California Department of
EDUCATION

2019–2020 School Accountability Report Card

Translation Disclaimer

School Accountability Report Card

Reported Using Data from the 2019–2020 School Year

California Department of Education

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).

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.

Gretchen Lupica

- Principal, Mitchell Community Elementary

About Our School

Welcome to Mitchell Community School, where all stakeholders Soar to Success!

Academically, we provide students with a rigorous instructional program, targeting the skills necessary to achieve in the 21st century. Students are taught to solve complex real world problems, while incorporating skills from all content areas - math, reading, writing, social studies, science, and art. Additionally, students are using and learning new technology to assist in solving these complex problems. Innovation is the key to future success and we continue to provide opportunities in which students can innovate, create, and showcase their best selves.

We also believe that in order for students to be successful, they must possess the socio-emotional skills to work collaboratively with others, show resilience to challenges, and demonstrate problem-solving skills. We strive to empower them to be future leaders in our community.

We know that we can better take on this mission with the support of our community and family members. We encourage our families to get involved in our school to support Mitchell Community School. We are a community of learners with a commitment to lifelong learning, and we welcome you into our Mitchell Community.

Principal's Comment

Contact

Mitchell Community Elementary
16821 West Goodvale St.
Canyon Country, CA 91387-1714

Phone: 661-252-9110
Email: glupica@sssd.k12.ca.us

About This School

Contact Information (School Year 2020–2021)

District Contact Information (School Year 2020–2021)

District Name	Sulphur Springs Union
Phone Number	(661) 252-5131
Superintendent	Catherine Kawaguchi
Email Address	ckawaguchi@sssd.k12.ca.us
Website	http://www.sssd.k12.ca.us

School Contact Information (School Year 2020–2021)

School Name	Mitchell Community Elementary
Street	16821 West Goodvale St.
City, State, Zip	Canyon Country, Ca, 91387-1714
Phone Number	661-252-9110
Principal	Gretchen Lupica
Email Address	glupica@sssd.k12.ca.us
County-District-School (CDS) Code	19650456066807

Last updated: 1/12/2021

## School Description and Mission Statement (School Year 2020–2021)

Mitchell School Community provides a safe, nurturing, and positive learning environment where all students will learn and achieve their maximum potential. All students will meet rigorous state standards, become physically fit, and feel a personal connection to the school. Students understand the importance of accepting others and being responsible members of our culturally diverse society. Strong character and personal integrity are cultivated through adult and peer role models. We prepare our students to be lifelong learners, leaders of the future, and productive contributing members of our world. Mitchell Community takes pride in the reality that, working together, we can succeed and make a difference.

GOALS

- Staff and students alike believe that all students will learn and achieve their maximum potential. Students display confidence in their strengths and have a positive self image.

- There are high expectations for student achievement and behavior.

- A safe and secure place to be, and have a sense of pride in our school.

- Students develop an appreciation of everyone's uniqueness and the commonalities we all share. Uniqueness is accepted with compassion.

- Students will work cooperatively with all others.

- Students appreciate American democratic ideals and our constitutional heritage. Students develop a connection to our community, our nation, and our world.

- Students have be proficient in understanding of reading, writing, math, and problem-solving. Students can apply information in a practical manner.

- Students accept responsibility for themselves and their actions.

- Technology is utilized as a tool for learning, communication , and production of outcomes.

