

Anderson Valley Elementary School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Anderson Valley Elementary School
Street	12300 Anderson Valley Way
City, State, Zip	Boonville
Phone Number	7078953010
Principal	Sid Frazer
Email Address	sfrazer@avpanthers.org
Website	https://www.avusd.k12.ca.us/avelementary
County-District-School (CDS) Code	2365540

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Anderson Valley Unified
Phone Number	7078953774
Superintendent	Michael Warych
Email Address	mwarych@avpanthers.org
Website	https://www.avusd.k12.ca.us/

School Description and Mission Statement (School Year 2020-2021)

School Description

Anderson Valley Elementary School is located approximately 150 miles north of San Francisco. Nestled in rolling hills, Anderson Valley is a unique, beautiful and rural valley, accessible only by a winding two-lane country highway. Stretching approximately 40 miles, this beautiful valley is filled with panoramic views of apple orchards, olive groves, grazing sheep, vineyards and rolling hills studded with giant oaks in the southern portion of the valley, giving way to the beauty of the redwoods in the north.

Historically, the valley's economy has dominated the lumber industry, the raising of sheep, and farming. In recent years, the addition of world-class wineries has been growing source of economy for the valley. The valley is home to a unique group of vineyards and wineries producing a broad range of excellent wines including world class Pinot Noir and Alsace Varietals.

Anderson Valley Elementary School is a public school located in Boonville, CA. It has 269 students in grades K-6 with a student-teacher ratio of 22 to 1 and creates and sustains a safe and effective school culture using Positive Behavior Intervention and Support. According to state test scores, 32% of students are at least proficient in math and 42% in reading. The elementary school draws its students from the approximately 3000 community residents who work in agriculture, logging tourism, education and healthcare industries. According to Trulia the median sale price for a home is \$424,000. 30% of the population is single and 47% are homeowners. The median age is 32 years, the median household income is \$42,000, and 22% of the population is college educated. Anderson Valley has seen a series of migrations over the past 160 years. Boonville is well known for their folk language Boontling. This region experiences warm (but not hot) and dry summers, with no average monthly temperatures above 71.6 °F. Boonville has a warm-summer Mediterranean climate

Originally populated by a northern branch of the coastal Pomo Indians, Anderson Valley saw its first white settlers in the mid-1800's. The white population of the region grew throughout the 20th century, spurred by the growth of the logging industry in the 1930's and the back-to-the-earth movement in the 1970's. A different pattern of settlement started in the late 1980's when a large influx of immigrants, mostly from Mexico, came to the valley to work in the agricultural industries.

Anderson Valley Elementary School is predominantly bicultural and contains the special challenges common to many rural California schools. The school program strives to respond to the community's needs and meet all students' college and career goals. One challenge the local residents face is affordable housing for local residents as more and more outside investors come into the community to participate in the agricultural industry.

We are proud of the many diverse programs that are offered and the responsiveness to the requests, interest and desires of the school community members. We welcome everyone to join us in the journey of making AVES the best it can be!

School Description

82% of students qualify for free and reduced lunch. 77% of our students are of Hispanic background and 65% are classified as English Language learners. 21% of the students are white and 1% are of African American decent. Our staff consists of 18 certificated personnel, which includes classroom teachers, special education teachers, a part-time computer teacher, and a part-time reading support teacher. In addition there are 10 classified employees. The 10 include instructional assistants, 2 secretaries, 2 custodians, a library tech, cafeteria staff, a primary intervention program specialist, a contracted counselor and ASES staff. Our special education students are placed in the least restrictive environment to meet their individual needs. We have a learning center staffed with one full-time special education teacher and one part-time resource specialist teacher who work with 'at-risk' students on a pullout basis throughout the day. We contract with an outside agency to meet the speech and language needs of our students. The majority of our staff and students are bilingual in English and Spanish. All of our staff hold a Cultural Language Acquisition Development (CLAD) credential with two holding a Bilingual Cultural Language Acquisition Development (BCLAD) credential.

