# Bonita Canyon 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** | Bonita Canyon Elementary School |
| **Street** | 1 Sundance Drive |
| **City, State, Zip** | Irvine, CA 92603 |
| **Phone Number** | (949) 936-5450 |
| **Principal** | M. Corey Pace |
| **Email Address** | coreypace@iusd.org |
| **Website** | http://www.iusd.org/bc |
| **County-District-School (CDS) Code** | 30-73650-6097042 |

| Entity | Contact Information |
|---|---|
| **District Name** | Irvine Unified School District |
| **Phone Number** | (949) 936-5000 |
| **Superintendent** | Terry Walker |
| **Email Address** | TerryWalker@iusd.org |
| **Website** | www.iusd.org |

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

**Mission/Vision**
"Bonita Canyon is an inclusive community that fosters risk-taking, collaboration, and creativity to create lifelong learners. Together, we empower our students to think critically about the world and be compassionate citizens."

At Bonita Canyon Elementary School we strive to enable all students to become contributing members of society empowered with the skills, knowledge, and values necessary to meet the challenges of a changing world. With a team of highly qualified staff, we provide the highest quality educational experience we can envision. Our teachers model and encourage intellectual risk-taking to support students problem solving skills in all content areas. We were named a California Distinguished School in 1989, 2006, and again in 2010.

Located in the Turtle Rock area of Irvine, the school opened its doors in 1977. The physical layout of the school permits teaming and interaction and the playground offers wonderful views of the surrounding areas. We received state renovation funds and underwent major renovation during summer 2009. We again underwent renovation in the summer of 2017 as a part of the Measure E Bond and are looking forward to our new MPR scheduled to begin construction in the Spring of 2020.

As a neighborhood school, we serve students in our immediate community and those who are here by choice from around IUSD. We have a very high percentage of parents in professional occupations and the community is stable with a low mobility rate. Education is a considered a very high priority in our community.

Parent involvement contributes significantly to our success. Teachers, students and parents work closely together in an atmosphere of mutual respect and cooperation. Our students have supportive, caring parents who value education, and dedicated, committed teachers who provide continuous high quality instruction for all students. The Parent Teacher Association (PTA) provides outstanding volunteer and financial support for many school programs. The strong partnership between parents and school staff, coupled with our shared commitment to excellence, creates an exceptional learning environment that can be seen and felt throughout Bonita Canyon School.

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

| Grade Level | Number of Students |
|---|---|
| **Kindergarten** | 64 |
| **Grade 1** | 55 |
| **Grade 2** | 73 |
| **Grade 3** | 61 |
| **Grade 4** | 53 |
| **Grade 5** | 71 |
| **Grade 6** | 91 |
| **Total Enrollment** | 468 |

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

| Student Group | Percent of Total Enrollment |
|---|---|
| Black or African American | 0.6 |
| Asian | 32.5 |
| Filipino | 1.5 |
| Hispanic or Latino | 8.8 |
| White | 45.3 |
| Two or More Races | 10.5 |
| Socioeconomically Disadvantaged | 10.9 |
| English Learners | 22 |
| Students with Disabilities | 9.8 |
| Homeless | |

# A. Conditions of Learning

## State Priority: Basic
The SARC provides the following information relevant to the State priority: Basic (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

## Teacher Credentials

| Teachers | School 2017-18 | School 2018-19 | School 2019-20 | District 2019-20 |
|---|---|---|---|---|
| With Full Credential | 22.00 | 21.90 | 24 | 1797.99 |
| Without Full Credential | 0 | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence (with full credential) | 0.90 | 1.50 | 0.55 | 75.64 |

## 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:** October 2019

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---|---|---|---|
| **Reading/Language Arts** | All students are provided an individual textbook or instructional material as determined by textbook software in October, 2019. All core textbooks and instructional materials are state-adopted. | Yes | 0% |
| **Mathematics** | All students are provided an individual textbook or instructional material as determined by textbook software in October, 2019. All core textbooks and instructional materials are state-adopted. | Yes | 0% |
| **Science** | All students are provided an individual textbook or instructional material as determined by textbook software in October, 2019. All core textbooks and instructional materials are state-adopted. | Yes | 0% |
| **History-Social Science** | All students are provided an individual textbook or instructional material as determined by textbook software in October, 2019. All core textbooks and instructional materials are state-adopted. | Yes | 0% |
| **Health** | All students are provided an individual textbook or instructional material as determined by textbook software in October, 2019. All core textbooks and instructional materials are state-adopted. | Yes | 0% |
| **Visual and Performing Arts** | All students are provided an individual textbook and/or instructional material. | Yes | 0% |

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

Bonita Canyon School was built in 1977. We received state renovation funds and underwent major renovation during summer 2009. Our site and grounds are clean and well maintained. In addition to the original buildings, the school has eleven portable (re-locatable) classrooms. Childcare is offered on site and is housed in two additional re-locatables near the playground. We have maximized our use of shared areas in the library, computer lab, stage, and auditorium to meet the needs of our student population.

