



Murray Manor Elementary School

8305 El Paso Street • La Mesa, CA 91942 • 619.668.5865 • Grades K-6

Gina Miller, Principal

gina.miller@lmsvschools.org

<https://www.lmsvschools.org/Domain/20>

2017-18 School Accountability Report Card Published During the 2018-19 School Year



La Mesa-Spring Valley School District
4750 Date Avenue
La Mesa, CA 91942-9214
(619) 668-5700
www.lmsvschools.org

District Governing Board

Jim Long, Board President
Dr. Emma Turner, Board Vice President
Rebecca McRae, Clerk
Megan Epperson, Board Member
Chardá Fontenot, Board Member

District Administration

David Feliciano
Superintendent
Jennifer Nerat
Asst. Superintendent, Business Services
Tina Sardina
Asst. Superintendent, Human Resources
Guido Magliato
Asst. Superintendent, Learning Support
Deann Ragsdale
Asst. Superintendent, Student Supports
Meg Jacobsen
Executive Director, Innovation & Engagement
Valerie Ranum
Director, Business Services
Jill Whittenberg
Director, Child Nutrition
Xavier Thomas
Director, Classified Personnel
Robyn Adams
Director, Fiscal Services
Camille Antaky
Director, Information Technology
Jason Brust
Director, Maintenance, Operations & Facilities
Cara Lawler
Director, Technology & Learning Resources
Nick Richard
Director, Transportation

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, 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.

School Description

Murray Manor Campus is committed to meeting the needs of all scholars in kindergarten through sixth grade.

We take pride in our culture of learning, success, and excellence. Our reputation as a top school in La Mesa-Spring Valley Schools, identified as a California Distinguished School and CA Honor Roll School, is warranted due to our dedication of being a leader in student academic achievement, while embracing the climate of possibility to rise and progress at high levels every day.

Murray Manor Campus staff is dedicated to providing each of our scholars with a challenging learning experience, while embracing a climate of heartfelt possibilities. We believe every child can achieve, and the effort to meet each child's needs for growth socially, emotionally, and academically is ongoing and intentional. Our vision is firmly held that it's our moral imperative to do what's best and right to maximize success for each and every one of our scholars with a sense of urgency. Our guiding questions are "What do our children need in order to continually progress and be lifelong contributors in our world?" Our primary mission is to educate, inspire, influence, and change educators, scholars, and our piece of the world for the better.

We have defined our purpose to build a strong academic and character foundation in each scholar by providing an instructional program that emphasizes high standards of achievement partnered with a Peace Builder emphasis to develop responsible citizens. We are tenacious about improvement and use a collaborative model with relevant research-based practices and analysis of data to accomplish the goals we set each year.

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).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

| 2017-18 Student Enrollment by Grade Level | |
|---|--------------------|
| Grade Level | Number of Students |
| Kindergarten | 104 |
| Grade 1 | 107 |
| Grade 2 | 107 |
| Grade 3 | 110 |
| Grade 4 | 97 |
| Grade 5 | 97 |
| Grade 6 | 87 |
| Total Enrollment | 709 |

| 2017-18 Student Enrollment by Group | |
|-------------------------------------|-----------------------------|
| Group | Percent of Total Enrollment |
| Black or African American | 5.8 |
| American Indian or Alaska Native | 0.1 |
| Asian | 4.4 |
| Filipino | 1.4 |
| Hispanic or Latino | 37.5 |
| Native Hawaiian or Pacific Islander | 0.4 |
| White | 39.4 |
| Socioeconomically Disadvantaged | 44.4 |
| English Learners | 12.7 |
| Students with Disabilities | 8.5 |
| Foster Youth | 0.3 |

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 | | | |
|---|-------|-------|-------|
| Murray Manor Elementary School | 16-17 | 17-18 | 18-19 |
| With Full Credential | 33 | 23 | 29 |
| Without Full Credential | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |
| La Mesa-Spring Valley School District | 16-17 | 17-18 | 18-19 |
| With Full Credential | ◆ | ◆ | 529 |
| Without Full Credential | ◆ | ◆ | 16 |
| Teaching Outside Subject Area of Competence | ◆ | ◆ | 0 |

Teacher Misassignments and Vacant Teacher Positions at this School

| Murray Manor Elementary | 16-17 | 17-18 | 18-19 |
|------------------------------|-------|-------|-------|
| 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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

