

## Kelseyville Elementary School

*Where Students Shine*

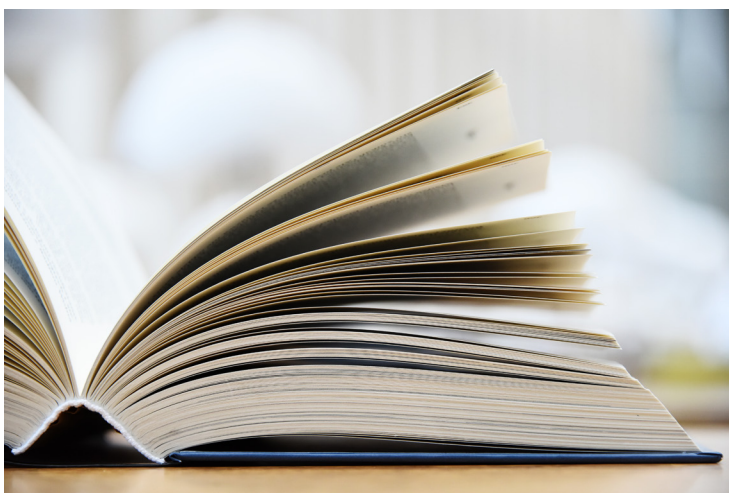
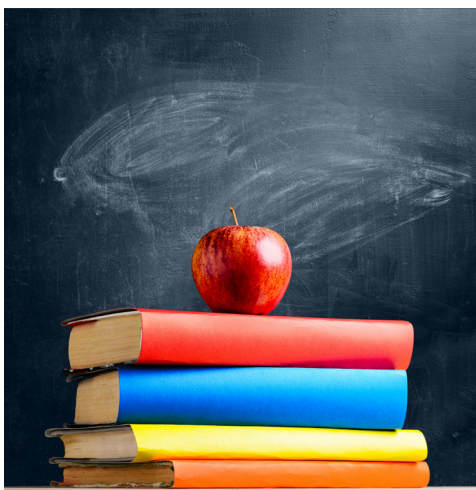
Grades TK-5  
CDS Code 17-64014-6010607

Barbara Gleason  
Principal  
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Para español, visita <http://www.kvusd.org>



## Kelseyville Unified School District

4410 Konocti Road Kelseyville, CA 95451 ▪ <http://www.kvusd.org>

David McQueen, Superintendent ▪ [davem@kvusd.org](mailto:davem@kvusd.org) ▪ (707) 279-1511



## Principal's Message

It is a privilege to work with such a caring, hardworking staff. Everyone at our site focuses on what is best for the students and what will help students achieve their life goals. From transitional kindergarten (TK) to fifth grade, students know they are safe, cared for and challenged to do their best.

Kelseyville Elementary school serves the community of Kelseyville and the surrounding agricultural area in beautiful Lake County.

The teachers and staff of Kelseyville Elementary strive for excellence every day, providing a challenging, standards-based educational program to all of our 525 students. Our school community also strives to meet the learning needs of the students in our two moderate to severe special day classes (SDC), aiming towards fuller inclusion as a schoolwide goal. Two intervention teachers provide targeted intervention in reading/ language arts and math for students performing below grade level proficiency. An SDC and resource teacher assist students with identified learning needs.

We also have an afterschool program that serves 60 of our students, helping with homework and social skills. We are excited to have a counselor at our site for students to talk to as needed. The counselor also works with small groups throughout the week, along with going into classrooms and presenting kindness and Second Step lessons. We try to follow our school motto, "Where Students Shine." Whether in attendance, character or academics, we want ALL students to "shine."