Our primary funding sources beyond general State funding include, Title I and Supplemental Concentration Grant funding. We maintain an active ELAC Committee and School Site Council. Our Parent/Teacher Organization is also very supportive and actively works to support student learning and enrichment opportunities. Our students at risk of retention and/or not meeting standards of learning are offered after school support in our ASES program. We provide a 'language academy' in our After School Program where students are invited to read in Spanish using the "Accelerate Model." We have a school-wide reading initiative program called "Accelerated Reader". We support good citizenship and positive student behavior with several specific incentive programs; including a character education program called "Second Step" which teaches students good citizenship. Anderson Valley Elementary has implemented PBIS school-wide and meets regularly as a PBIS team and in staff meeting to continue implementing positive behavior interventions and supports.

The majority of our staff and students are bilingual in English and Spanish.

School Vision and Mission

Vision

The vision of Anderson Valley Elementary School is to inspire our community to be lifelong learners dedicated to personal excellence and responsible citizenship.

Mission

Through collaboration with families and our community, Anderson Valley Elementary School is committed to: fostering integrity, self-motivation, curiosity, and creativity in all students; teaching academic excellence and career preparation, as well as cultural and technological literacy, by offering challenging educational opportunities; celebrating the unique diversities within our community and developing a sense of social responsibility; supporting a caring, well-trained faculty and staff who promote creative expression and critical thinking; and, preparing students to demonstrate leadership, self-direction, confidence, and a strong work ethic to help guarantee a sustainable future.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	24
Grade 1	27
Grade 2	37
Grade 3	38
Grade 4	39
Grade 5	28
Grade 6	42
Total Enrollment	235

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	1.3
Asian	0.9
Hispanic or Latino	71.9
White	24.7
Two or More Races	0.4
Socioeconomically Disadvantaged	83.8
English Learners	43.8
Students with Disabilities	9.4
Homeless	7.2

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	16	15	9	24
Without Full Credential	1	2	3	8
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: 10/9/18

On November 10, 2020 the school board had a public meeting to discuss sufficiency or insufficiency of instructional materials at Anderson Valley Elementary School. The textbook sufficiency report was approved.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-6: McGaw Hill, Wonders Series- 2016	Yes	0
Mathematics	K-6: Houghton Mifflin, Go Math-2014	Yes	0
Science	K-6: Delta Education, Foss Next Generation-2018	Yes	0
History-Social Science	Kinder: Houghton Mifflin, My World-2007 1st Grade: Houghton Mifflin, School and Family-2007 2nd Grade: Houghton Mifflin, Neighborhoods-2007 3rd Grade: Houghton Mifflin, Communities-2007 4th Grade: Houghton Mifflin, California Studies-2007 5th Grade: Houghton Mifflin, US History Early Years-2007 6th Grade: Houghton Mifflin, A Message of Ancient Days Years-2007	Yes	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

General

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Age of School Buildings

This school has 14 classrooms, a multipurpose room, a library, a computer lab, 3 portables, an administration office, and a covered outdoor eating area. The main campus was built in 1958 Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. The principal and the Director of Maintenance and Operations works with the custodial staff to develop cleaning schedules to ensure a clean and safe school. Custodial staff work over the summer to deep clean the classrooms.

Deferred Maintenance Projects

Maintenance is performed by facilities maintenance personal. Current measures for replacing windows and updating light fixtures are taking place.

Technology Projects

Extensive WiFi upgrades were performed as a result of a local school bond measure.

