



Richmond Elementary School

348 Rowe Street • Ridgecrest CA, 93555 • (760) 499-1840 • Grades K-5

Michael Yancey, Principal

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<http://richmond.ssusd.org/>

2019-20 School Accountability Report Card Published During the 2020-21 School Year



Sierra Sands Unified School District

113 Felspar

Ridgecrest CA, 93555

(760) 499-1600

<http://www.ssusd.org/>

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Assistant Superintendent, Curriculum and Instruction

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Assistant Superintendent, Human Resources

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Executive Director of SELPA

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School Description

At Richmond School we believe in celebrating learning through attendance, attitude, and achievement. Through cooperation between home and school, we can provide excellent learning opportunities for all students. We encourage parents to become involved by joining our Parent Teacher Organization (PTO) or School Site Council (SSC) or by visiting or volunteering in school-wide activities or in the classroom.

Richmond Elementary School was built in 1953, as part of the local school system on China Lake Naval Weapons Center. In 1974, the Annex, our special education facility, was added to the school. Richmond is a unique blend of children from military families, students who live in Ridgecrest, and students with disabilities. Our children are encouraged to accept others and work together.

We hold monthly assemblies to honor students in reading, math, and attendance. Students become "Super Stars" when they meet reading and math goals set by their teacher each month. We also cultivate patriotism by holding monthly flag raising ceremonies during which the students sing patriotic songs, student council officers address the student body and lead them in the Pledge of Allegiance and Richmond Pledge. We offer a bi-monthly art and music enrichment program for all students and display their artistic efforts at our Open House in May. Grade-level teachers host monthly Family Nights such as a mobile planetarium, exploring Chromebooks, Family Valentine night, game night, a reading activity night, or math activity night. Also, our special education and general education students mainstream (take classes together) at different times throughout the day.

Richmond School was selected as a California Distinguished School in 2004. The California Services for Technical Assistance and Training (CalSTAT) program chose our school as a leadership site for collaboration between special and general education. Richmond was identified as a Title I Academic Achievement School in 2005 and again in 2006. In the spring of 2016, Richmond was recognized as a California Gold Ribbon School and as a Title I Achieving School. We received these honors as a result of our staff, students, and parents working together for the success of all students.

On July 4th and July 5th of 2019 very powerful earthquakes shook the Ridgecrest, CA area. Richmond Elementary school sustained extensive damage and the school was relocated to an existing district facility (348 Rowe Street) that had formerly been an elementary school but was being utilized for district programs, services, and offices, as well as the district adult school program. The facility was modernized over the course of the summer and made ready for school at the beginning of the 2019-2020 school year. This school year due to the Covid-19 Pandemic we started with a distance learning model and then opened 7 of our special needs classrooms and 2 distance learning hubs for general education students on campus in November. We are looking forward to opening more classrooms for in-person instruction in the near future.

School Mission Statement:

Our mission is to provide a safe, orderly, and nurturing environment where students are expected to:

- Develop responsibility and proper citizenship
- Demonstrate respect for self and others
- Acquire academic skills, knowledge and self-motivation to learn
- Apply critical thinking and express their creativity

These goals will be accomplished through:

- Professional development
- Parent education/participation program
- Cooperation and support from parents and community

Michael Yancey, Principal

About the SARC

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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	83
Grade 1	48
Grade 2	61
Grade 3	73
Grade 4	61
Grade 5	65
Grade 7	2
Grade 9	1
Grade 11	1
Grade 12	1
Total Enrollment	396

Teacher Misassignments and Vacant Teacher Positions at Richmond Elementary School

Indicator	18-19	19-20	20-21
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.

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	5.3
American Indian or Alaska Native	0.5
Asian	0.8
Filipino	1.8
Hispanic or Latino	30.8
Native Hawaiian or Pacific Islander	0.3
White	52.5
Two or More Races	8.1
Socioeconomically Disadvantaged	55.3
English Learners	7.8
Students with Disabilities	22
Homeless	2.3

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 for Richmond Elementary	18-19	19-20	20-21
With Full Credential	22	20	22
Without Full Credential	4	3	2
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Sierra Sands Unified	18-19	19-20	20-21
With Full Credential	♦	♦	213
Without Full Credential	♦	♦	34
Teaching Outside Subject Area of Competence	♦	♦	15

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

The district chooses textbooks from lists that have been approved by the State Board of Education for Grades K-8. Sierra Sands Unified School District holds an annual public hearing prior to the eighth week of school to determine textbook and instructional materials sufficiency.