We are a Positive Behavioral Interventions and Supports (PBIS) and Advancement Via Individual Determination (AVID) school. We are the Kelseyville Elementary wolves with expectations to BE SAFE, BE RESPECTFUL, BE RESPONSIBLE, and BE A LEARNER. If you become part of the wolf pack by following our rules, we give you a "howl" out, and you receive a paw print for being a super student. The paw print is entered into a weekly drawing. We are learning several AVID strategies to help us as we prepare students for college (yes, even at the elementary school level). We are excited to celebrate Awesome Attendance at monthly assemblies and every trimester we invite the parents to a party with their awesome students as a thank you to parents for getting their students to school. At the end of the year, we sponsor a pancake breakfast for parents and students that have had awesome attendance the entire year. On a daily basis, you may see pennants flying in front of the classrooms that have perfect attendance that day. We also acknowledge students who demonstrate positive character traits at a monthly assembly, along with acknowledging AVID students.

The challenges of our high English learner and socioeconomically disadvantaged student populations have brought out the best from our teachers and staff. We have sharpened our instructional focus to ensure that our English learners are provided high-quality English language development instruction on a daily basis, and that all students have frequent opportunities to develop their written communication skills. We also have an after-school tutoring program. With every student having their own Chromebook in the classroom, they experience many different computer programs to help with reading and math and improve their typing skills.

Teachers engage in weekly collaboration to analyze student achievement data, and are using Common Core State Standards to develop and implement research based instructional strategies and practices, AVID strategies and unit planning to meet the needs of all of our students.

Parents are encouraged to volunteer in their child's classroom and to go on field trips. Parents have regular opportunities to participate at Kelseyville Elementary by attending Parent Teacher Organization (PTO) meetings, School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings. All teachers use ClassDojo to communicate with parents on a daily basis.

## School Mission Statement

Our mission is to educate and support all students as they become independent thinkers and develop into lifelong learners by providing a nurturing environment.

## Parental Involvement

We encourage parents to fill out a volunteer packet in order to participate in all the fun activities we have at our school. Teachers appreciate parents' help in the classroom and rely on parent volunteers to make each field trip a huge success.

Our PTO has a Facebook page to list all their activities and is always asking for help. The PTO sponsors movie nights, read while having Breakfast with Santa, field day, field trips, ice cream Fridays and fundraisers throughout the year.

Parents are welcome to join ELAC or SSC, to help make decisions that impact student's safety and learning.

For more information on how to become involved at the school, please contact Barbara Gleason at bgleason@kvusd.org or (707) 279-4232.

## School Safety

Our comprehensive safety plan is online at [www.erip.com](http://www.erip.com). School Site Council and local enforcement agencies review, make improvement suggestions and approve the plan by the end of January. The school safety plan was last reviewed, updated and discussed with the school faculty in February 2020.



## School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

## District Mission Statement

Our administrators, teachers and staff are committed to making sure every student feels safe and welcome in our schools. At Kelseyville Unified School District (KVUSD), students come first.



## Governing Board

Beni Cromwell

Gary Olson

Taja Odom

Rick Winer

Allison Panella

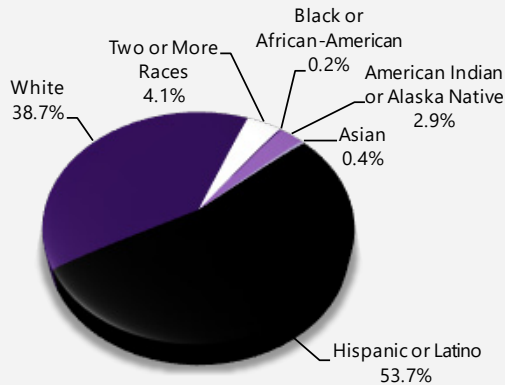


## Enrollment by Student Group

The total enrollment at the school was 514 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.