Last updated: 1/12/2021

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

Grade Level	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Total Enrollment
Number of Students	104	76	84	84	91	99	89	627
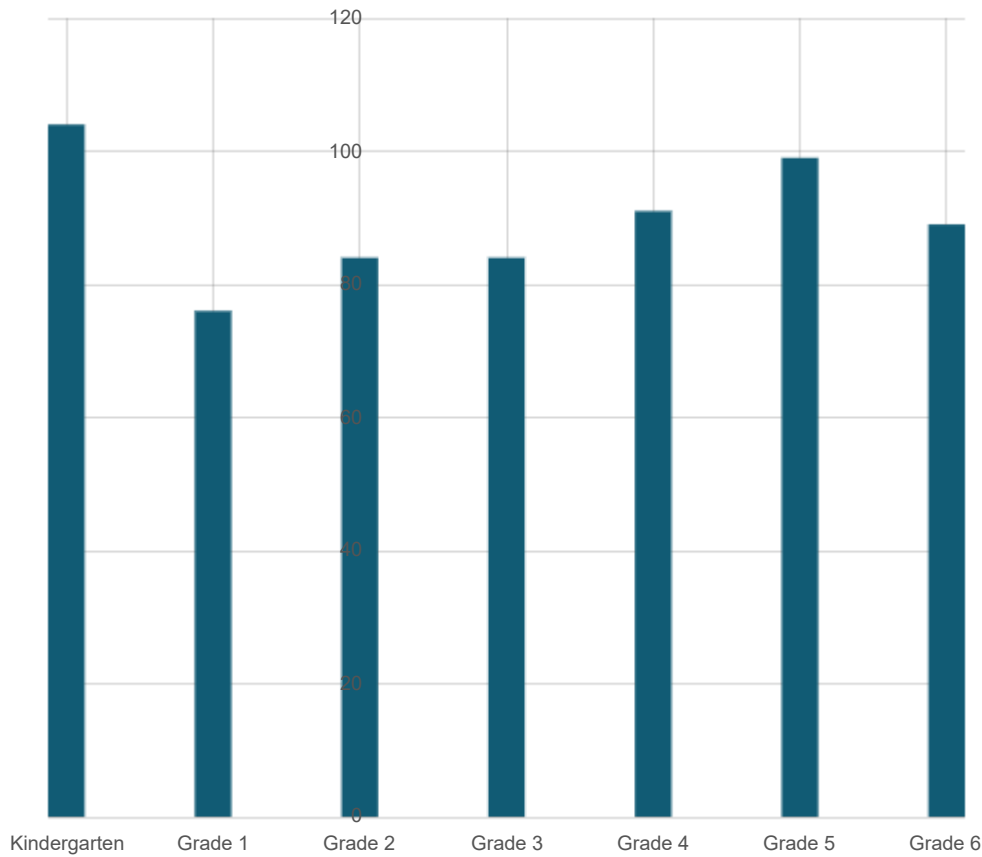
Last updated: 1/8/2021

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

Student Group	Black or African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or La
Percent of Total Enrollment	5.90 %	0.20 %	2.20 %	2.10 %	55.20 %

| Student Group (Other)	Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Foster Youth
Percent of Total Enrollment	53.40 %	15.50 %	13.20 %	0.30 %