Textbooks and Instructional Materials

Year and month in which data were collected: September 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p>	<p>Benchmark Advance (2017) Adopted in 2017</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
<p>Mathematics</p>	<p>Go Math! Houghton Mifflin (2015)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
<p>Science</p>	<p>FOSS Next Generation Elementary (2019) Adopted in 2020</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
<p>History-Social Science</p>	<p>California Studies Weekly (2018) Adopted in 2019</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
<p>Health</p>	<p>Health and Fitness Adopted in 2005</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
<p>Visual and Performing Arts</p>	<p>California Spotlight on Music Adopted in 2007</p> <p>SRA Art Connections Adopted in 2007</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Due to the earthquake damage sustained at the original Richmond Elementary School site in July 2019, the school was relocated to the Vieweg Campus located at 348 Rowe Street. Prior to the relocation, the campus was repaired and modernized (parking lot resurface, playground resurface, T-bar ceilings replaced, walkways on campus, and technology, fire alarm system, etc.) to support the needs of the Richmond students and staff. Overall, due to the repairs and modernization efforts, the campus is adequate, clean, and safe. The district plans to address water flow issues on campus with additional repairs and modernization in the 2019-20 school year to ensure good repair status.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 12/7/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	K1 Classroom: AC unit is very old.
Interior: Interior Surfaces	Poor	K1 Classroom: Carpet is in bad shape. K2 Classroom: Needs paint. Classroom 4: Carpet is torn in center of room. Classroom 5: Carpet is torn. Classroom 6: Carpet is ripped in 3 areas. Classroom 7: Carpet is torn in NW corner of room. Classroom 8: Carpet is torn, counter is cracked. Classroom 11: Carpet has one seam that is buckling and is stained. Classroom 12: Carpet lifting around sink area and two tackable wall panels damaged. Classroom 13: Missing one square of entry carpet. Classroom 15: Carpet seams coming apart. Classroom 17: Carpet torn in center of room. Needs paint. Classroom 18: Carpet in bad shape. Needs paint. Library: Needs paint, carpet is torn in a few spots, and a square is missing at the west entry. Computer Lab Room 22: Carpet is torn, cove base is in bad shape. Staff Lounge Room 23: Tackable wall peeled off. Door needs paint. Cafeteria: Window ledge has water damage and needs paint. Kitchen: VCT cracking. Restrooms: most restrooms in bad shape.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	No apparent problems.
Electrical: Electrical	Good	No apparent problems.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Most restrooms are in bad shape.
Safety: Fire Safety, Hazardous Materials	Good	No apparent problems.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	Library: Water leak in roof. Cafeteria: Water leak in roof. Kitchen: Water leak in roof.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Room 23: Door needs paint Cafeteria: Window ledge has water damage.
Overall Rating	Good	Our school meets most or all of the standards for good repair, established by the Office of Public School Construction. If we have any deficiencies, they are not significant. We scored an average of 92.22% on the 8 categories of our evaluation.

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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	60	N/A	51	N/A	50	N/A
Math	60	N/A	36	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 Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	45	N/A	36	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.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
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.

**CAASPP Test Results in Science 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.

**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.

**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 waived the requirement for statewide testing 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 2020-21)

We have an active Parent Teacher Organization (PTO) that supports our school through their commitment of time and energy. They are partners with the school, annually undertaking tremendous efforts in fund-raising to benefit the children of Richmond School. The School Site Council includes both parents and school personnel. It helps develop, carry out, and monitors the School Plan for Student Achievement (SPSA). We update the Single School Plan for Student Achievement and the School Safety Plan with input from these 2 parent groups and from an annual survey of all parents.

