

Bolinas-Stinson 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	Bolinas-Stinson Elementary School
Street	125 Olema-Bolinas Road
City, State, Zip	Bolinas, CA 94924
Phone Number	415-868-1603
Principal	Michelle Stephens
Email Address	mstephens@bolinas-stinson.org
Website	www.bolinas-stinson.org
County-District-School (CDS) Code	21653006024137

Entity	Contact Information
District Name	Bolinas-Stinson Union School District
Phone Number	415.868.1603
Superintendent	John Carroll
Email Address	jcarroll@bolinas-stinson.org
Website	bolinas-stinson.org

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

Our Vision

We educate students to be inspired critical thinkers, confident of their creativity and motivated to achieve academic excellence. Essential learning, grounded in sustainable community and environmental stewardship, prepares each student to successfully pursue the opportunities of life.

Our Mission

We are committed to engaging students with cooperative and creative problem solving providing them with the tools they need to become independent thinkers, and lifelong learners. We promote a culture of respect which values diversity and the whole child.

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

Grade Level	Number of Students
Kindergarten	12
Grade 1	18
Grade 2	6
Grade 3	6
Grade 4	14
Grade 5	10
Grade 6	6
Grade 7	9
Grade 8	9
Total Enrollment	90

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	3.3
Asian	1.1
Hispanic or Latino	16.7
White	63.3
Two or More Races	13.3
Socioeconomically Disadvantaged	40
English Learners	7.8
Students with Disabilities	10
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	10	10	11	11
Without Full Credential	0	0	0	0
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: 9/2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Lucy Calkins Units of Study, Readers Workshop, Fountas and Pinnell Benchmark assessment in reading and comprehension, Fountas and Pinnell levelled literacy intervention	Yes	0
Mathematics	Kindergarten to 5th Grade: Bridges in Mathematics ; Grades 6-8: Illustrative Mathematics Curriculum, Kendall Hunt	Yes	0
Science	FOSS (Full Option Science System),	Yes	0
History-Social Science	Scholastic News Weekly, Active Classroom;	Yes	0
Visual and Performing Arts	ART: K to 6th grade: Art connections, SRA McGraw-Hill and Art Express, Harcourt Brace Middle School : Exploring Art and Understanding Art. Glencoe and Art. A Global Pursuit. Davis Middle School Students Materials: Scholastic Art Magazines MUSIC: Instruments, books, tools, document camera, recording interface,	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The District has ensured that this school has facilities that are safe, clean and adequate, and that any needed maintenance to ensure good repair has been completed.

The Facilities Needs Committee will assess needs as they arise and, if appropriate, will request Board approval before proceeding. Additionally, this committee will assemble a list of long-term facility goals for Board review.

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: 2019/12

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	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Blacktops and walkways:
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Blacktops and walkways:
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)	53	56	53	56	50	50
Mathematics (grades 3-8 and 11)	26	37	26	37	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	56	48	85.71	14.29	56.25
Male	28	23	82.14	17.86	52.17
Female	28	25	89.29	10.71	60.00
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
White	35	29	82.86	17.14	65.52
Two or More Races	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	26	24	92.31	7.69	45.83
English Learners	11	11	100.00	0.00	27.27
Students with Disabilities	--	--	--	--	--
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	56	46	82.14	17.86	36.96
Male	28	21	75.00	25.00	38.10
Female	28	25	89.29	10.71	36.00
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
White	35	28	80.00	20.00	42.86
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	26	23	88.46	11.54	21.74
English Learners	11	11	100.00	0.00	18.18
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
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			

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)

School Site Council:

The school site council (SSC) is a group of parents, teachers, classified staff and school principal who meet monthly in the Bolinas Campus library. Members are elected to serve two years. Officers are elected annually and vacancies are filled as needed.

One of the primary functions of the SSC is to develop the School Level Plan, which addresses educational goals and their implementation.

