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2019–2020 School Accountability Report Card

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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.

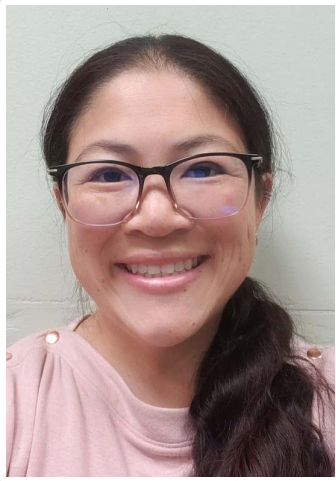
- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the 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.



Michelle Masuda Lee

Principal, Belle Haven Elementary

About Our School

Belle Haven is a school with the goal of offering a well-rounded educational program designed to enhance each student's character, motivation and self-discipline, and to ensure students master standards for all subjects. The students are supported by an incredible team of educators focused on supporting our students and families. We focus on the whole child, which is to say that we address the academic, emotional, social, and physical well-being of our students and families. We are a full inclusion school where, through the use of a variety of integrated best practices and a school-wide service model, we build expertise that ensures access and equity for all. We work in collaborative teams and use data to make decisions. We strive to work collaboratively with our families to have a maximum impact on the growth of our students. We seek to inspire, uplift, and empower our parents by providing regular parent education opportunities that address a variety of topics related to the academic, emotional, social, and physical well-being of their children and families. We are fortunate to have many partners that support our students and families. I am proud to be part of a community dedicated to the academic and social success of all students.

Contact

Belle Haven Elementary
415 Ivy Dr.
Menlo Park, CA 94025-1338

Phone: 650-329-2898
Email: mmasuda@ravenswoodschools.org

About This School

Contact Information (School Year 2020–2021)

District Contact Information (School Year 2020–2021)	
District Name	Ravenswood City Elementary
Phone Number	(650) 329-2800
Superintendent	Gina Sudaria
Email Address	gsudaria@ravenswoodschools.org
Website	www.ravenswoodschools.org

School Contact Information (School Year 2020–2021)	
School Name	Belle Haven Elementary
Street	415 Ivy Dr.
City, State, Zip	Menlo Park, Ca, 94025-1338
Phone Number	650-329-2898
Principal	Michelle Masuda Lee
Email Address	

mmasuda@ravenswoodschools.org	
Website	bellehaven.ravenswoodschools.org
County-District-School (CDS) Code	41689996044309

Last updated: 1/4/2021

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

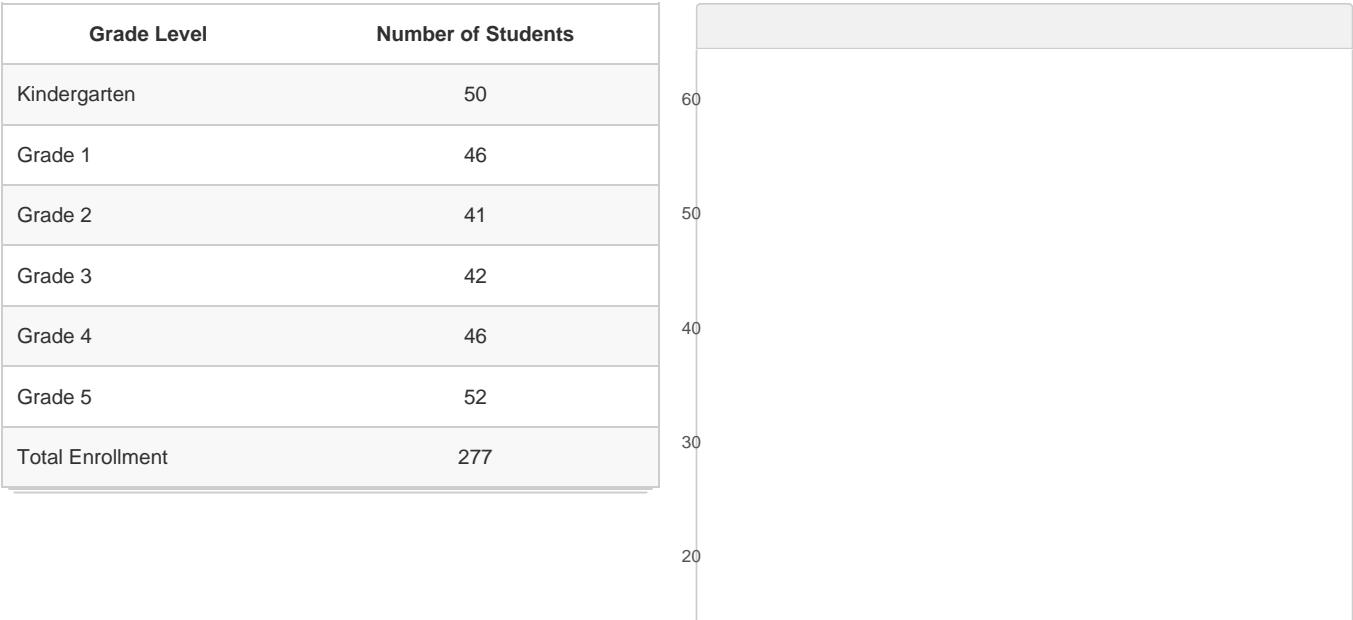
Belle Haven believes that all students are capable of learning and we as educators take responsibility to empower lifelong learners in a safe, inclusive environment for our diverse school community through compassionate relationships, rigorous instruction, cultural responsiveness, and collective engagement.

