

Golden Oak Community
2020—2021 School Accountability Report Card
Reported Using Data from the 2020—2021 School Year
California Department of Education

Address:	25201 Via Princessa Santa Clarita, CA , 91321-1429	Principal:	Mrs. Jenna Oikawa, Principal
Phone:	(661) 251-8929	Grade Span:	K-6

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.

About This School

Mrs. Jenna Oikawa, Principal

Principal, Golden Oak Community

About Our School

Welcome to Golden Oak Community School where students achieving their greatest potential is our collaborative purpose. We celebrate our thirteenth year as a school and are proud of our steady enrollment of wonderful lifelong learners. Golden Oak Community School has a terrific school community. We have a caring staff dedicated to educating students in a safe, welcoming learning environment. Our students understand that we are WISE Owls, based on our Winning attitude, Integrity, ability to Show respect and responsibility, and by Encouraging others. We are a Capturing Kids Hearts School with a focus on positive affirmations and social emotional health. Classrooms abound with technology allowing our students to develop as 21st Century Learners. At Golden Oak, we offer a rigorous academic curriculum to meet the needs of all levels of students and enhance student success.

As principal of Golden Oak, I visualize a successful educational community founded on the comprehensive support of students, parents, and staff.

Contact

Golden Oak Community
25201 Via Princessa
Santa Clarita, CA 91321-1429

Phone: [\(661\) 251-8929](tel:(661)251-8929)

Email: joikawa@sssd.k12.ca.us

Contact Information (School Year 2020—2021)

District Contact Information (School Year 2020—2021)

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

School Contact Information (School Year 2020—2021)

School Name	Golden Oak Community
Street	25201 Via Princessa
City, State, Zip	Santa Clarita, CA , 91321-1429
Phone Number	(661) 251-8929
Principal	Mrs. Jenna Oikawa, Principal
Email Address	joikawa@sssd.k12.ca.us
Website	ww.sssd.k12.ca.us/GoldenOak
County-District-School (CDS) Code	19650450116616

Last updated: 1/13/22

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

Golden Oak Community School, established in 2008, has 511 students enrolled. Approximately 22.9% of the student population participates in the Free & Reduced Lunch Program and 6% of our students speak a first language other than English. Golden Oak is proud of the state-of-the-art technology present in all classrooms, including the computer and science labs, allowing the students at Golden Oak to develop as 21st Century Learners. Golden Oak is a Capturing Kids Hearts school.

Golden Oak teachers continue to follow a Professional Learning Community model, with our vision and mission to deliver a challenging curriculum that is based on the California State Standards. Instruction is guided by grade level common assessments identifying the current level of student learning. Grade level teachers collaboratively plan lessons to meet the individual student needs. The effective use of a wide range of teaching strategies and a variety of high quality, readily available materials allow the highly qualified teachers to bring the curriculum to life.

Golden Oak employs 21 general education teachers in our Transitional Kindergarten through Sixth Grade. Student learning is supported by a Speech and Language Pathologist, a Resource Specialist Program Teacher, and a School Psychologist. Classified employees include a part time Library Technician and a part time Computer Lab Specialist.

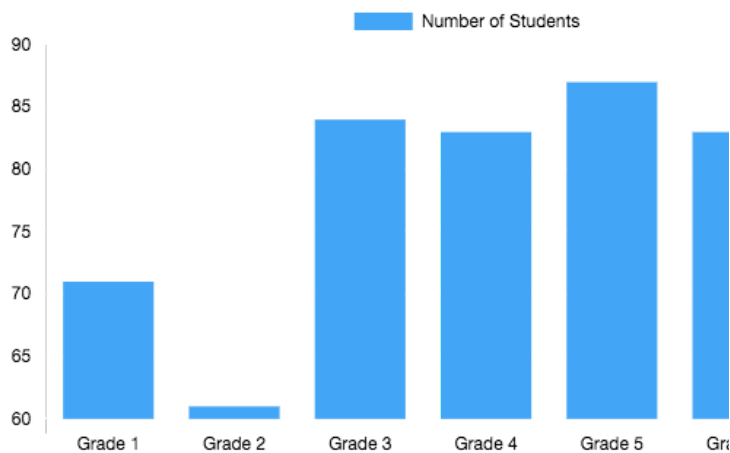
Students at Golden Oak are recognized for their dedication to academics and character development through Golden Tickets, monthly academic and character awards, and a weekly principal’s award titled “The Wise Owl Award.” Golden Oak is rich with parent support and involvement. Parent volunteers are visible in every classroom. There is a strong partnership between school personnel and the PTA. We share a common goal of inspiring students to be their personal best.