### Demographics

2018-19 School Year



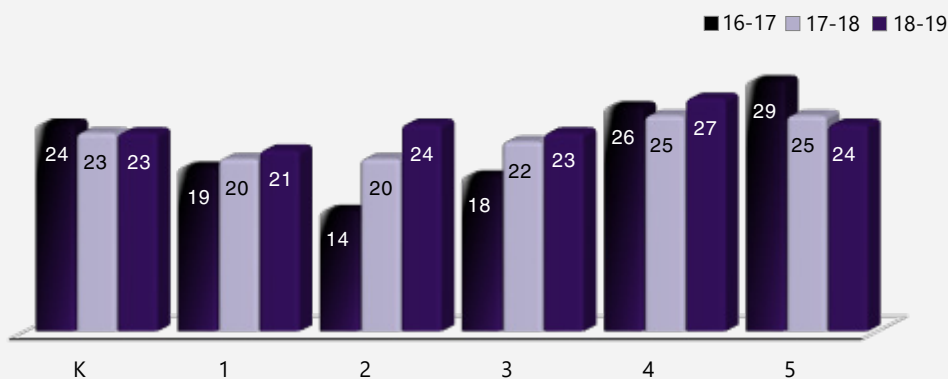
Socioeconomically disadvantaged	86.20%
English learners	27.00%
Students with disabilities	11.70%
Foster youth	1.40%
Homeless	0.20%

## Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The 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.

### Average Class Size

Three-Year Data



### Number of Classrooms by Size

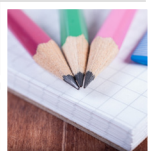
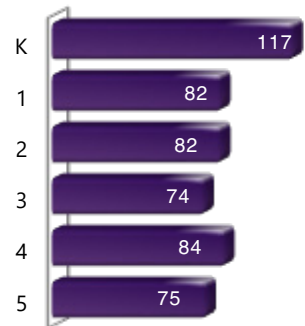
Three-Year Data

	2016-17			2017-18			2018-19		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		4			4			5	
1	4				4		1	3	
2	5			4			1	3	
3	4				4		1	3	
4		3			3			3	
5		3			3			3	

## Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2018-19 school year.

### 2018-19 Enrollment by Grade



## Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

### Suspension and Expulsion Rates

Kelseyville ES			
	16-17	17-18	18-19
Suspension rates	1.0%	2.1%	8.8%
Expulsion rates	0.0%	0.0%	0.0%
Kelseyville USD			
	16-17	17-18	18-19
Suspension rates	3.6%	5.9%	11.7%
Expulsion rates	0.2%	0.4%	0.3%
California			
	16-17	17-18	18-19
Suspension rates	3.6%	3.5%	3.5%
Expulsion rates	0.1%	0.1%	0.1%



## CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The California Science Test (CAST) 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.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Kelseyville ES		Kelseyville USD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
Science	✧	✧	✧	✧	✧	✧

## CAASPP Test Results in ELA and Mathematics for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Kelseyville ES		Kelseyville USD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	30%	34%	29%	33%	50%	51%
Mathematics	23%	25%	20%	18%	38%	40%

## California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf](http://www.cde.ca.gov/ta/tg/pf).

California Physical Fitness Test		2018-19 School Year
Percentage of Students Meeting Fitness Standards		Kelseyville ES
		Grade 5
Four of six standards		18.1%
Five of six standards		16.7%
Six of six standards		36.1%

✧ Not applicable.

## California Assessment of Student Performance and Progress (CAASPP)

For the 2018–19 school year, the CAASPP consists of several key components, including:

**California Alternate Assessments (CAA)** test includes both ELA/literacy and mathematics in grades 3–8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

**Smarter Balanced Assessments** include ELA/literacy and mathematics in grades 3–8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit [www.cde.ca.gov/ta/tg/ca](http://www.cde.ca.gov/ta/tg/ca).



## CAASPP by Student Group: English Language Arts and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 3–5.

The "percentage 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 on the CAA divided by the total number of students who participated in both assessments.