2018-19 La Mesa - Spring Valley School District Adopted Curriculum

| Textbooks and Instructional Materials | |
|--|--|
| Year and month in which data were collected: October, 2018 | |
| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
| Reading/Language Arts | <p>Transitional Kindergarten-Houghton Mifflin Harcourt-Journeys, Level K - Year Adopted 2009</p> <p>K-5: McGraw-Hill Wonders, California Edition 6 - Year Adopted 2016</p> <ul style="list-style-type: none"> • Kindergarten: Reading/Writing Workshop Volumes 1-10; Smart Start; Literature Big Books (30 titles); <p>Close Reading Companion; ELD-My Language Book</p> <ul style="list-style-type: none"> • 1st: Reading/Writing Workshop (1.1-1.4); Literature Anthology (1.1-1.4); Close Reading Companion; ELD-My Language Book • 2nd-5th: Reading Writing Workshop; Literature Anthology; Close Reading Companion; ELA-ELD Companion Worktext (Expanding/Bridging volume or Emerging Unit Books [6 total] 6 <p>McGraw Hill Wonders - English Language Development Program - Year Adopted 2016</p> <p>Cambium Learning - Read Well - Year Adopted 2013</p> <p>McGraw-Hill Flex Literacy - Year Adopted 2017</p> <p>McGraw-Hill Wonder Works (4-5) - Year Adopted 2016</p> <p>McGraw-Hill Study Sync - Year Adopted 2003</p> <p>McGraw-Hill Study Sync English Language Development Program - Year Adopted 2009</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p> |
| Mathematics | <p>Houghton Mifflin Harcourt - Math Expressions (TK - 6th) - Year Adopted 2015</p> <p>College Board - SpringBoard Mathematics, Clurse 1 (6th) - Year Adopted 2015</p> <p>SRA - Number Worlds - Year 2010</p> <p>Moby Max - Year Adopted 2015</p> <p>iPass - Year Adopted 2010</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p> |
| Science | <p>SciencePearson Scott-Foresman— <California Science - Year Adopted 2007</p> <p>Holt Rinehart Winston—Holt California Earth - Year Adopted 2007</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p> |
| History-Social Science | <p>Pearson Scott-Foresman— History-Social Science for California - Year Adopted 2006</p> <p>Kindergarten: Learn & Work - Year Adopted 2006</p> <p>1st: Time & Place - Year Adopted 2006</p> <p>2nd: Then & Now - Year Adopted 2006</p> <p>3rd: Our Community - Year Adopted 2006</p> <p>4th: Our California - Year Adopted 2006</p> <p>5th: Our Nation Glencoe McGraw-Hill — Discovering our Past 6th: Ancient Civilizations - Year Adopted 2006</p> <p>Glencoe McGraw-Hill— Discovering our Past - Year Adopted 2006</p> <p>7th: Medieval and Early Modern Times - Year Adopted 2006</p> <p>8th: The American Journey to World War I - Year Adopted 2006</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p> |
| Foreign Language | <p>Prentice Hall—Realidades - Year Adopted 2004</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p> |

Textbooks and Instructional Materials
Year and month in which data were collected: October, 2018

| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
|-----------------------------------|--|
| Visual and Performing Arts | K-5: SRA - Art Connections - Year Adopted 2008 K-5: Pearson Scott Foresamn - Making Music - Year Adopted 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |

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

School Facility Conditions and Planned Improvements (Most Recent Year)

This school is inspected continuously throughout the year by the Maintenance and Operations Department staff. Work orders are generated and repairs and/or maintenance is performed as required.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: September 2018

| System Inspected | Repair Status | 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 | Fair | Repair light fixtures. |
| 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 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

| 2017-18 CAASPP Results for All Students | | | | | | |
|---|--|-------|----------|-------|-------|-------|
| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
| | School | | District | | State | |
| | 16-17 | 17-18 | 16-17 | 17-18 | 16-17 | 17-18 |
| ELA | 66.0 | 65.0 | 50.0 | 53.0 | 48.0 | 50.0 |
| Math | 44.0 | 45.0 | 38.0 | 40.0 | 37.0 | 38.0 |

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

| School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven | | | | |
|---|------------------|---------------|----------------|-------------------------|
| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
| All Students | 391 | 379 | 96.93 | 65.17 |
| Male | 220 | 210 | 95.45 | 59.52 |
| Female | 171 | 169 | 98.83 | 72.19 |
| Black or African American | 28 | 28 | 100.00 | 67.86 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 18 | 16 | 88.89 | 68.75 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 150 | 147 | 98.00 | 53.74 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 130 | 126 | 96.92 | 76.19 |
| Two or More Races | 55 | 53 | 96.36 | 67.92 |
| Socioeconomically Disadvantaged | 202 | 193 | 95.54 | 53.37 |
| English Learners | 74 | 70 | 94.59 | 51.43 |
| Students with Disabilities | 32 | 29 | 90.63 | 20.69 |

Note: ELA 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.