Golden Oak Community School is committed to providing a wide continuum of opportunities which value individuals, maximize both skills and knowledge, enhance self-esteem, produce responsible and lifelong scholars, and are responsive to the needs of a diverse student, parent, and community population. We commit to a comprehensive system of support to ensure these outcomes.

Last updated: 1/14/22

Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students
Grade 1	71
Grade 2	61
Grade 3	84
Grade 4	83
Grade 5	87
Grade 6	83
Kindergarten	68
Total Enrollment	537



Last updated: 1/8/22

Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Student Group
Black or African American	7.10%
American Indian or Alaska Native	0.70%
Asian	7.40%
Filipino	10.40%
Hispanic or Latino	41.70%
Native Hawaiian or Pacific Islander	0.00%
White	26.60%
Two or More Races	5.60%

Student Group (Other)	Student Group
Socioeconomically Disadvantaged	29.20%
English Learners	5.00%
Students with Disabilities	9.30%
Foster Youth	0.40%
Homeless	0.00%

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

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

Year and month in which the data were collected: January 2022

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%
Mathematics	Houghton Mifflin California Math Expressions Common Core	Yes	0%
Science	McGrawHill- Inspire Science	Yes	0%
History-Social Science	K-5th Pearson History-Social Science for California 2006 6Tth Harcourt - Reflections Ancient Civilizations 2006	Yes	0%
Foreign Language	N/A		0%
Health	N/A		0%
Visual and Performing Arts	N/A		0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 1/13/22

School Facility Conditions and Planned Improvements

Golden Oak is in very good condition. All buildings are in good repair. Recently, we added a tricycle track and beautiful 4-square courts on the Kindergarten Playground. Monthly walks with custodial staff ensure we keep our school in good repair.

Last updated: 1/13/22

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: December 2021

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	Repair to turf under playground equipment is conducted on an ongoing basis as needed.

Overall Facility Rate

Year and month of the most recent FIT report: December 2021

Overall Rating	Exemplary
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Last updated: 1/13/22

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 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	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.

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: 1/17/22

CAASPP Test Results in ELA by Student Group
 Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	330	NT	NT	NT	NT
Male	167	NT	NT	NT	NT
Female	163	NT	NT	NT	NT
Black or African American	26	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	21	NT	NT	NT	NT
Filipino	29	NT	NT	NT	NT
Hispanic or Latino	147	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	88	NT	NT	NT	NT
Two or More Races	16	NT	NT	NT	NT
Socioeconomically Disadvantaged	98	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Students with Disabilities	29	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	--	NT	NT	NT	NT
Homeless					

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: 1/17/22

CAASPP Test Results in Mathematics by Student Group
 Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	330	NT	NT	NT	NT
Male	167	NT	NT	NT	NT
Female	163	NT	NT	NT	NT
Black or African American	26	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	21	NT	NT	NT	NT
Filipino	29	NT	NT	NT	NT
Hispanic or Latino	147	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	88	NT	NT	NT	NT
Two or More Races	16	NT	NT	NT	NT
Socioeconomically Disadvantaged	98	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Students with Disabilities	29	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	--	NT	NT	NT	NT
Homeless					

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: 1/17/22

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 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
Science (grades 5, 8, and high school)	N/A	N/T	N/A	N/T	N/A	28.72