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 Results by Student Group: English Language Arts (grades 3-5)

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	228	227	99.56%	0.44%	33.92%
Male	94	94	100.00%	0.00%	27.66%
Female	134	133	99.25%	0.75%	38.35%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	115	115	100.00%	0.00%	25.22%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	103	102	99.03%	0.97%	44.12%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	195	194	99.49%	0.51%	29.90%
English learners	89	89	100.00%	0.00%	24.72%
Students with disabilities	30	30	100.00%	0.00%	13.33%
Students receiving Migrant Education services	23	23	100.00%	0.00%	13.04%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

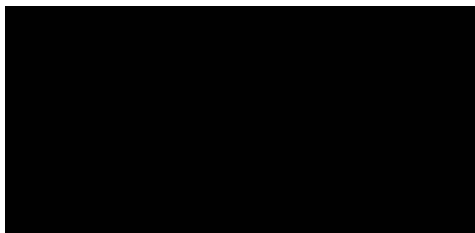
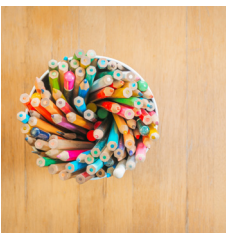
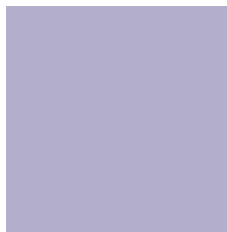




## CAASPP Results by Student Group: Mathematics (grades 3-5)

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	228	227	99.56%	0.44%	25.11%
Male	94	94	100.00%	0.00%	23.40%
Female	134	133	99.25%	0.75%	26.32%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	115	115	100.00%	0.00%	18.26%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	103	102	99.03%	0.97%	34.31%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	195	194	99.49%	0.51%	22.16%
English learners	89	89	100.00%	0.00%	15.73%
Students with disabilities	30	30	100.00%	0.00%	13.33%
Students receiving Migrant Education services	23	23	100.00%	0.00%	17.39%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.





## Textbooks and Instructional Materials

According to School Board Policy 6141: Curriculum Review Committee, the superintendent or designee may establish a curriculum review committee to evaluate and recommend curriculum for the Board of Trustees approval. This committee shall consist of a majority of teachers and may also include administrators, other staff who have subject-matter expertise, parents/guardians, representatives of local businesses and postsecondary institutions, other community members, and students as appropriate. This committee may be the same committee charged with the evaluation and recommendation of instructional materials pursuant to Board policy and administrative regulation.

### Curriculum Development/Selection Process

The Superintendent or designee shall research and identify available curriculum in the subject area(s) and grade level(s) scheduled for review. They may select a limited number of programs to present to the curriculum review committee for evaluation.

The committee shall recommend the curriculum that best meets the district's needs based on the following criteria and any additional factors deemed relevant by the committee:

1. Analysis of the effectiveness of the existing district curriculum for all students, including student achievement data disaggregated by grade level and student population
2. Alignment of the proposed curriculum with expectations established by the Board and the State Board of Education as to what students need to know and be able to do in the subject(s) and grade level(s) under consideration
3. Evidence of proven effectiveness of the proposed curriculum in raising student achievement, including the research and learning theory upon which the curriculum is based
4. Applicability and accessibility of the curriculum to all students, including, but not limited to, underperforming students, students with disabilities, English learners, and gifted and talented students
5. The estimated cost to purchase, adapt, and/or develop the curriculum
6. Resources required to implement the curriculum, such as time, facilities, instructional materials and technology, staffing, staff development, and funding
7. If the curriculum includes instructional materials, the extent to which the materials meet criteria established by law and the district
8. Any potential impact on other parts of the educational program

If it is determined that available prepackaged curriculum is not cost effective or is inadequate to meet the needs of the district's students, the superintendent or designee may adapt curriculum or develop new curriculum. Curriculum modification or development shall be performed by teachers, school administrators, and district administrators, with support and assistance, when available, from curriculum experts from the county office of education, postsecondary institutions, and/or curriculum or professional associations. In accordance with the above criteria, the curriculum committee shall review any modified or new curriculum prior to being recommended to the Board.

Upon approval by the Board, new curriculum may be implemented in a limited number of schools or classrooms on a pilot basis so that modifications may be made as necessary before implementing the curriculum districtwide.

The most recently adopted textbooks were chosen using the state-approved list.