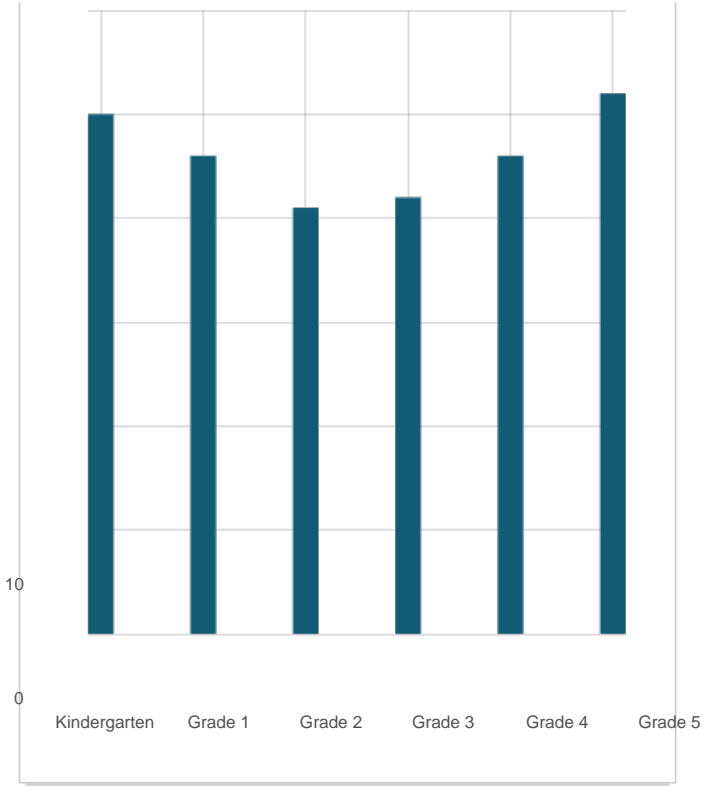
Belle Haven has three goals for our SPSA.

- Goal 1: All students will receive high quality instruction in Common Core State Standards, Next Generation Science Standards, and other California state standards from highly qualified, trained, and professionally supported teachers.
- Goal 2: All students, Tk-5th grade, will have equitable access to programs, supports, and services as needed to respond to student attendance, linguistic, and academic needs.
- Goal 3a: Teacher will use technology to teach a balanced curriculum
- Goal 3b: Students will use technology to both learn as well as show what they have learned utilizing district provided websites.