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: 1/17/22

CAASPP Test Results in Science by Student Group
 Grades Five, Eight and High School (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	82	NT	NT	NT	NT
Male	40	NT	NT	NT	NT
Female	42	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	37	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	21	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	21	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Students with Disabilities	--	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	--	NT	NT	NT	NT
Homeless					

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: 1/17/22

Career Technical Education (CTE) Programs (School Year 2020—2021)

null

Last updated: 1/17/22

Career Technical Education (CTE) Participation (School Year 2020—2021)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	--
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/17/22

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	--
2019–2020 Graduates Who Completed All Courses Required for UC/CSU Admission	--

Last updated: 1/17/22

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 2020—2021)

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-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Last updated: 1/17/22

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 2021-2022)

At Golden Oak, we have strong involvement from our parent community. Opportunities to get involved at Golden Oak include participating on school committees as well as volunteering. In previous years, our over 200 volunteers support the school by supporting the classroom, making copies, cutting out materials for projects, helping during school day activities, helping at academic family nights, helping on the yearbook, attending field trips, being the Room Parent, or in the office. This year, due to the Covid-19 Pandemic, on site volunteering did not occur until December 2021 in a limited capacity, but parents still supported from home when possible. Parents at Golden Oak also have the opportunity to join our monthly PTA meetings, our monthly SSC meetings, or our ELAC meetings. Most meetings this year were held online. Finally, in past years, parents have the opportunity to come to school events on campus. This includes monthly Coffee with the Principal, PTA and school hosted after school events, Back to School Night, conferences with the teachers, awards celebrations, and grade level performances. Some of these activities are held online this year when possible.

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2017-2018	School 2018-2019	School 2019-2020	District 2017-2018	District 2018-2019	District 2019-2020	State 2017-2018	State 2018-2019	State 2019-2020
Dropout Rate	--	--	--	--	--	--	9.00%	8.90%	9.40%
Graduation Rate	--	--	--	--	--	--	84.50%	84.20%	83.60%

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 2018-2019	School 2019-2020	District 2018-2019	District 2019-2020	State 2018-2019	State 2019-2020
Suspensions	0.00%	0.17%	0.96%	0.61%	3.47%	2.45%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.08%	0.05%

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 2020-2021	District 2020-2021	State 2020-2021
Suspensions	0.52%	0.23%	0.20%
Expulsions	0.00%	0.00%	0.00%

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: 1/14/22

School Safety Plan (School Year 2021-2022)

While the 2020/2021 plan was reviewed and updated at the February 2020 School Site Council meeting, Golden Oak's School Safety Plan is continually monitored for areas of improvement and/or change. This is conducted from November through February of each calendar year at Safety Committee meetings, certificated and classified staff meetings, Coffee with the Principal, School Site Council Meetings, ELAC meetings, and community meetings held at the school site. Every student and staff member has the right to attend a safe school where he or she is free from physical or psychological harm.

The School Safety Plan includes:

- School disaster procedures
- A school-wide positive behavior and discipline plan
- Guidelines to promote safe student and staff transitions including: ingress and egress of buildings, as well as travel to and from school
- District and community resources for students and parents
- Guidelines to promote a safe environment where students, parents, staff and the community communicate in a manner that is respectful to all cultural, racial, and religious backgrounds

Last updated: 1/13/22

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) School Year 2018-2019

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	25.00		3	
1	26.00		2	
2	26.00		4	
3	26.00		3	
4	33.00			2
5	30.00		3	
6	28.00		3	
Other**				0

* 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	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	26.00		3	
1	26.00		1	
2	35.00		2	1
3	26.00		3	
4	33.00		1	
5	33.00			
6	30.00		2	
Other**	28.00		3	

* 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 2020–2021

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	16.00	2	1	
1	13.00	1	1	
2	12.00	2	1	
3	20.00	1	3	
4	21.00	1	1	1
5	34.00		1	1
6	29.00		1	1
Other**	28.00	1	4	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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018-2019)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English				
Math				
Science				
Social Science				