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 | | | | | | |
|---|--|-------|----------|-------|-------|-------|
| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | |
| | School | | District | | State | |
| | 16-17 | 17-18 | 16-17 | 17-18 | 16-17 | 17-18 |
| Science | N/A | N/A | N/A | N/A | N/A | N/A |

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

Note: The 2016-17 and 2017-18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018-19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016-17 and 2017-18) and the CAA for Science will be field-tested in 2018-19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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

| Grade Level | 2017-18 Percent of Students Meeting Fitness Standards | | |
|-------------|---|--------|--------|
| | 4 of 6 | 5 of 6 | 6 of 6 |
| 5 | ** | ** | ** |

* 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: Double dashes (--) appear in the table when the number of students 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: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven | | | | |
|---|------------------|---------------|----------------|-------------------------|
| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
| All Students | 390 | 381 | 97.69 | 44.62 |
| Male | 219 | 211 | 96.35 | 44.08 |
| Female | 171 | 170 | 99.42 | 45.29 |
| Black or African American | 28 | 28 | 100 | 25 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 18 | 17 | 94.44 | 58.82 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 150 | 147 | 98 | 34.69 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 129 | 126 | 97.67 | 60.32 |
| Two or More Races | 55 | 54 | 98.18 | 44.44 |
| Socioeconomically Disadvantaged | 202 | 195 | 96.53 | 29.74 |
| English Learners | 74 | 73 | 98.65 | 39.73 |
| Students with Disabilities | 31 | 28 | 90.32 | 10.71 |

Note: 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.

Note: Double dashes (--) appear in the table when the number of students 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: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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 2018-19)

Murray Manor Campus is a strong example of research demonstrating that parent involvement in children's learning is positively related to achievement, higher levels of success, and satisfaction. Simply put, there is a positive and convincing relationship between family involvement and scholars' improved academic achievement. This relationship holds true across families of all economic, racial/ethnic, and educational backgrounds. In addition to parent involvement at school, family involvement at home appears to have a great achievement impact. We want all families to feel welcome and important at Murray Manor. Parents are critical to our success. We ask that parents/guardians be our educational partners in their scholar's education because learning and growing is impacted by an adult's attention and encouragement. By being involved, active, and working together, we will continue the tradition of excellence at Murray Manor Campus. Scholars who feel encouraged and cared for are able to achieve at higher levels—the best news is that it is within our power to help them do so. Together, as educational partners, we will continue to make this a remarkable school by putting our scholars first in all we do to be the difference.

We highly encourage parents to become involved in and outside of school, including Parent Educational Presentations, Parent/Teacher Association (PTA), School Site Council (SSC), and English Learner Advisory Committee (ELAC). Also, there are other parent committees that are formed for specific programs and/or needs throughout the school year including our Art, P.E., Garden Docent programs and the Oasis program. Our partnerships with local businesses provide a strong link to our community. Parent/Guardians are always welcome to volunteer, and there are many ways to be involved—volunteering in/outside the classroom, assisting with school-wide events, helping with projects, making copies, etc.

Parent Volunteer Information:

Ms. Lori Biesel, School Office Manager, 619.668.5865

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

Current site Comprehensive School Safety Plans (CSSP) are received by the district each year and are approved by the La Mesa-Spring Valley School Board of Education. Each site’s plan outlines systems, programs, and practices in place to ensure a safe school environment including, but not limited to, child abuse reporting, disaster preparedness, campus access, and drug and alcohol education and cessation. Each site has one teacher appointed as the school’s Health and Safety Officer. This person and the site principal presented their School Safety Plans to their respective School Site Council for review and acceptance prior to submission to the Board of Education.