All are welcome to attend. Members organize council activities and discuss topics related to improving student achievement. These meetings are a good place to start to bring concerns, expertise and good humor to share with other parents and staff. A roster of council members is available in the school office and on the website

School Foundation:

The Bolinas-Stinson Beach School Foundation (BSBSF) was formed to give charitable assistance to the Bolinas-Stinson School. The Foundation solicits tax-deductible donations from the community and participates in fundraising through a variety of programs. Active participation in fundraising endeavors ensures that exciting programs can continue. There are a variety of ways to help guarantee the continuation of support through tax-deductible donations, giving time for fundraising, being an active member of the Foundation. Please contact the Foundation at P.O. Box 43, Bolinas, CA 94924

Volunteers in the Classroom:

The Board of Trustees of the Bolinas-Stinson Union School District recognizes the importance of having volunteers, especially parents/guardians of its students in the classrooms. Individuals interested in volunteering in the classroom or school should contact classroom teachers or call the school office at 868-1603. Volunteers are required to be fingerprinted and sign-in at the school office before going into the classroom.

Fiscal Oversight and Facilities Planning Advisory Committee/Budget Committee

Under the leadership of the Superintendent, the Fiscal Oversight and Advisory Committee will provide the Board, through the Superintendent, information, and recommendations for the long-term financial health of the District. The Committee periodically reviews the district's budget, identifies and analyzes long-term trends, makes recommendations to the Superintendent and Board and participates in community outreach efforts. The Committee is an advisory to the Superintendent. The committee will develop recommendations for the Board in specific areas of school finance including but not limited to: Review of enrollment trends, Facilities costs and expenditures, Review of important financial trends, data and community perceptions that will aid the Board in decision making, Providing timely and relevant information regarding renewal of the parcel taxes and/or other ballot measures, Identifying best practices regarding adequate and appropriate reserve levels, Funding capital improvements, and Other long-term financial health and strategies.

Facilities Needs Committee:

The Facilities Needs Committee will be charged with the following:

- Work with a facilities consultant to develop a District facility needs list related to the administration's recommendation to include preschool in BSUSD's educational program.
- Solicit input and feedback from the broader school community about any proposed modifications to buildings and grounds.
- Incorporate information from an exploratory feasibility study regarding possible general obligation bond funding for recommended facilities projects

Green/STEAM Committee

This Committee will be charged with working with the administration and the board to make recommendations regarding purchases and practices that reflect the District's commitment to environmental stewardship. On an as-needed basis, the Board of Trustees may charge the committee to research a particular product or issue and provide recommendations for Board consideration. The committee will solicit input from the school staff and community-at-large as appropriate and will incorporate current District Policy and programs (e.g. Sustainability Program) in developing recommendations.

The Committee is composed of Board, staff, parent representatives and community members. The committee meets every other month or as needed during the school year.

English Language Advisory Committee (ELAC)

The English Learner Program at the Bolinas-Stinson Union School District supports English Learners (ELs) within their academic school environment by providing effective instruction in these areas: 1) Screening for reading problems and monitoring progress, 2) Providing intensive small-group reading interventions, 3) Providing extensive vocabulary instruction, 4) Developing academic English. The ELAC is an advisory group providing input to further develop the work of the English Learner program.

Membership in various Committees

Periodically, the Board of Trustees appoints committees to advise them and make recommendations about the operation of the school and school programs.

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	1.1	5.1	1.1	1.1	5.1	1.1	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)

DISASTER PLAN

I. PURPOSE

This plan is designed to provide a framework for the responses to be taken by school staff for protecting students, staff, and school facilities from a wide range of emergency and disaster situations which may occur. Such situations include, but are not limited to, fire, earthquake, flood, bomb threat, and hazardous material spills. In the event of a widespread disaster such as an earthquake, it is recognized that available government resources will be overtaxed and may be unable to respond to all requests for assistance. Therefore, this plan assumes that the school must be self-sufficient for a time and may be asked to provide shelter to the immediate community by Fire District, Red Cross or community representatives.

