

# Ralston Intermediate

## 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	Ralston Intermediate
Street	2675 Ralston Ave
City, State, Zip	Belmont, CA 94002-1216
Phone Number	(650) 637-4880
Principal	Michael Dougherty
Email Address	mdougherty@brssd.org
Website	<a href="https://ral-brssd-ca.schoolloop.com/">https://ral-brssd-ca.schoolloop.com/</a>
County-District-School (CDS) Code	41688666043483

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

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

Ralston Middle School strives to provide a nurturing environment where all students, parents, and staff pursue academic excellence and participate fully in the life of the school.

Ralston's basic mission is to provide a strong instructional program that focuses on the diverse needs of middle school students. We believe that academic excellence is our most important attribute and our highest priority. We also believe that a program of excellence provides students with enrichment experiences that extend the basic curriculum.

#### Ralston Middle School is characterized by:

- A safe, orderly, attractive campus
- A rigorous academic core curriculum
- A rich elective program
- A strong student support system
- A wide range of extracurricular activities
- A firm commitment to technology in the classroom
- A dedicated and competent professional staff
- A supportive and involved parent community
- An energetic, enthusiastic, and highly capable student body
- A deep commitment to community service

The Ralston staff provides a strong California standards-based instructional program. Every Ralston student receives instruction in the core subjects of language arts, history/social science, mathematics, science, physical education, and health education. Students may select from a wide variety of elective classes. Ralston students also have the opportunity to participate in many extra-curricular activities. A comprehensive after-school sports program supported by School-Force provides team sports experiences in golf, basketball, cross-country, volleyball, tennis, and track and field.

After school homework groups are available several days a week for all grades. The PTA sponsors after school clubs based on student/teacher interest. Our student body has an active student government, which sponsors spirit days, dances and other school-wide activities.

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

Grade Level	Number of Students
<b>Grade 6</b>	353
<b>Grade 7</b>	400
<b>Grade 8</b>	397
<b>Total Enrollment</b>	1,150

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

Student Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	0.1
Asian	30.8
Filipino	3.2
Hispanic or Latino	9.6
Native Hawaiian or Pacific Islander	0.9
White	43
Two or More Races	9.9
Socioeconomically Disadvantaged	6.6
English Learners	2.6
Students with Disabilities	8.1
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	54	56		53
Without Full Credential	1	1		3
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	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	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 academic areas.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	K-5: K-5: Lucy Calkins Reader's and Writer's Workshop: Units of Study, 2015 6-8: Prentice Hall: Literature, California Edition McDougal Littell: The Language of Literature 2002-2003	Yes	0
<b>Mathematics</b>	Pearson: Connected Mathematics 6-8 CC, Algebra Keys: Geometry McDougal Littell/Houghton Mifflin: Geometry for Enjoyment and Challenge 2015-2016	Yes	0
<b>Science</b>	Accelerate Learning: StemScopes Science 6-8, 2019	Yes	0
<b>History-Social Science</b>	TCI: Social Studies Alive! 2018	Yes	0
<b>Foreign Language</b>	En Espanol; McDougal Littell, 2003 Bien Dit, Holt Rinehart & Wilson	Yes	0
<b>Health</b>	Health curriculum is incorporated into 7th grade Science	No	0

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

### Age of Buildings:

This school has 63 classrooms, 2 music rooms, a library, a multipurpose room, a gymnasium, girls' and boys' locker rooms, and administrative offices. The main buildings were constructed in 1954 and modernized in 2003. Prior to the opening of the 2013-2014 school year, Ralston completed a two-phase modernization program. During the first phase that took place over the 2012 summer, 4 brand new science classrooms and 4 classrooms devoted to the elective program were added.

During the 2012-2013 school year, the construction of the library and the new administrative offices were completed. Over the summer of 2013, the main building was renovated with many new upgrades. Four additional classrooms were added to the main building as well as an additional computer lab. The building was renovated with new flooring, lighting, and storage, which gives the building a much-needed update. The lockers were removed from the main hallway, which also provided students with a much easier passing period between classes.

During the 2014-2015 school year, an additional classroom structure was planned and constructed. This two-story building opened prior to the start of the 2015-2016 school year.

**Cleaning Standards:** The District has adopted cleaning standards for each school, and a copy of these is available in the administrative offices. The Ralston Administration works daily with the custodial staff to develop and implement cleaning practices that ensure a clean and safe school 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:

Each classroom contains a notice regarding the availability of complaints or reports of unsafe condition forms, 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.