Parents and community members volunteer in our classrooms, library, and our Before School Reading Program. They also support and participate in such school-wide activities as our the Lunch Clubs, annual Ice Cream Social, Family Nights once a month, Book Fairs, Winter Holiday Program, school wide Spelling Bee, Battle of the Books, Junior Olympics competition, McTeacher Night at McDonald's restaurant, GATE parent meeting, Richmond Tiger Read-A-Thon, and our Art Show - Science Fair. Our English language learner parents participate every year on our English Language Learner Advisory Committee. We hold an annual Volunteer Luncheon near the end of each school year to honor all our parents and community members for all their involvement in our school. This school year due to the Covid-19 pandemic we are planning to continue all of our opportunities for parent involvement in a virtual format.

The contact person for parent involvement is Brandy Keehan, and she can be reached at (760) 499-3731, in the Projects office. To find out how you can become involved and make a difference at Richmond School please call the office at 760-499-1840 and ask to speak to the principal.

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.

School Safety Plan (School Year 2020-2021)

Staff members supervise students 15 minutes before and after school and during all recesses. Five noon duty supervisors keep the playground safe at lunch. We require all visitors to sign in at the office and wear badges. Ridgecrest Police Department officers and our school district resource officer (SRO) visit the campus and talk to students. The Ridgecrest Fire Department visits the school annually with a mobile fire prevention unit and instructs students about fire safety. We have recently implemented a site-specific Covid-19 safety plan to ensure both staff and student health 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	0.7	0.6	6.6	7.1	3.5	3.5
Expulsions	0.0	0.0	0.2	0.2	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	0.0	0.0	
Expulsions	0.0	0.1	

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.

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.

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

Title	Ratio
Academic Counselor*	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 Full-Time Equivalent (FTE)
Counselor (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	0.5

*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.

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	18	4	2		15	5	1		19	1	3	
1	20	1	1		21	1	2		21	1	1	
2	28		2		22		2		22		2	
3	18	4			23		3		24		2	
4	33		1	1	30		2		28		2	
5	20	3	1	1	23	1	2		30		2	
Other**	18	1	1		12	4			10	6	1	

*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.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	5

Sierra Sands Unified School District provided a minimum average of 3 days (or eighteen hours based on 6 hours/day) of professional development throughout the 2018-19 and 2019-20 school years and 5 days (or thirty hours based on 6 hours/day) in the 2020-21 school year. The primary/major areas of focus for professional development include but are not limited to: full implementation of adopted programs, alignment to Common Core State Standards, identification and implementation of best instructional practices, technology proficiency, data analysis of student performance, and student engagement. Additionally, sites provide professional development throughout the year as outlined in the School Plan for Student Achievement. Areas of focus were selected based upon department needs, CAASPP results, Interim Assessment Block (IAB) results, and Dashboard results. Professional development is delivered in a variety of ways including but not limited to conference attendance, contracted professional development/SSUSD Instructional Coaching delivered within the contractual workday, individual instructional coaching, and after school workshops.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,945	\$47,145
Mid-Range Teacher Salary	\$70,019	\$74,952
Highest Teacher Salary	\$98,284	\$96,092
Average Principal Salary (ES)	\$108,083	\$116,716
Average Principal Salary (MS)	\$120,179	\$120,813
Average Principal Salary (HS)	\$131,577	\$131,905
Superintendent Salary	\$176,000	\$192,565

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32.0	31.0
Administrative Salaries	5.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	9569.25	4780.94	4788.32	61635.95
District	N/A	N/A	5982.82	\$68,495
State	N/A	N/A	\$7,750	\$75,706

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-22.2	-10.5
School Site/ State	-47.2	-20.5

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

Types of Services Funded

State and federal monies are used to supplement the educational programs offered to students through the Collaboration and Intervention Model and full-time Teacher on Special Assignment (Title I), full-time counselor (Local Control Accountability Plan), and full-time computer paraprofessional (Local Control Accountability Plan), the Accelerated Reader lab, Computer Lab, Library, staff development, and parent involvement programs. We receive funding to supplement school programs from sources such as our PTO, Kiwanis, Book Fairs, and private donations. We have used these funds to improve school facilities, including the library, and to enhance technology.

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.