safety plan, per California Education Code sections 32280-32289. School safety plans assess school climate and safety, identifying goals and actions to improve safety and climate. The safety plan is written and developed with collaboration from students, parents, community, and law enforcement. It is reviewed and updated annually with the School Site Council (SSC).

We are committed to providing a safe, responsible and respectful school environment for all students, staff, and community. We support and promote building a sense of community and belonging where every child feels included and valued, teaching children positive social skills and attitudes including resolving conflicts without violence, and preparing for and responding appropriately to emergencies and disasters to keep children safe.

The school safety plan is available for review in the school office and was approved by the School Site Council in 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	17	3	2		17	2	3		20	3	2	
1	22		3		20	1	1		14	4		
2	18	3			20	1	2		19	3		
3	20	2	1		19	3			17	3		
4	24		3		19	2	1		17	2	1	
5	27		3		25		3		29		2	
Other**					22		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.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	.4
Resource Specialist (non-teaching)	
Other	4.1

\*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	\$9,483	\$1,431	\$8051	103771
District	N/A	N/A	8271	\$106,910.00
Percent Difference - School Site and District	N/A	N/A	-2.7	-3.0
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	7.0	23.4

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)

Scott Lane School receives state and federal categorical funds which provide supplemental services to identified students and are approved and monitored through School Site Council. These programs include programs for migrant students, Title I schoolwide program, and other local grants. Scott Lane also received additional services for Special Education students as required.

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

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$70,595	\$51,374
Mid-Range Teacher Salary	\$106,719	\$80,151
Highest Teacher Salary	\$126,520	\$100,143
Average Principal Salary (Elementary)	\$158,678	\$126,896
Average Principal Salary (Middle)	\$176,810	\$133,668

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (High)	\$176,224	\$143,746
Superintendent Salary	\$294,073	\$245,810
Percent of Budget for Teacher Salaries	37%	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	8	5	4

Staff development activities and expenditures are tied to District and school goals including the SPSA, WASC, LCAP, and District Strategic Plan. Staff development time continues to support teachers in self-reflection, analysis of student achievement data, and collaboration activities designed to help reach achievement goals. We believe in modeling lifelong learning for our students by engaging in collaborative sessions and professional development opportunities that align with the school's School Plan for Student Achievement (SPSA) goals and support student achievement in content standards and Expected Schoolwide Learning Results (ESLRs). District and school staff development programs support meeting the academic, social, and emotional needs of all students by providing opportunities for teachers to advance their skills, develop teaching strategies, and create curriculum. During staff in-service days, teachers share information about instructional practices, cognitive development and learning disabilities, and best practices for English Language Learners. These presentations and workshops help us understand who our students are so we can better support them with individual counseling, curriculum design, and instructional practices.

There are four days dedicated to professional development in the 2019-2020 school year. There were five days of professional development in the 2018-2019 school year, eight days of professional development in the 2017-2018 school year, and eight days of professional development in the 2016-2017 school year. In addition, there is professional development happening on the school campus through professional learning communities, where teachers meet to discuss best practices while assessing student work.