| Suspensions and Expulsions | | | |
|----------------------------|---------|---------|---------|
| School | 2015-16 | 2016-17 | 2017-18 |
| Suspensions Rate | 0.4 | 0.8 | 1.8 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |
| District | 2015-16 | 2016-17 | 2017-18 |
| Suspensions Rate | 3.8 | 4.3 | 4.0 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |
| State | 2015-16 | 2016-17 | 2017-18 |
| Suspensions Rate | 3.7 | 3.7 | 3.5 |
| Expulsions Rate | 0.1 | 0.1 | 0.1 |

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.

| Academic Counselors and Other Support Staff at this School | |
|--|------|
| Number of Full-Time Equivalent (FTE) | |
| Academic Counselor | |
| Counselor (Social/Behavioral or Career Development) | |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | .65 |
| Psychologist | 0.5 |
| Social Worker | |
| Nurse | 0.14 |
| Speech/Language/Hearing Specialist | 1 |
| Resource Specialist (non-teaching) | 1.65 |
| Other | |
| Average Number of Students per Staff Member | |
| Academic Counselor | |

* 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 | Average Class Size | | | Number of Classrooms* | | | | | | | | |
| | | | | 1-20 | | | 21-32 | | | 33+ | | |
| | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 |
| K | 26 | 27 | 26 | | | | 4 | 4 | 4 | | | |
| 1 | 24 | 26 | 27 | | | | 4 | 4 | 4 | | | |
| 2 | 29 | 28 | 27 | | | | 4 | 4 | 4 | | | |
| 3 | 29 | 31 | 28 | | | | 4 | 4 | 4 | | | |
| 4 | 33 | 34 | 32 | | | | 1 | | 2 | 2 | 3 | 1 |
| 5 | 35 | 33 | 32 | | | | | 1 | 1 | 3 | 2 | 2 |
| 6 | 35 | 35 | 29 | | | | | | 3 | 2 | 3 | |

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

Professional learning in La Mesa-Spring Valley continues evolving to cultivate capacity and efficacy of teachers so that they can ensure high levels of learning for each and every student. In recent years professional learning has emphasized developing a common language around high quality teaching and learning and building collaborative cultures that promote high levels of learning for all students through professional learning communities. This work has included a deeper dive into content standards through the selection of essential standards and discussions around mastery and effective assessment. In response to student performance data and classroom observation, current professional learning focuses on aligning instruction to standards and student experience, with extra time and resources dedicated to mathematics and English learners. Additional professional development continues to address professional learning communities, curriculum adoptions, differentiation, special education, NGSS and effective integration of technology into instruction.

With professional learning communities as a foundation, professional development is approached from multiple angles to ensure that it is relevant, timely, and targeted to both student and teacher needs. Teachers meet weekly, as a grade level or discipline, to analyze student data and discuss best practices to address the needs of each and every student. The district offers workshops and multiple-day seminars, after-school workshops, and one-on-one coaching and modeling. Professional development was offered 67 days in the 2016-17 school year and 63 days in 2017-18 school year. Professional development is being offered 74 days in the 2018-2019 school year. District staff also partners with principals providing professional development at site learning days and staff meetings. Select teachers also attend conferences and workshops offered through outside agencies.

| FY 2016-17 Teacher and Administrative Salaries | | |
|--|-----------------|--|
| Category | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary | \$54,678 | \$50,084 |
| Mid-Range Teacher Salary | \$70,331 | \$80,256 |
| Highest Teacher Salary | \$101,801 | \$100,154 |
| Average Principal Salary (ES) | \$127,070 | \$125,899 |
| Average Principal Salary (MS) | \$133,224 | \$130,255 |
| Average Principal Salary (HS) | \$0 | \$128,660 |
| Superintendent Salary | \$220,823 | \$222,447 |
| Percent of District Budget | | |
| Teacher Salaries | 37.0 | 37.0 |
| Administrative Salaries | 4.0 | 5.0 |

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

| FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries | | | | |
|--|------------------------|------------|--------------|------------------------|
| Level | Expenditures Per Pupil | | | Average Teacher Salary |
| | Total | Restricted | Unrestricted | |
| School Site | \$5075.3 | \$0.0 | \$5075.3 | \$90149.0 |
| District | ◆ | ◆ | \$5430.4 | \$84,286 |
| State | ◆ | ◆ | \$7,125 | \$80,910 |
| Percent Difference: School Site/District | | | -6.8 | 6.7 |
| Percent Difference: School Site/ State | | | -33.6 | 10.8 |

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

- Special Education
- Title II Part A - Improving Teacher Quality
- Title III Part A - Limited English
- Lottery - Instructional Materials