II. AUTHORITIES AND REFERENCES

California Education Code, Chapter 2, Part 21, Article 10.5

Stinson Beach Emergency Plan

Bolinas Emergency Plan

Bolinas-Stinson Union School district Policy

American Red Cross - Marin Chapter, "Disaster Preparedness Planning for School"

FEMA, "Guidebook for Developing a School Earthquake Safety Program"

III. PRE-DISASTER PROCEDURES

A. Hazard Assessment Each school year, prior to the arrival of the teaching staff, the principal and custodian will undertake a physical survey of all school facilities and grounds for the purpose of identifying and correcting potential hazards.

B. Floor Plan A floor plan of the school buildings and grounds, which indicates the location of all exits, utility and shut-off, fire extinguishers, and emergency equipment and supplies will be maintained and up-dated as necessary. (Appendix B)

C. Plan Review This plan will be reviewed and revised as necessary on an annual basis by a committee consisting of the principal and custodian.

D. Drills In accordance with State law, fires drills will be conducted on a monthly basis. An earthquake “drop and cover” drill will be held once each quarter. All students and staff are required to participate in these mandated drills.

E. Plan Orientation All school staff will be oriented to this plan at the beginning of each school year. A survey of special staff skills will be maintained and updated annually as part of the Plan orientation process. (Appendix C)

F. Message to Parents At the beginning of each school year, the principal will communicate to parents the pertinent components of this plan in writing. All parents will be asked to sign an emergency medical release form for their child (ren) and to designate other persons who are authorized to pick up their child (ren) in the event of a disaster.

G. Bus Driver Procedures The Bolinas-Stinson Union School District has adopted disaster procedures for bus drivers which are posted in all District buses. These procedures are reviewed on a regular basis and drivers receive orientation to them annually.

H. Supplies and Equipment

1. A portable supply of first aid and other supplies which may be needed during the first few hours following a disaster are maintained in the school office. (Appendix D)

2. Tools for shutting off utilities are maintained inside the door of the maintenance shed.

3. Resource Agreements - Arrangements for the following services will be renewed by the principal on an annual basis:

a. Stinson Beach Community Center to provide temporary shelter for students and staff if the Stinson site must be evacuated.

b. Bolinas Community Center to provide temporary shelter for students and staff if the Bolinas site must be evacuated.

c. The Fire Department and the Disaster Council Medical Division provide skilled medical assistance when requested, to the extent that circumstances permit.

d. The Fire Department will coordinate provisions of supplemental food and water for students and staff, to the extent that circumstances permit.

4. Posting of Procedures - Evacuation routes and the Basic Emergency Action Plan established by Marin County are posted in each classroom and in the school office.

IV. EMERGENCY POLICIES AND PROCEDURES

A. Authority to Implement Plan This plan will be implemented by the principal or her/his designee when conditions exist which warrant its execution.

Disaster Plan (continued)

B. Structure and Organization Emergency and disaster functions have been identified and pre-assigned by the principal, including two-deep backup. (Appendix E) Checklists have been developed which enumerate priority actions to be taken for each disaster assignment. (Appendix F) These checklists are maintained in the mobile disaster file.

C. Alert and Warning Alert and warning systems include the following:

Flood/tsunami warnings will come from the Fire Department by siren, phone call, and/or fax.

Fire warning - Automatic smoke and heat detectors will activate the school fire alarm, providing intermittent blasts for 3-5 minutes.

Evacuation - Depending upon the situation and the amount of warning provided, the school fire alarm will be activated, or an announcement will be made over the bullhorn, or runners will be used.

Communications Telephones will only be used to report emergency conditions or to request emergency assistance. If phone service is interrupted, a two-way radio or runners will be utilized to communicate between the district office and either the Bolinas Fire Department (100 Mesa Road) or the Stinson Beach Fire Department (State Route #1) as necessary. A bull horn and/or runners will be used within the school buildings and on school grounds. A transistor radio will be used to receive information of local conditions.

