# Sandpiper 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** | Sandpiper School |
| **Street** | 801 Redwood Shores Parkway |
| **City, State, Zip** | Redwood City, CA 94065 |
| **Phone Number** | 650-631-5510 |
| **Principal** | Tamara Moore |
| **Email Address** | tmoore@brssd.org |
| **Website** | sandpiper.brssd.org |
| **County-District-School (CDS) Code** | 41688666114771 |

| Entity | Contact Information |
|---|---|
| District Name | Belmont-Redwood Shores Elementary School District |
| Phone Number | (650) 637-4800 |
| Superintendent | Dr. Michael Milliken |
| Email Address | mmilliken@brssd.org |
| Website | http://www.brssd.org |

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

Sandpiper School is in the Belmont-Redwood Shores School District. It serves Transitional Kindergarten through 8th Grade students in the cities of Belmont and Redwood Shores, as well as portions of Redwood City, San Carlos, and San Mateo. Sandpiper School is located in Redwood Shores on the peninsula south of San Francisco, and east of Highway 101. It is one of two TK-8 elementary schools, four traditional elementary schools, and one comprehensive middle school. Sandpiper serves 642 students in 25 general education classrooms, as well as one Learning Center Program (RSP/SDC).

### Vision Statement
Sandpiper School is committed to working with our community to provide an innovative educational program that allows students to meet their academic potential in an environment that inspires creativity and a love of learning. Students will develop a strong work ethic, exhibit high self-esteem, learn self-management skills and accept responsibility for their actions.

### Mission Statement
Sandpiper is a community of learners in which every person is well known and honored for their individuality. Students conduct themselves with pride, exhibit the highest standard of behavior, and demonstrate personal initiative in their education. Sandpiper works with the community in a spirit of unity and mutual respect to promote excellence in the learning environment. Decisions center on the needs of children to provide a challenging integrated educational program that emphasizes creativity, innovation, and flexibility. Graduates possess the skills and knowledge to be successful in an interdependent world. More importantly, we have inspired students to be lifelong learners.

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

| Grade Level | Number of Students |
|---|---|
| Kindergarten | 88 |
| Grade 1 | 75 |
| Grade 2 | 100 |
| Grade 3 | 75 |
| Grade 4 | 75 |
| Grade 5 | 102 |
| Grade 6 | 52 |
| Grade 7 | 50 |
| Total Enrollment | 617 |

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

| Student Group | Percent of Total Enrollment |
|---|---|
| **Black or African American** | 0.6 |
| **American Indian or Alaska Native** | 0.2 |
| **Asian** | 38.9 |
| **Filipino** | 3.1 |
| **Hispanic or Latino** | 8.1 |
| **White** | 32.9 |
| **Two or More Races** | 12 |
| **Socioeconomically Disadvantaged** | 5.5 |
| **English Learners** | 13.8 |
| **Students with Disabilities** | 6.6 |
| **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** | 26 | 26 | 31 | |
| **Without Full Credential** | 0 | 1 | 0 | |
| **Teaching Outside Subject Area of Competence (with full credential)** | 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:** November, 2019

All schools in BRSSD use adopted materials in their classrooms. We have board adopted curriculum in all academic areas.

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---|---|---|---|
| **Reading/Language Arts** | Grades K-6: Lucy Calkins Reader's and Writer's Workshop: Units of Study, 2015 | Yes | 0 |
| **Mathematics** | Grades K-5: Houghton Mifflin Harcourt: Math Expressions, 2015-2016<br>Grade 6-8: Pearson: Connected Mathematics 3 (CMP3) | Yes | 0 |
| **Science** | Twig Education: Twig Science K-5, 2019<br>Accelerate Learning: StemScopes Science 6-8, 2019 | Yes | 0 |
| **History-Social Science** | TCI: Social Studies Alive! 2018 | Yes | 0 |
| **Health** | Grades K-8: Children's Health Market: Great Body Shop 2011-2012 | Yes | 0 |

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

Sandpiper School remains in good condition with few repairs needed. The district has a long term maintenance rotation to bring the conditions of all facilities in good repair. Grounds are kept neat and well-trimmed throughout the year and grass and flowers are watered and maintained.

Age of Buildings:
Sandpiper School was built in 1997. There are currently 25 general education classrooms and 1 Learning Center (resource room). In addition, there is a library, a Behavior Intervention room, two Specialist rooms, and a Science room. In the summer of 2013, Sandpiper added a Kindergarten classroom, expanded the Administrative Offices, and added a set of Adult Bathrooms in the back of campus for staff. In December of 2017, Sandpiper completed a new construction expansion project, which resulted in the opening of 10 additional classrooms and an expanded campus.

Maintenance and Repair:
District maintenance staff, assisted as necessary by outside contractors, keeps the school in good repair. Work orders are completed in a timely manner and tracked on a computerized system of record-keeping, which also allows priority to be assigned to emergency repairs.