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 2018–2019	School 2019–2020	School 2020–2021	District 2020–2021
With Full Credential	32	29	25	248
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0
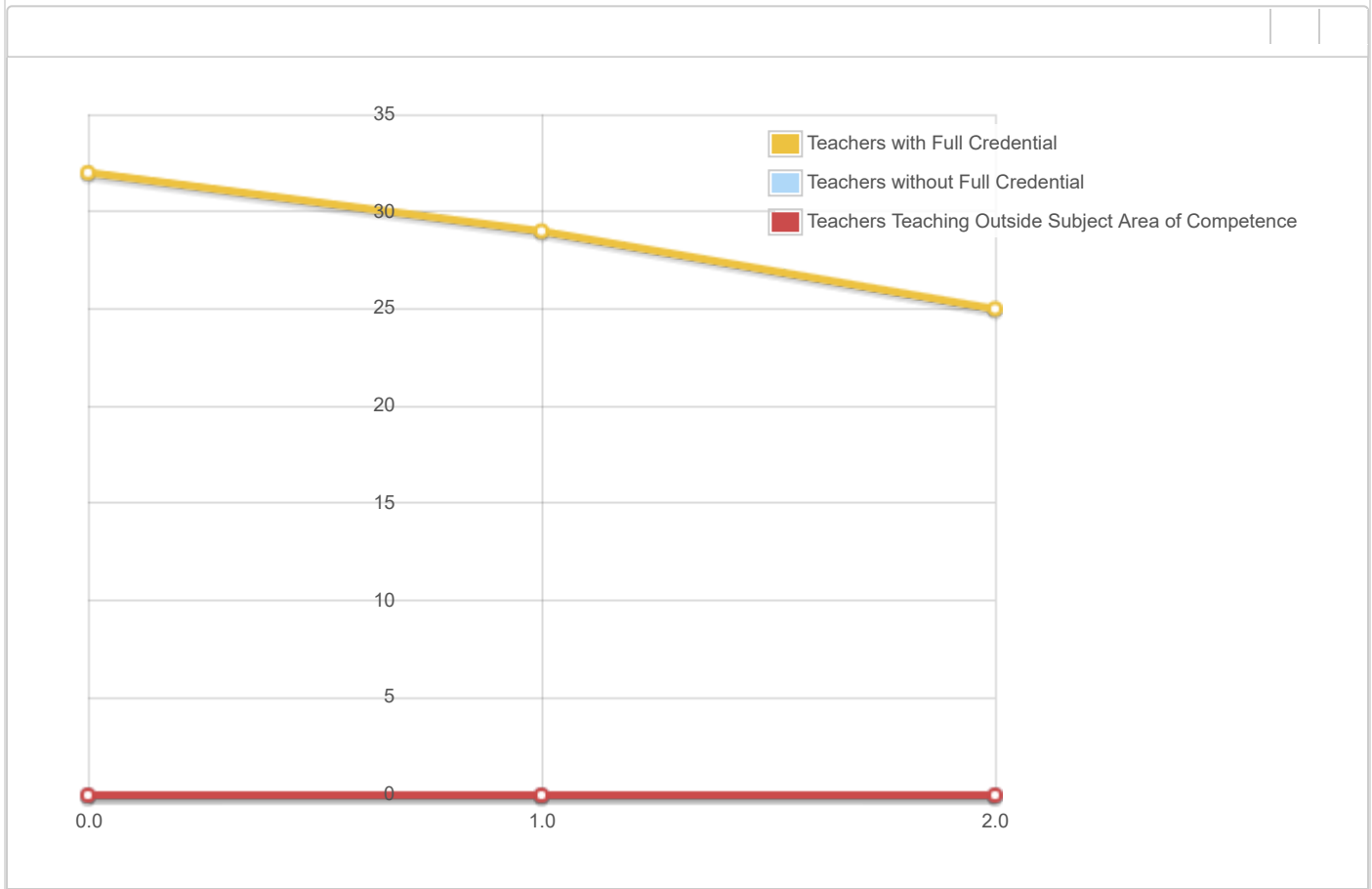
Last updated: 1/21/2021