The textbook content list within the curriculum framework adopted by the State Board of Education.

Textbooks and Instructional Materials List		2019-20 School Year
Subject	Textbook	Adopted
Reading/language arts	<i>Journeys</i> , Houghton Mifflin	2017
Mathematics	<i>My Math</i> , McGraw-Hill (K-5, pilot)	2018
Science	<i>California Science</i> , Harcourt Brace School Publishers (K-1)	2008
Science	<i>California Science</i> , Macmillan/McGraw-Hill (2-5)	2008
History/social science	Reflections Series, Harcourt School Publishers	2007

## Public 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 first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

## Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2019-20 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	✧
Foreign language	✧
Health	✧
✧ Not applicable.	

## Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2019-20 School Year	
Data collection date	10/15/2019

## Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2019-20 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes



## School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status		2019-20 School Year
Items Inspected		Repair Status
<b>Systems:</b> Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)		Good
<b>Interior:</b> Interior surfaces (floors, ceilings, walls and window casings)		Poor
<b>Cleanliness:</b> Pest/vermin control, overall cleanliness		Good
<b>Electrical:</b> Electrical systems		Poor
<b>Restrooms/fountains:</b> Restrooms, sinks and drinking fountains		Poor
<b>Safety:</b> Fire safety, emergency systems, hazardous materials		Good
<b>Structural:</b> Structural condition, roofs		Fair
<b>External:</b> Windows/doors/gates/fences, playgrounds/school grounds		Fair
<b>Overall summary of facility conditions</b>		Fair
<b>Date of the most recent school site inspection</b>		8/4/2019
<b>Date of the most recent completion of the inspection form</b>		8/4/2019

## Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2019-20 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
<b>Interior</b>	Walls need repair and paint.	2021
<b>Electrical</b>	Upgrade electrical system.	2022-23
<b>Restrooms/fountains</b>	Replacing drinking fountains.	Summer 2020
	Modernize staff restrooms.	2021-22
	Upgrade classroom faucets and fountains.	2021-22
<b>Safety</b>	Slide needs to be replaced when funds become available.	2020
<b>Structural</b>	Roof and roof wrap needs to be replaced.	2022-23
<b>External</b>	Walkways leveled or replaced.	2022-23
	Doors and windows replaced.	

## Types of Services Funded

The district offers home-to-school transportation, special-education services, food services and a wide range of extracurricular activities. Along with general education programs, the district provides College Prep, Honors, Advanced Placement and Dual Enrollment programs; Career and Technical Education pathways in the agriculture and natural resources, building and construction trades, information and communications technology trades, and hospitality, tourism and recreation industry sectors; summer school and afterschool programs; alternative education programs and Title I.

## School Facilities

Our school is in good condition. When a safety issue arises, a maintenance work-order system ensures it is taken care of it immediately.

We have 3.0 FTE custodians that clean our school on a daily basis. The staff works together to develop a cleaning schedule to ensure a clean and safe school.

Our main building was built in 1979. Portables were added around the campus as the population increased. We now have a beautiful metal fence surrounding the front of our school. Students may only enter through one gate when arriving at school. Parents that enter our school must sign in at the office and obtain a pass. We have campus monitors surveying the area for possible dangers and teachers are on duty at each gate. We have very structured procedures for children to get on the bus and meet parents after school.

Teachers are outside to greet students as they arrive. Teachers are on duty in the cafeteria and outside on the play area. Teachers, aides and the campus monitors are on duty during every recess and at dismissal. Three adults supervise our after-school program.

We have 22 regular education classrooms, two Title I classrooms, two severely handicapped classrooms, one SDC classroom, resource room, speech room and a library. Our office accommodates three secretaries, the nurse and the principal. We have a staff room with refrigerators, microwaves and a freezer, where our teachers are able to have lunch. Students eat lunch in the multipurpose room. There are picnic tables outside for sunny day lunch.

We have five sets of restrooms—one for staff, one for Kindergarten and staff, and three sets of student restrooms. Two sets of restrooms were completely remodeled this summer. We have two different playground structure areas, along with a blacktop and grass area for PE and recess.