* 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 and Class Size Distribution (Secondary) (School Year 2019-2020)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English				
Math				
Science				
Social Science				

* 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 and Class Size Distribution (Secondary) (School Year 2020-2021)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English				
Math				
Science				
Social Science				

Last updated: 1/14/22

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

Ratio of Pupils to Academic Counselor (School Year 2020—2021)

Title	Ratio
Pupils to Academic Counselor*	

Last updated: 1/17/22

* 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 2020—2021)

Title	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	1.00
Social Worker	0.00
Nurse	0.30
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	0.60
Other	0.00

Last updated: 1/17/22

* 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 2019-2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6315.57	\$503.20	\$5812.37	\$83981.69
District	N/A	N/A	\$5625.77	\$76440.00
Percent Difference – School Site and District	N/A	N/A	3.32%	9.87%
State	N/A	N/A	\$8443.83	\$85863.00
Percent Difference – School Site and State	N/A	N/A	-31.00%	-2.00%

Last updated: 1/10/22

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

Types of Services Funded (Fiscal Year 2020–2021)

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
- Learning Support Teachers to support 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.

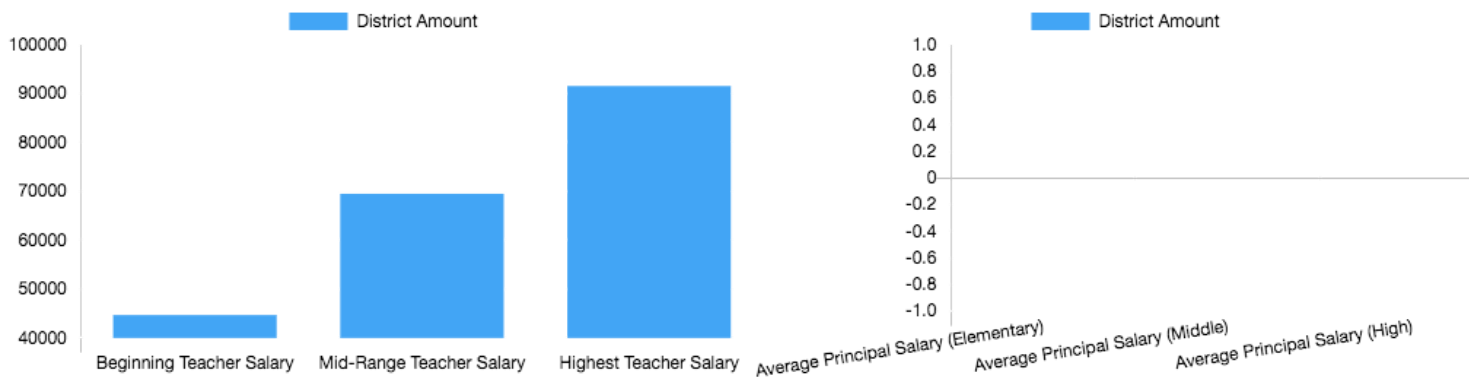
Title III funds are utilized to expand educational opportunities that increase language and academic proficiency of our English learners, and to expand parent engagement opportunities.

Last updated: 1/17/22

Teacher and Administrative Salaries (Fiscal Year Year 2019-2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44686.00	\$52060.00
Mid-Range Teacher Salary	\$69514.00	\$84043.00
Highest Teacher Salary	\$91548.00	\$107043.00
Average Principal Salary (Elementary)	\$129743.00	\$133582.00
Average Principal Salary (Middle)	\$0.00	\$138803.00
Average Principal Salary (High)	\$0.00	--
Superintendent Salary	\$195149.00	\$240628.00
Percent of Budget for Teacher Salaries	34.00%	35.00%
Percent of Budget for Administrative Salaries	6.00%	5.00%

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



Last updated:

Advanced Placement (AP) Courses (School Year 2020—2021)

Percent of Students in AP Courses 0.00%

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0.00%

Last updated: 1/14/22

* Where there are student course enrollments of at least one student.

Professional Development

Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3