School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 10/27/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	ceiling tiles stained in several rooms floor tiles (4) need to be replaced baseboard needs replaced (Room 24)
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	Light bulb and fixture replacement in ongoing
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Two sinks/fountains need replacement/repair hallway fountain nonoperational; MDF locked; no student access
Safety: Fire Safety, Hazardous Materials	Good	Bottle under sink marked "Keep out of reach of children" No monthly inspection of fire extinguishers since 09/2018
Structural: Structural Damage, Roofs	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Playground: impact attenuation material (engineered wood fiber) needed in use zone around play structure; no age of use stickers on either structure
Overall Rating	Good	

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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	40	N/A	48	N/A	50	N/A
Mathematics (grades 3-8 and 11)	29	N/A	29	N/A	39	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	31	N/A	22	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 2019-2020)

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

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 2020-2021)

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement of State Priority (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)

Parents can become directly involved in our school through PTAV, SSC, and ELAC. All parent committees meet on a regular basis and address schoolwide concerns ranging from budgetary spending, school safety, fundraising, curricular and extra-curricular events. Our SSC group (School Site Council) meets regularly to determine how funds will be spent and which programs will be implemented at our school. We also have an ELAC group (English Learner Advisory Committee) that regularly meets in conjunction with the District DELAC (District English Learner Advisory Committee) to focus on the needs of our students that are second language learners. The PTAV group (Parents and Teachers of Anderson Valley) meet monthly to plan events and programs to enrich the student's school experience. Furthermore, we welcome parents to set up appointments to come and visit their child's class anytime so that they may make a stronger connection to the classroom environment. Volunteers in and outside of the classroom are strongly encouraged and appreciated. We provide ongoing parental involvement with parent conferences, IEP meetings, and Student Study Team meetings. Parents are invited to attend awards ceremonies. Parents attend parent-teacher conferences at the end of the first trimester of school and meet with the child's teacher to review academic and behavioral progress. We are proud to say that we have translation services and 100% attendance at parent conferences. Lastly, parents and families are actively encouraged to attend school events including movie nights, ELL awards, Back to School Night and Open House.

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	4.5	3.3	7.0	3.7	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	9.0	37	
Expulsions	0.0	0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

School Safety Plan

Our Safe School Plan includes the following elements: Annual Statistical Report, Child Abuse Reporting, Disaster procedures, Suspensions/Expulsions, Notification of Dangerous Pupils, Sexual Harassment Policy, Dress Code Prohibiting "Gang Related" Apparel, Student/Employee Safety to and From School, Safe/Orderly Environment, Discipline Rules and Procedures, and Crisis Plan. It is updated and reviewed annually. The safety plan was reviewed and updated during the 2020/2021 school year.

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	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	21	1	1		14	3			16	1		
1	20	2			17	2			14	1		
2	19	2			18	2			17	2		
3	15	2			21	1	1		19	2		
4	19	2			25		1		18	2		
5	19	2			19	2			24		1	
6	20	2			20	2			21	1	1	
Other**									18	2		

*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 Pupils to Academic Counselor (School Year 2019-2020)

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 2019-2020)

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)	
Other	1

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	1,948,735.33	3602.68	7,968.98	54845.7
District	N/A	N/A	12,033.23	\$55,948
Percent Difference - School Site and District	N/A	N/A	-40.6	-2.0
State	N/A	N/A	\$7,750	\$68,990
Percent Difference - School Site and State	N/A	N/A	2.8	-22.8

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2019-2020)

2017-2018

Support Staff at this School

Number of Full-Time Equivalent (FTE)

Academic Counselor: 0

Library Media Services Staff (Paraprofessional): 1

Psychologist: .2

Nurse: .5

Speech/Language/Hearing Specialist:.5

Resource Specialist: 2.0

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,261	\$44,318
Mid-Range Teacher Salary	\$53,213	\$67,053
Highest Teacher Salary	\$74,669	\$90,163
Average Principal Salary (Elementary)	\$108,915	\$106,389
Average Principal Salary (Middle)		\$113,976
Average Principal Salary (High)	\$98,059	\$114,214
Superintendent Salary	\$109,507	\$141,066
Percent of Budget for Teacher Salaries	27.0	29.0
Percent of Budget for Administrative Salaries	5.0	6.0

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	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	7	5	10

There were 10 days dedicated towards professional development to prepare for distance learning instruction. The professional development included workshops and professional learning communities in grade-level teams and grade-level partners. Professional development included researching and learning about educational apps to facilitate distance learning instruction in all subject areas. Teachers also created classroom webpages to use as a platform for remote learning.