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0
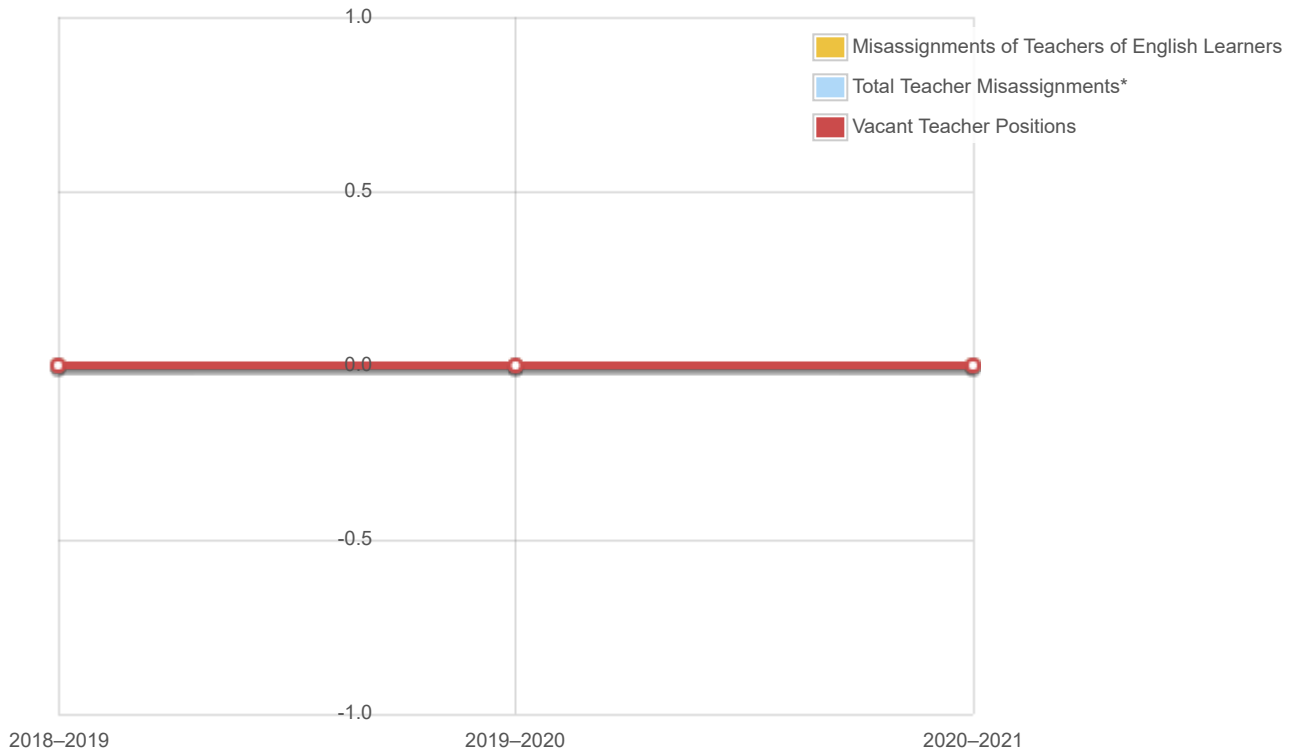
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/21/2021

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020–2021)

Year and month in which the data were collected: October 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance	Yes	0.00 %
Mathematics	Houghton Mifflin California Math Expressions	Yes	0.00 %
Science	Houghton Mifflin California Science (Kindergarten - 2nd grade) Pearson California Science (3rd - 6th grade)	Yes	0.00 %
History-Social Science	Pearson History-Social Science for California (Kindergarten - 5th grade) Harcourt Reflections Ancient Civilizations (6th grade)	Yes	0.00 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Foreign Language	N/A		0.00 %
Health	Harcourt	Yes	0.00 %
Visual and Performing Arts	McGraw Hill, Share the Music Davis Publications, Adventures in Art	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/21/2021

School Facility Conditions and Planned Improvements

Mitchell school has 37 classrooms, with 10 of them being portables. It has a multipurpose room, a library, and an administration building, a computer lab and science lab. The main campus was built in 1965 and was modernized in 1999. A hard-working custodial and 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. The school is kept clean daily with heavy, or deep cleaning done during school breaks. It is a clean and well-maintained school. Monthly site inspections are routinely done at Mitchell School. School administrators walk the campus and complete the Sulphur Springs Union School District Facilities Cleanliness Form and the Safety Inspection Checklist Report. If there are any concerns, a district work order is submitted for repair or monitoring. Again, if any items need to be addressed, a district work order is submitted and promptly addressed. Reports from these campus walks are forwarded to the district office and have found Mitchell School to be a clean and safe place for students to learn.

The overall rating for Mitchell Community School falls into 99.70%, for a rating of Exemplary. There are no planned updates or improvements scheduled at this time for Mitchell.