Complaints and Reports of Conditions Requiring Remedy:
There is a form to report unsafe conditions, which can be found in the principal's office. The District uses the Uniform Complaint Process (per Board Policy) in responding to all filed complaints.

Sandpiper Community Center, which shares space with Sandpiper School, provides child care services through a city-run program, as well as a private agency. Before and after school care provides supervision for students in Transitional Kindergarten through 8th Grade, five days per week, as well as all day for district in-service days and some holidays. Our school district and the city of Redwood City share the community center facilities located on-site. The multi-use room and conference rooms are available to the school during school days and on some weeknights and weekends.

## 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:** June 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 | Need 4 outlet covers. |
| **Restrooms/Fountains:** Restrooms, Sinks/ Fountains | Poor | All fountains have small leaks. One hole in boys bathroom. |
| **Safety:** Fire Safety, Hazardous Materials | Good | |
| **Structural:** Structural Damage, Roofs | Poor | Gutters need cleaning; drainage pipes need snaking; and snake the pipe drainers. |
| **External:** Playground/School Grounds, Windows/ Doors/Gates/Fences | Poor | Huge holes in rubber matting flooring. Some equipment damage. Doors no longer closing behind people: requires force. Playground rubber floor needs to be changed. Doors not closing. |
| **Overall Rating** | Fair | |

# 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) | 81 | 85 | 80 | 82 | 50 | 50 |
| Mathematics (grades 3-8 and 11) | 87 | 85 | 77 | 79 | 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 | 357 | 353 | 98.88 | 1.12 | 84.70 |
| Male | 170 | 168 | 98.82 | 1.18 | 78.57 |
| Female | 187 | 185 | 98.93 | 1.07 | 90.27 |
| Black or African American | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | | | | | |
| Asian | 143 | 143 | 100.00 | 0.00 | 90.91 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 25 | 25 | 100.00 | 0.00 | 52.00 |
| Native Hawaiian or Pacific Islander | | | | | |
| White | 126 | 123 | 97.62 | 2.38 | 82.11 |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| Two or More Races | 43 | 42 | 97.67 | 2.33 | 90.48 |
| Socioeconomically Disadvantaged | 25 | 25 | 100.00 | 0.00 | 48.00 |
| English Learners | 70 | 70 | 100.00 | 0.00 | 75.71 |
| Students with Disabilities | 32 | 30 | 93.75 | 6.25 | 46.67 |
| 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 | 357 | 353 | 98.88 | 1.12 | 84.99 |
| Male | 170 | 168 | 98.82 | 1.18 | 82.74 |
| Female | 187 | 185 | 98.93 | 1.07 | 87.03 |
| Black or African American | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | | | | | |
| Asian | 143 | 143 | 100.00 | 0.00 | 93.71 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 25 | 25 | 100.00 | 0.00 | 44.00 |
| Native Hawaiian or Pacific Islander | | | | | |
| White | 126 | 123 | 97.62 | 2.38 | 85.37 |
| Two or More Races | 43 | 42 | 97.67 | 2.33 | 88.10 |
| Socioeconomically Disadvantaged | 25 | 25 | 100.00 | 0.00 | 56.00 |
| English Learners | 70 | 70 | 100.00 | 0.00 | 82.86 |
| Students with Disabilities | 32 | 30 | 93.75 | 6.25 | 63.33 |
| 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 | 15.7 | 36.3 | 34.3 |
| 7 | 14.0 | 26.0 | 48.0 |

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)

Sandpiper School parents are always welcomed and encouraged to volunteer on campus!

The Sandpiper PTA is a volunteer-run organization under the California State PTA. Each year our community contributes over 20,000 volunteer hours to support programs that are educationally enriching for our students. Ongoing programs that parents can volunteer for include Art in Action, After School Enrichment, Green Team, Technology, and All Pro Dads. Annual events that parents can volunteer for include the Science Fair, Multicultural Event, Discovery Day, Movie Night, Talent Show, Halloween Carnival, Staff Appreciation Week, Ice Cream Social School Kick-Off, and the End of Year Picnic.

The Sandpiper PTA goals include:
To build a closer relationship between the school and home.
To provide additional educational opportunities for students beyond the core curriculum.
To encourage all families to have an active role in the PTA.

## 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 | 0.4 | 0.9 | 0.0 | 1.7 | 1.1 | 0.6 | 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)

A school safety plan is revised and adopted each year. Specific procedures for evacuation of buildings, communication and disbursement of emergency supplies are outlined in an emergency handbook in the office. Specific responsibilities are given to adults for the supervision of students in a safe location when a disaster occurs. Fire Drills, Shelter in Place, Secure Campus, Lock Down, and Earthquake disaster drills are practiced during the school year in cooperation with the local fire and police departments. Staff telephone trees and a parent notification system has been established. Emergency supplies are updated each year or upon their expiration date.