Evacuation Evacuation of the school buildings will be ordered by the principal. Teachers will insure that all students have left the classroom; will direct student evacuation via designated routes; and will take their roll book. Students and staff will assemble by class near the basketball blacktop and roll will be taken. Further instructions will be issued by the principal. In the event that the school site is ordered evacuated by the principal in coordination with public safety officials, students and staff will proceed on foot as follows:

From Stinson site, go to Stinson Community Center

From Bolinas site, go to Bolinas Community Center

A notice indicating where students and staff have gone will be posted on the school office door. It is assumed that, due to limited access routes caused by damaged roads, school buses or automobiles of staff or parents will not be available to transport students or to transfer them to an alternate shelter site following most disasters. In the event that the Stinson Beach and Bolinas community Centers cannot be used for shelter, the following procedure will be used: Previously designated alternative shelters will be used at the Fire Chief's discretion.

F. Disaster File A mobile disaster file will be maintained in the school office and will be removed by the secretary whenever the school building is evacuated. (Appendix D)

G. Student Release and School Closure Release of students may be advised by public safety staff or person authorized by the principal whenever a condition exists warranting such action, i.e., earthquake, flood, severe winter storm, etc. Students must be picked up and signed out by a parent or an authorized representative of the parent. Students who are not picked up or who are unable to proceed home will be kept at the school or at the school-designated alternative shelter. When the decision has been made to release students, local Fire Departments will be notified by phone or other available means. They will, in turn, notify the County Emergency Communication Center. School closure and re-opening will also be reported to radio stations: KCBS (740 AM) (415) 765-4074, KGO (810 AM) (415) 362-4809, and/or KSRO (1350 AM) (707)545-1000. Parents will be advised of release criteria and procedures, in writing, at the beginning of each school year.

H. Teacher Buddy System Teachers in adjacent classrooms have been pre-assigned responsibility for each other. If one of the teachers must remain with injured student or must assume other disaster responsibilities, the other teacher will evacuate and supervise both classes of students.

I. Status Reports As soon as possible following a disaster, the principal will submit a status report to the Bolinas and Stinson Beach Fire Chiefs. Updated reports will be issued as the situation warrants. (Forms D)

J. Shelter The School is prepared to shelter students and staff for a limited period of time following a disaster. If long-term shelter arrangements are required, the Red Cross will be notified and will provide additional shelter, staff and supplies.

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	1			21		1		12	1		
1					8	1			18	1		
2	12	1			9	1						
3	9	1							12	1		
4					14	2			14	1		
5	14	1			8	1						
6					7	1			16	1		
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	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
Other	

*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	\$ 53705	\$ 16149	\$ 37555	\$ 94943
District	N/A	N/A	\$ 37555	\$94,943.00
Percent Difference - School Site and District	N/A	N/A	0.0	-200.0
State	N/A	N/A	\$7,506.64	\$64,941.00
Percent Difference - School Site and State	N/A	N/A	-200.0	-200.0

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)

Programs and services supplied by categorical or other sources include Transportation, Summer School, Title I, Breakfast and Lunch Program, Counseling and Homework Club.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$54,717	\$45,252
Mid-Range Teacher Salary	\$85,632	\$65,210

Category	District Amount	State Average For Districts In Same Category
Highest Teacher Salary	\$107,614	\$84,472
Average Principal Salary (Elementary)	\$134,290	\$107,614
Average Principal Salary (Middle)	\$0	\$112,242
Average Principal Salary (High)	\$0	\$
Superintendent Salary	\$186,740	\$124,686
Percent of Budget for Teacher Salaries	19%	31%
Percent of Budget for Administrative Salaries	8%	7%

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	3	3	3

There are three days throughout the year devoted to Staff Development. Past and current professional development included collaboration with other school districts, bringing in education experts and attendance at specific seminars and workshops.