Last updated: 1/25/2021

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (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: April 2020

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	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: April 2020

Overall Rating	Exemplary

Last updated: 1/12/2021

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 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
English Language Arts / Literacy (grades 3-8 and 11)	57.0%	N/A	60.0%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	44.0%	N/A	50.0%	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.

Last updated: 1/21/2021

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
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.

Last updated: 1/21/2021

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
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 waives the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/21/2021

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 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)	36	N/A	40	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.

Last updated: 1/21/2021

CAASPP Tests Results in Science by Student Group
Grades Five, Eight and High School (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
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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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.

Last updated: 1/21/2021

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 area 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

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.

Last updated: 1/21/2021

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)

As a Title I school, Mitchell hosts an annual parent meeting to notify parents about our status as a Title I school. During that meeting, parents are given the
school/home compact, which outlines how all share responsibility for student achievement. Many parents support Mitchell School's PTA and have volunteered
numerous hours in the classrooms. Parents participate in Site Council, evening workshops, English Language Advisory Committee (ELAC), District Conferences,
attend District Board Meetings hosted at Mitchell, attend Mitchell School's awards assemblies, and actively participate in parent conferences. Our Site
Council and ELAC (English Learner Advisory Committee) also have input into the Single Plan for Student Achievement.

Unfortunately, due to the pandemic, opportunities for onsite participation was limited, however, normally parents are

encouraged to become involved in daily activities on site or in overall school events. Before the academic year begins, the Parent Teacher Association
holds a welcome event to encourage families to become involved. Classes are encouraged to have all parents sign up for the PTA.

Parents are invited to a welcome and volunteer orientation. During this session, parents are informed of different ways to get involved, as well all school wide events. Additionally, each classroom has a room parent, who assists in coordinating class activities and informs parents of upcoming events.

Parents are encouraged to attend the monthly PTA meetings, as well as the annual Back to School Night, Parent Conferences, and Open House. Throughout the year, Mitchell also hosts various parent nights (Technology Night, Math Night, STEAM Expo), to provide families with information related to the instructional program.

Every Monday, the Principal sends a weekly message in English and Spanish informing families of current announcements and events.

Last updated: 1/25/2021

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

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	Suspensions	Expulsions
School 2017–2018	1.30%	0.00%
School 2018–2019	0.70%	0.00%
	1.10%	0.00%
District 2017–2018	1.00%	0.00%
District 2018–2019	3.50%	0.10%
	3.50%	0.10%

State 2017–2018

State

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	Suspensions	Expulsions
School 2019–2020	0.70%	0.00%
District 2019–2020	1.00%	0.00%
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State 2019–2020

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.

Last updated: 1/21/2021

School Safety Plan (School Year 2020–2021)

Every student and staff member has the right to attend a safe school where he or she is safe from physical or psychological harm. The Mitchell Community School safety plan is all inclusive with the main objective to protect the safety and welfare of students, school staff, and visitors at Mitchell. The safety plan includes information on response to fire drills, earthquake disaster drills, and school lockdowns. In addition, the safety plan addresses concerns about the security of the campus, valet line safety (for cars and pedestrians) as well as regular training of noon supervisors and staff to recognize and stop bullying on campus. The most recent Safety Plan was reviewed with stakeholders (parent, staff and community members) in December 2019-January 2020 and approved in February 2020.

Last updated: 1/25/2021

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) School Year (2017–2018)

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size	23.00	23.00	25.00	21.00	31.00	27.00	28.00	14.00
Number of Classes * 1-20	1	1		1				1
			3		3	3	3	
Number of Classes * 21-32	4	3		4				

Number of Classes * 33+

* 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.

Average Class Size and Class Size Distribution (Elementary) School Year (2018–2019)

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size	21.00	24.00	25.00	24.00	32.00	29.00	25.00	
Number of Classes * 1-20	1			1			1	
		3	3		3	3		
Number of Classes * 21-32	4			4			3	

Number of Classes * 33+

* 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.