Although our school was built before the use of computers was commonplace in schools, with help from our generous community and PTA, as well as our recent modernization (Measure E Funds 2017), we have altered our infrastructure to accommodate 1:1 devices (Tablets and Chromebooks), our library/Innovation Lab/Green Screen Lab, and all classrooms with state-of-the-art wireless internet access. (Upgrade complete in 2017-18)

Through the leadership of a student environment club (L.I.F.E club)  we created a recycled school garden that is used as an outdoor education center.

## 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:** 11/21/2019

| 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 | K1: 7. LIGHT DIFFUSER IS LOOSE R 11: 7. LIGHT DIFFUSER IS LOOSE AND HANGING |
| **Restrooms/Fountains:** Restrooms, Sinks/ Fountains | Good | |
| **Safety:** Fire Safety, Hazardous Materials | Good | |
| **Structural:** Structural Damage, Roofs | Good | |
| **External:** Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | |
| **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) | 79 | 80 | 77 | 78 | 50 | 50 |
| Mathematics (grades 3-8 and 11) | 70 | 63 | 74 | 74 | 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 | 279 | 274 | 98.21 | 1.79 | 79.56 |
| Male | 156 | 155 | 99.36 | 0.64 | 73.55 |
| Female | 123 | 119 | 96.75 | 3.25 | 87.39 |
| Black or African American | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | | | | | |
| Asian | 93 | 88 | 94.62 | 5.38 | 85.23 |
| Filipino | | | | | |
| Hispanic or Latino | 28 | 28 | 100.00 | 0.00 | 64.29 |
| Native Hawaiian or Pacific Islander | | | | | |
| White | 124 | 124 | 100.00 | 0.00 | 78.23 |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| Two or More Races | 33 | 33 | 100.00 | 0.00 | 81.82 |
| Socioeconomically Disadvantaged | 33 | 33 | 100.00 | 0.00 | 72.73 |
| English Learners | 74 | 69 | 93.24 | 6.76 | 81.16 |
| Students with Disabilities | 22 | 22 | 100.00 | 0.00 | 36.36 |
| 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 | 279 | 279 | 100.00 | 0.00 | 63.44 |
| Male | 156 | 156 | 100.00 | 0.00 | 65.38 |
| Female | 123 | 123 | 100.00 | 0.00 | 60.98 |
| Black or African American | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | | | | | |
| Asian | 93 | 93 | 100.00 | 0.00 | 81.72 |
| Filipino | | | | | |
| Hispanic or Latino | 28 | 28 | 100.00 | 0.00 | 42.86 |
| Native Hawaiian or Pacific Islander | | | | | |
| White | 124 | 124 | 100.00 | 0.00 | 51.61 |
| Two or More Races | 33 | 33 | 100.00 | 0.00 | 72.73 |
| Socioeconomically Disadvantaged | 33 | 33 | 100.00 | 0.00 | 57.58 |
| English Learners | 74 | 74 | 100.00 | 0.00 | 68.92 |
| Students with Disabilities | 22 | 22 | 100.00 | 0.00 | 22.73 |
| 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 | 13.5 | 35.1 | 37.8 |

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)

We value parent participation and know it is the key ingredient for creating successful students and schools. There are numerous opportunities for parent volunteers at Bonita Canyon and we encourage parents to become involved in all aspects of their child's education. Hundreds of parents volunteer in our classrooms, participate in PTA, serve on School Site Council, help support art instruction through Art Masters, and help in many other ways to enrich student programs and the curriculum. We enjoy strong parent support at Bonita Canyon and welcome new parents to join us as partners in their child's education.

The parent community significantly augments school programs and services through fundraising efforts. Parents also support community service efforts and become leaders in legislative action issues affecting education.

## 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** | 2.5 | 0.8 | 0.2 | 1.6 | 1.2 | 1.0 | 3.6 | 3.5 | 3.5 |
| **Expulsions** | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 |

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

Our students show positive problem solving skills on the playground and in the classroom. Our Bonita Be's (be respectful, be responsible, be safe, be a friend and be your best) are reviewed with students and consistently referred to by both teachers and instructional aid staff.  Our campus supervision is based on district allocations and many of our staff members have taken specific training in conflict resolution and cooperative discipline. This year we will be working on implementing a student council driven anti-bullying program that is focused are rewarding those who stop bullying and foster a culture of inclusion.

Bonita Canyon has an extensive plan for emergency procedures. The plan is revised annually and often improved based on what we learn from emergency drills. Biannually we practice Reunification Drills and Full Disaster Drills where our parents check out students as they would during an actual emergency. Our supplies are renewed with assistance from our PTA. We participate in district-wide emergency drills and many staff members are trained in CPR and First Aid.