Specialized classrooms are available for science, computer labs, animation, culinary arts, and music. In addition, there are two science buildings that house labs for 6th, 7th and 8th grades, and a large school gymnasium. Every classroom has at least one computer connected to the Internet. Three classrooms are equipped as multimedia classrooms. The PTA and district have purchased interactive SMARTBoards, LCD projectors, Large Monitors, document cameras, and teacher laptops for all the classrooms. Both PTA and School Force have enabled Ralston to purchase technology for the classrooms such as 32 iMac computers for our lab, 43 chrome book carts, and three iPad carts.

As of December, 2019, the following have been done to address the "fair" and "poor" ratings on the FIT:

- The school's fire alarm system has been repaired and tested.
- All safety-related issues have been repaired.
- District has increased the frequency of pest inspections for rodents.
- Gymnasium HVAC and roof have been repaired and appear functional.
- General restroom repairs and aesthetic issues are being addressed on an ongoing basis.

## 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
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	U Building: Window cracked in RM 7 and Staff lounge, Rm 33 and 31 have rubber lock bar falling off, Fire alarm not working, leaks around the sink and toilet near rm 1, Stall doors missing by rm 27, Restroom by 39 leaks, Rm 33 has roof leak, Rm 33 some lights don't work, walls dirty, paint missing, rubber kick boards missing or falling off, Plastic flooring in counselor's room, rm 31 missing tiles, paint chipping in hallway,

System Inspected	Rating	Repair Needed and Action Taken or Planned
		Band: Fire alarm not working, Intercom not working, flooring is pulling up
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Poor	Library: Fire alarm not working, Mice/Rats in library.
<b>Electrical:</b> Electrical	Poor	MUR: Ceiling tiles missing. Fire alarm not working, Electrical outlet broken uncovered wires. Walls stained and dirty, paint missing, ceiling tiles missing, A/C ducts torn.  Gym: Roof leaks in Gym, Fire alarm not working, Electrical box does not close and lock, Mice/ rats located in locker room, Walls need cleaned. Holes in walls in boys' locker room, Bleachers don't close properly. Heater doesn't work in boys' locker room, some lockers have broken locks.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	A Building: Water pools near the building, Fire alarm not working, Restroom has leaking toilet.
<b>Safety:</b> Fire Safety, Hazardous Materials	Poor	B Building: Fire alarm not working, Intrcom doesn't work.
<b>Structural:</b> Structural Damage, Roofs	Good	S Buildings: Roof leaks in S1, S2, S3, S4, S5, S6 and S8, Fire alarm not working, Sinks leak in S1 ,S2, S3, S5, S8
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	Water pools by the steps near the A Building, Uneven pavement near the U building, uneven field, holes in ground, Fire alarm not working, trash along fence, graffitti along baseball fence, marks and stains on walls.
<b>Overall Rating</b>	Poor	

## 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)	82	85	80	82	50	50
Mathematics (grades 3-8 and 11)	76	80	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	1139	1134	99.56	0.44	84.82
Male	582	579	99.48	0.52	82.21
Female	557	555	99.64	0.36	87.55
Black or African American	18	18	100.00	0.00	44.44
American Indian or Alaska Native	--	--	--	--	--
Asian	349	349	100.00	0.00	93.39
Filipino	27	27	100.00	0.00	74.07
Hispanic or Latino	105	105	100.00	0.00	61.90
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	497	493	99.20	0.80	86.00

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	122	121	99.18	0.82	85.95
Socioeconomically Disadvantaged	80	79	98.75	1.25	51.90
English Learners	74	72	97.30	2.70	62.50
Students with Disabilities	91	90	98.90	1.10	43.33
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	1139	1136	99.74	0.26	80.02
Male	582	581	99.83	0.17	79.17
Female	557	555	99.64	0.36	80.90
Black or African American	18	18	100.00	0.00	44.44
American Indian or Alaska Native	--	--	--	--	--
Asian	349	349	100.00	0.00	93.70
Filipino	27	27	100.00	0.00	70.37
Hispanic or Latino	105	105	100.00	0.00	49.52
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	497	495	99.60	0.40	78.38
Two or More Races	122	121	99.18	0.82	83.47
Socioeconomically Disadvantaged	80	80	100.00	0.00	48.75
English Learners	74	74	100.00	0.00	55.41
Students with Disabilities	91	90	98.90	1.10	40.00
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
7	8.9	18.2	66.9

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)

Ralston parents have many opportunities to stay involved. Parents can work with individual teachers as teachers offer a variety of classroom volunteer opportunities. The Ralston PTA is an active organization that raises funds to support a variety of programs on campus. Additionally, they have regular meetings where members may interface with the principal and with staff about issues of concern to them. PTA parents volunteer for a wide range of activities that support the ongoing programs at Ralston. PTA coordinates our hot lunch and RAMS walkabout volunteers, parents can sign up via the Ralston website. <https://ral-brssd-ca.schoolloop.com/>

Ralston also has a School Site Council that as an advisory group that helps develop the School Plan for Student Achievement. This group consists of parents, teachers, other employees, and community members and holds open meetings where discussions of relevant school topics take place.