Average Class Size and Class Size Distribution (Elementary) School Year (2019–2020)

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size	21.00	39.00	25.00	24.00	31.00	31.00	29.00	20.00
Number of Classes * 1-20	2							2
		1	3	3	2	3	3	
Number of Classes * 21-32	3	1						2

Number of Classes * 33+

* 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.   *Last updated: 1/21/2021*

Ratio of Pupils to Academic Counselor (School Year 2019–2020)

Title	Ratio
Pupils to Academic Counselor*	0.0

*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.

Last updated: 1/21/2021

Student Support Services Staff (School Year 2019–2020)

	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.50
Psychologist	0.50
Social Worker	0.00
Nurse	0.30
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	1.00
Other	0.00

*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.

Last updated: 1/21/2021

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	$6967.22	$1353.66	$5613.56	$77250.43
District	N/A	N/A	$5590.71	$76145.00
Percent Difference – School Site and District	N/A	N/A	0.41%	1.45%
State	N/A	N/A	$7750.12	$84183.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference – School Site and State	N/A	N/A	-28.00%	-8.00%

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

Last updated: 1/6/2021

Types of Services Funded (Fiscal Year 2019–2020)

A combination of state and federal funding is used to cover all aspects of our instructional program.

Title I funds are used for (at least partially):

• Professional development

• provide TOSAs that support instruction

• using SIPPS as a Tier II reading intervention for students

The District uses Title II funds to support professional development which will enhance early learning strategies. TOSAs are provided to support instruction through professional development and coaching opportunities.

Title III funds are utilized to expand educational opportunities that increase language and academic proficiency of our English learners, and to expand parent engagement opportunities.
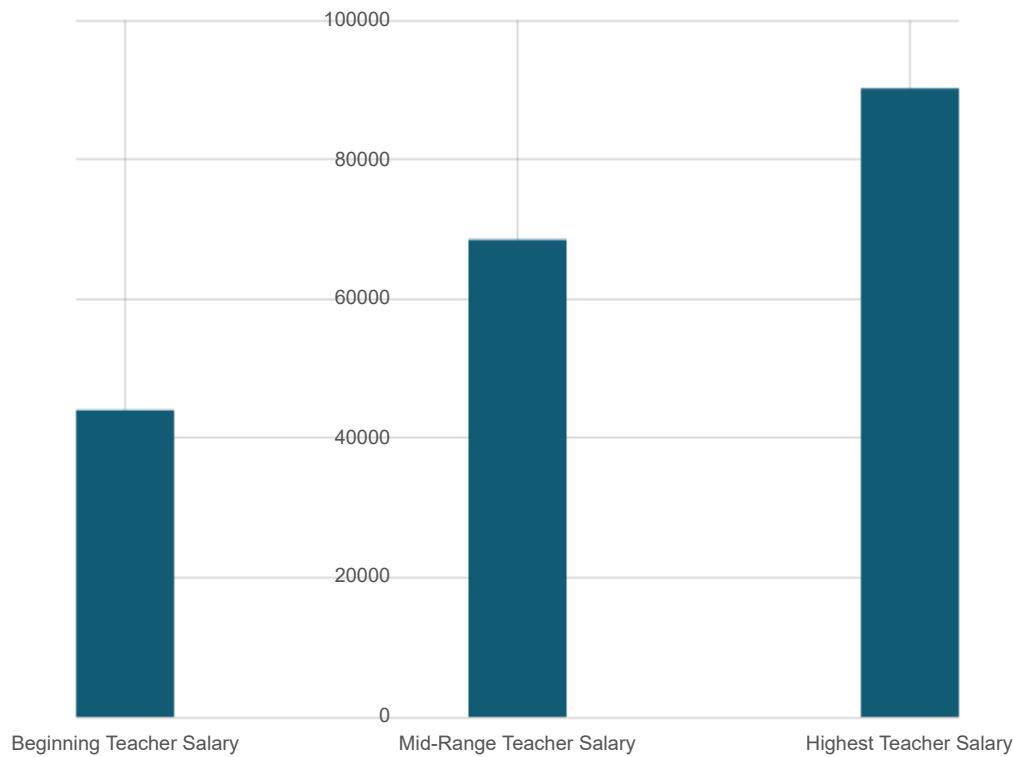
Last updated: 1/25/2021