We have developed a comprehensive Safe School Plan, which is evaluated yearly and amended, as needed, through our School Safety Committee. We are proud to say there are few, if any, reportable crimes at Bonita Canyon.

# 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 | 30 | | 2 | | 15 | 2 | 2 | | 17 | 2 | 2 | |
| 1 | 30 | | 2 | | 32 | | 2 | | 31 | | 1 | |
| 2 | 28 | | 2 | | 30 | | 2 | | 23 | 1 | 3 | |
| 3 | 32 | | 2 | | 27 | | 2 | | 31 | | 2 | |
| 4 | 32 | | 2 | | 33 | | 1 | 1 | 29 | | 1 | |
| 5 | 30 | | 3 | | 34 | | | 2 | 32 | | 3 | |
| 6 | 34 | | | 2 | 27 | | 3 | | 30 | | 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.

## 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 | .8 |
| Social Worker | |
| Speech/Language/Hearing Specialist | .8 |
| Resource Specialist (non-teaching) | 1.5 |

*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 | $6,230 | $558 | $5,671 | $88,110 |

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|---|---|---|---|
| District | N/A | N/A | $5,630 | $81,988.00 |
| Percent Difference - School Site and District | N/A | N/A | 0.7 | 0.9 |
| State | N/A | N/A | $7,506.64 | $82,403.00 |
| Percent Difference - School Site and State | N/A | N/A | -25.8 | 2.7 |

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)

The Local Control Funding Formula has replaced California's previous method of allocating funds to school districts. In place of more than 40 specific funding categories, the new model has established three sources of state funding with increased local discretion to determine how best to spend those funds in the service of students. All districts receive a BASE of per-student funding that varies slightly depending on grade level. All districts also receive SUPPLEMENTAL funding. IUSD has used BASE and SUPPLEMENTAL funding to support the following programs:

Site Programs and Services: 1) Support professional learning and teacher coaching through induction program, content TOSAs and teacher mentor program , 2) provide summer school and summer athletic programs, 3) Allocating site funding and staffing to support student achievement through support of Professional Learning Communities (PLC) and site PLC coaches, 4) Elementary P.E. paraprofessionals, 5) Support for English language learners, 6) Elementary science, music, and art programs, 7) Purchase textbooks and instructional materials, 8) Develop a technology rich learning environment including; Technology matching programs, Technology Maintenance fund and site technology support staff, 9) Maintain previously implemented class-size reduction, 10) Additional secondary sections to reduce class size, 11) Middle school zero period program, 12) Maintain positive behavioral intervention and support program, 13) Maintain site staffing with full-time assistant principals, 14) 450:1 counseling ratio, support for large elementary schools and elementary classroom aides, 15) Support interventions and supplemental programs impacting English learners, low income and foster youth, 16) Continue to build Career-Technical Education pathways and blended 0n-line learning opportunities for students, 17) Develop mental health and wellness programs and hire district and site based staff including support for the Irvine Family Resource Center.

Finally, CONCENTRATION grant funding equal to 50 percent of the base is provided to districts in which English-learners, low-income students and foster youth exceed 55 percent of the total enrollment. Irvine Unified School District is not eligible for concentration funding because its enrollment does not exceed the 55 percent threshold.

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

| Category | District Amount | State Average For Districts In Same Category |
|---|---|---|
| Beginning Teacher Salary | $47,823 | $48,612 |
| Mid-Range Teacher Salary | $85,411 | $74,676 |
| Highest Teacher Salary | $110,405 | $99,791 |
| Average Principal Salary (Elementary) | $121,327 | $125,830 |
| Average Principal Salary (Middle) | $147,385 | $131,167 |

| Category | District Amount | State Average For Districts In Same Category |
|---|---|---|
| **Average Principal Salary (High)** | $165,402 | $144,822 |
| **Superintendent Salary** | $320,910 | $275,796 |
| **Percent of Budget for Teacher Salaries** | 34% | 34% |
| **Percent of Budget for Administrative Salaries** | 6% | 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** | | | |

We allocate the equivalent of six days per year (plus two district days) for staff development and calendar this time with minimum student impact. Official staff development meetings were scheduled as follows:

2014-15  Staff Development (a day prior to the start of school, a non-student  day in October and a non-student day in February) was focus on continued implementation of the Common Core, writing instruction as well increased technology integration into the classroom for both student use and parent communication

2015-16   Our staff development  was concentrating on implementing more technology and using programs like Google Classroom to support our students, staff and community.  We also focused on Next Generation Science Standards and Thinking Maps  throughout the remainder of our Professional Development.

2016-17  We spent our six staff development sessions working on Professional Learning Communities and an even deeper implementation of Google Classroom as a communication tool for our school.

2017-18  Our six Staff Development Sessions were spent focusing specifically on PLC (Professional Learning Communities) common assessment development, PBIS growth and action and reading HEART by Timothy Kanold.

2018-19  This year was dedicated to solidifying our practices in PLC.