Additionally, the wider parent community is invited to parent conferences once a year as well as forums to discuss matters of school-wide interest in the areas of curriculum and school climate.

Ralston teachers use a web-based home school communication tool called School Loop. This tool allows students and parents to maintain close contact with their daily expectations, homework, and grades.

### 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	3.8	2.7	2.1	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)

In order to provide students with a safe school that maintains a positive climate for learning, Ralston Middle School staff has a multifaceted approach to safety. The Board of Trustees Board Policy requires the school to maintain an updated Emergency Preparedness plan, which covers emergencies such as earthquakes, fire, bomb threats, or other disturbances. The plan includes emergency phone numbers, roles for staff members, and procedures to ensure student safety. Ralston staff members participate in the Belmont Safe Schools program and our School Safety Committee, attend meetings and take part in simulations to develop and to keep our safety plans current. A School Resource Officer from the Belmont Police Department works with the school's administration to maintain a safe and secure campus. Emergency Response lists and Emergency phone trees are updated yearly. The school holds emergency drills monthly to prepare students and staff for a range of situations. At staff meetings following the drills, administration and staff debrief on improving the safety on campus for students and staff.

Students are advised of the policies regarding Sexual Harassment, bullying and cyberbullying. Staff members regularly address issues of concern about school safety and are proactive in addressing all types of bullying. Staff was given the school's safety plan on August 29, 2019. Updates were initially made in early August and are ongoing as needed. Every year the PTA supports programs to support positive school climate and safety.

School safety also encompasses the health and well-being of students on campus and addresses school climate issues such as anti-bullying programs, supporting positive behavior and encouraging healthy habits. Other school safety-related programs include the Positive Behavior Support Program which instructs students on positive and appropriate behaviors and actions. Ralston continues to develop data gathering systems so that we can react in a timely way to school-wide safety concerns.

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

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	26	2	29		22	1	1		24	6	28	
Mathematics	18	1			24		3		25	6	26	
Science	28		31						26	2	28	
Social Science	27		31		32		1		26	1	29	

\*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

Title	Ratio
Academic Counselors*	575.0

\*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)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.2
Social Worker	
Speech/Language/Hearing Specialist	1.0
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	11415	3550	7864	107313
District	N/A	N/A	7864	\$85,285.00
Percent Difference - School Site and District	N/A	N/A	0.0	20.9
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	-22.7	29.4

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)

Regular Education  
 After School Sports  
 After School Clubs  
 After School Drama  
 Class Size Reduction  
 Academic Counselors  
 Homework Club  
 Local Grants  
 Music  
 Reading Specialists  
 Extended School Year for Selected Special Education Students

### SPECIAL PROGRAMS

Art Program  
 Home to School Transportation (Special Ed only)  
 County Special Ed  
 Psychologists  
 Speech  
 Special Ed IDEA

RSP, SDC, NPS & Learning Centers  
 Teachers  
 Classified Staff  
 Benefits  
 Books & Supplies  
 Drug Free/Title IV  
 Equipment  
 Routine Repairs and Maintenance  
 Teacher Quality  
 Title II  
 Title III  
 Peer Assistance & Review (PAR)  
 Math & Reading  
 Math & Reading EL  
 School Safety Violence Prevention  
 Admin Training Program  
 National Board Certified Teachers  
 Beginning Teacher Support and Assistance (BTSA)  
 Staff Professional Development  
 Library Services  
 Economic Impact Aid (EIA)  
 English Language Acquisition Program (ELAP)  
 Technology  
 Lottery Prop 20  
 Oracle Grant  
 Tolerance Education

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

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$57,124	\$49,378
<b>Mid-Range Teacher Salary</b>	\$83,734	\$77,190
<b>Highest Teacher Salary</b>	\$107,859	\$96,607
<b>Average Principal Salary (Elementary)</b>	\$149,000	\$122,074
<b>Average Principal Salary (Middle)</b>	\$153,000	\$126,560
<b>Average Principal Salary (High)</b>	\$0	\$126,920
<b>Superintendent Salary</b>	\$204,000	\$189,346
<b>Percent of Budget for Teacher Salaries</b>	40%	36%
<b>Percent of Budget for Administrative Salaries</b>	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. In all three years, the 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.