## Teacher and Administrative Salaries (Fiscal Year 2018–2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$44,026	$51,004
Mid-Range Teacher Salary	$68,487	$82,919
Highest Teacher Salary	$90,195	$104,604
Average Principal Salary (Elementary)	$124,794	$131,277
Average Principal Salary (Middle)	$	$136,163
Average Principal Salary (High)	$	$128,660
Superintendent Salary	$185,895	$230,860
Percent of Budget for Teacher Salaries	34.00%	35.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

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

Teacher Salary Chart

Principal Salary Chart
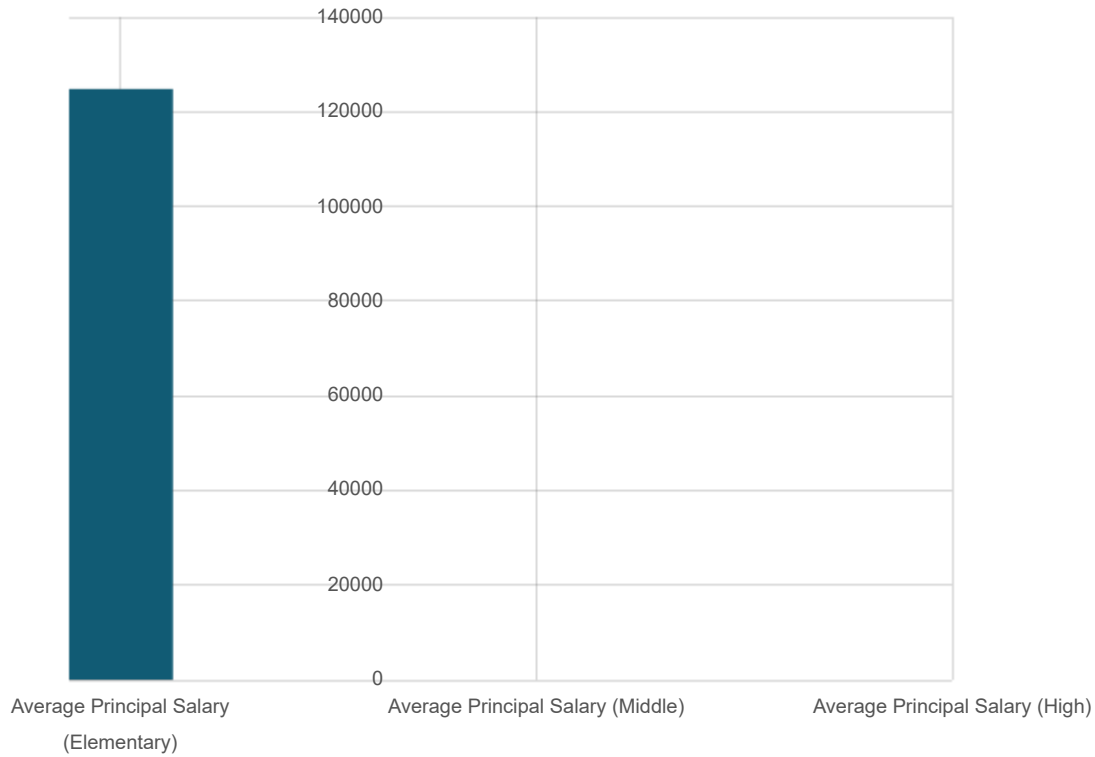
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Professional Development

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

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