Emergency Procedures for Sandpiper School as described in the school's Emergency Plan:

Should an emergency situation occur while school is in session, such as an earthquake, chemical spill, power failure, civil disaster, or any other event that interrupts regular school activity, Sandpiper's basic response plan will be as follows:
- School will notify parents through School Messenger email and/or phone call, if possible, of the reunification process and potential alternate location for student pickup.
- No student will be released from school unless a parent (or individual listed on the emergency card) comes for him/her.
- No student will be released unless a parent/individual shows proper government-issued ID. NO EXCEPTIONS.
- Name and destination of the student will be documented on the master school roster before releasing the student; parent must print and sign name on the master school roster upon student release.

We do ask your help in the following areas:
- Please DO NOT CALL THE SCHOOL! We must have the phone lines open for emergency calls.
- As soon as possible, come to school to pick up your child in a calm and orderly fashion. Please be patient with staff as we work to reunite all adults and children.
- Please WALK TO SCHOOL, IF POSSIBLE. If you must drive, park in designated parking spaces only. Leave the driveway clear for emergency vehicles.
- If at the direction of public officials (fire, police, etc.), the children have been relocated to another site for safety, an announcement will be made through School Messenger email and/or phone call, if possible. - - A public information line will also be maintained at the District Office, (650) 637-4800.

# D. Other SARC Information

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

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

| Grade Level | 2016-17 Average Class Size | 2016-17 # of Classes* Size 1-20 | 2016-17 # of Classes* Size 21-32 | 2016-17 # of Classes* Size 33+ | 2017-18 Average Class Size | 2017-18 # of Classes* Size 1-20 | 2017-18 # of Classes* Size 21-32 | 2017-18 # of Classes* Size 33+ | 2018-19 Average Class Size | 2018-19 # of Classes* Size 1-20 | 2018-19 # of Classes* Size 21-32 | 2018-19 # of Classes* Size 33+ |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| K | 24 | | 4 | | 23 | 1 | 3 | | 22 | 1 | 3 | |
| 1 | 25 | | 3 | | 25 | | 4 | | 25 | | 3 | |
| 2 | 25 | | 3 | | 25 | | 3 | | 25 | | 4 | |
| 3 | 24 | | 4 | | 24 | | 3 | | 25 | | 3 | |
| 4 | 27 | | 2 | | 29 | | 3 | | 30 | | 2 | |
| 5 | 28 | | 4 | | 30 | | 3 | | 30 | | 4 | |
| 6 | | | | | 26 | | 2 | | 30 | | 12 | 2 |
| 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 | |
| Social Worker | |
| Speech/Language/Hearing Specialist | .6 |
| Resource Specialist (non-teaching) | |

*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 | 11189 | 3604 | 7584 | 101532 |
| District | N/A | N/A | 7584 | $85,285.00 |

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|---|---|---|---|
| Percent Difference - School Site and District | N/A | N/A | 0.0 | 24.8 |
| State | N/A | N/A | $7,506.64 | $77,619.00 |
| Percent Difference - School Site and State | N/A | N/A | -33.7 | 33.2 |

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)

Regular Education
Class Size Reduction
Guidance Counselor
Homework Centers
Local Grants
Choral Music
Instrumental Music
Outdoor Education
Science & Reading Specialists
Extended School Year for Selected Special Education Students Special
Art Programs
Teacher Quality
Math & Reading
English Language Learners
School Safety Violence Prevention
BTSA
Staff Professional Development
Library & Media Services
School-Force
School Psychologist
Speech Pathologist
Special Education Teachers
General Education Teacher
Classified Staff

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

| Category | District Amount | State Average For Districts In Same Category |
|---|---|---|
| Beginning Teacher Salary | $57,124 | $49,378 |
| Mid-Range Teacher Salary | $83,734 | $77,190 |
| Highest Teacher Salary | $107,859 | $96,607 |
| Average Principal Salary (Elementary) | $149,000 | $122,074 |
| Average Principal Salary (Middle) | $153,000 | $126,560 |
| Average Principal Salary (High) | $0 | $126,920 |

| Category | District Amount | State Average For Districts In Same Category |
|---|---|---|
| **Superintendent Salary** | $204,000 | $189,346 |
| **Percent of Budget for Teacher Salaries** | 40% | 36% |
| **Percent of Budget for Administrative Salaries** | 7% | 6% |

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

## Professional Development (Most Recent Three Years)

| Measure | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| **Number of school days dedicated to Staff Development and Continuous Improvement** | 2 | 2 | 2 |

In each of the three most recent years, all schools received 2 days of professional development during the school year. New certificated staff received an additional 2 days of professional development prior to the start of the school year. Principals led monthly staff meetings throughout the year, and teachers meet in grade-level teams on a monthly basis. Additionally, there are three district-wide grade level trainings throughout the school years and an additional 3 district-wide professional developments in the 2018-2019 and 2019-2020 school years.  Teachers are also invited to attend workshops and professional learnings led by outside presenters, and teacher leaders and school leadership teams are offered professional development during the school year.