In the summer of 2017, our doors were painted purple inside and outside. Our playground blacktop was resurfaced and a new drainage system installed.

Construction on the new MUR building began in the Spring of 2018, which includes a full-size basketball court with a stage and is expected to be completed by December 2019.







## Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit [www.ctc.ca.gov](http://www.ctc.ca.gov).

Teacher Credential Information		Three-Year Data		
	Kelseyville USD	Kelseyville ES		
Teachers	19-20	17-18	18-19	19-20
With a full credential	75	23	20	22
Without a full credential	20	4	7	6
Teaching outside subject area of competence (with full credential)	5	0	0	0

## Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

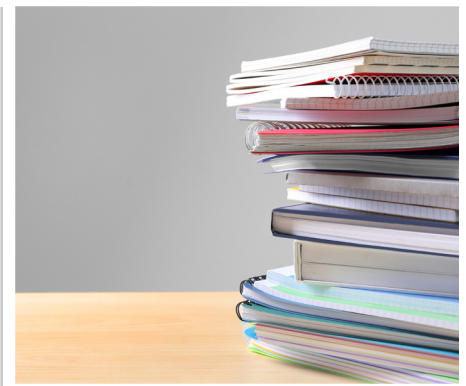
Teacher Misassignments and Vacant Teacher Positions		Three-Year Data		
		Kelseyville ES		
Teachers		17-18	18-19	19-20
Teacher misassignments of English learners		0	0	1
Total teacher misassignments		0	0	0
Vacant teacher positions		0	0	0

## Professional Development

Staff development consists of looking at our student achievement data. The teachers meet weekly on early release Mondays to collaborate and discuss the monthly goals for reading and math, with pre- and post-test strategies to achieve their goal. As an AVID school, we attend trainings to learn AVID strategies, which are then taught to all staff. We discuss how to use the strategies and what works the best. PIPS and STIPS are supported with a district mentor and a site mentor.

Before the school year begins, we have professional development training on any new technology or curriculum we will be using during the school year.

Professional Development Days		Three-Year Data		
		2017-18	2018-19	2019-20
Number of school days dedicated to staff development and continuous improvement		8	8	8



## Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2018-19 School Year	
	Ratio
Academic counselors	◇
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	1.0
Library media teacher (librarian)	1.0
Library media services staff (paraprofessional)	0.0
Psychologist	1.0
Social worker	0.0
Nurse	1.0
Speech/language/hearing specialist	1.0
Resource specialist (nonteaching)	0.0



## Financial Data

The financial data displayed in this SARC is from the 2017-18 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec). For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs). To look up expenditures and salaries for a specific school district, see the Ed-Data website at [www.ed-data.org](http://www.ed-data.org).

## District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data			2017-18 Fiscal Year
	Kelseyville USD	Similar Sized District	
Beginning teacher salary	◇	\$46,208	
Midrange teacher salary	◇	\$72,218	
Highest teacher salary	◇	\$92,742	
Average elementary school principal salary	◇	\$134,864	
Average middle school principal salary	◇	\$118,220	
Average high school principal salary	◇	\$127,356	
Superintendent salary	◇	\$186,823	
Teacher salaries: percentage of budget	29%	33%	
Administrative salaries: percentage of budget	6%	6%	

## Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison			2017-18 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary	
Kelseyville ES	\$5,724	\$50,520	
Kelseyville USD	\$8,948	\$56,238	
California	\$7,507	\$72,949	
School and district: percentage difference	-36.0%	-10.2%	
School and California: percentage difference	-23.7%	-30.7%	

◇ Information is not available.

## School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2017-18 Fiscal Year	
Total expenditures per pupil	\$6,982
Expenditures per pupil from restricted sources	\$1,258
Expenditures per pupil from unrestricted sources	\$5,724
Annual average teacher salary	\$50,520



## Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of December 2019.

## School Accountability Report Card

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