Last updated: 12/18/2020

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





Last updated: 12/18/2020

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

Student Group	Percent of Total Enrollment
Black or African American	7.20 %
American Indian or Alaska Native	0.70 %
Asian	%
Filipino	1.10 %
Hispanic or Latino	78.30 %
Native Hawaiian or Pacific Islander	10.10 %
White	1.10 %
Two or More Races	0.70 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	93.90 %
English Learners	53.80 %
Students with Disabilities	14.80 %
Foster Youth	2.20 %
Homeless	39.40 %

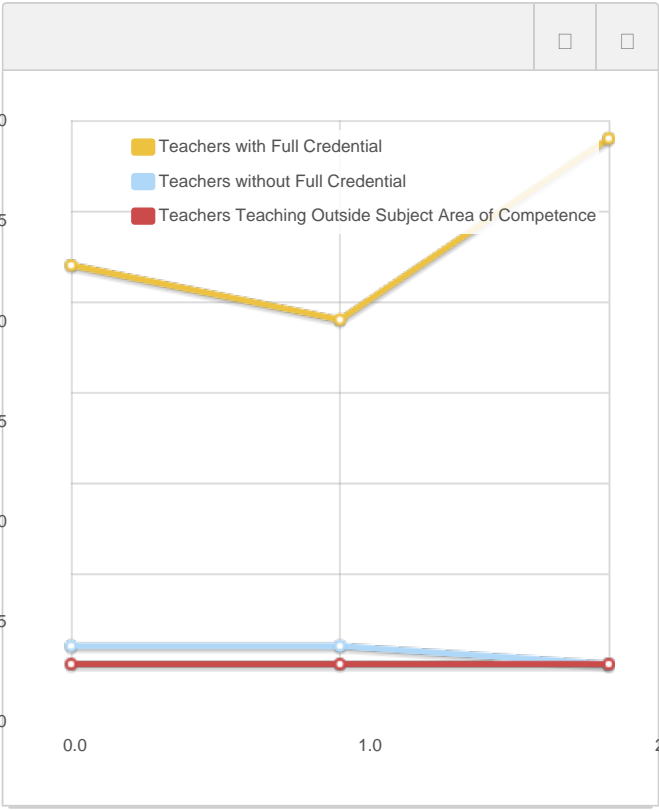
State Priority: Basic

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

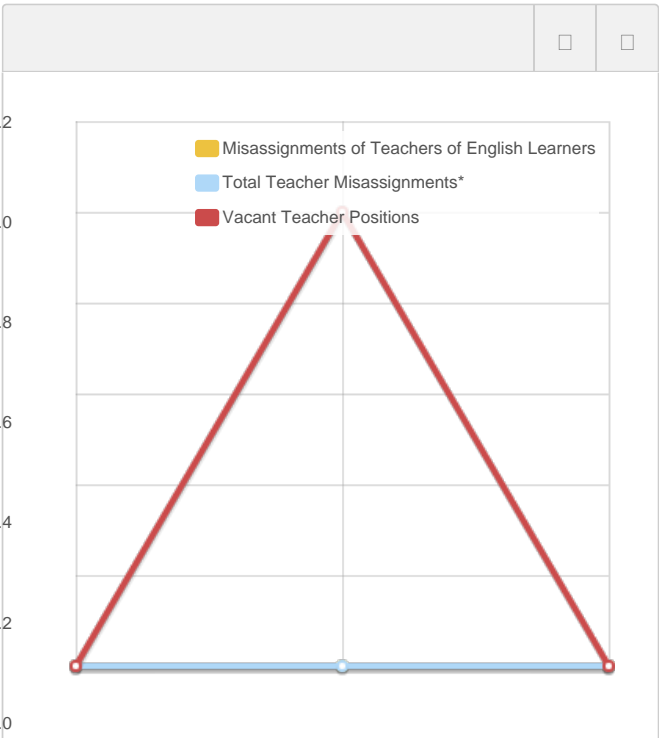
Teachers	School 2018– 2019	School 2019– 2020	School 2020– 2021	District 2020– 2021
With Full Credential	22	19	29	100
Without Full Credential	1	1	0	12
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/13/2021

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	1	0



2018–2019	2019–2020	2020–2021
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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: 1/13/2021

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

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	ELA - Units of Study in Reading, Writing, and Phonics / Adopted by the LEA in 2015 ELA - Booksource: “Leveled Books Sets” / Adopted by the LEA in 2015 ELD - Hameray “Oral Language Development Series / Adopted by the LEA in 2014	Yes	0.00 %
Mathematics	Pearson: “Investigations” / Adopted by the LEA in 2017	Yes	0.00 %
Science	MacMillan/McGraw Hill: “California Science” / Adopted by the LEA in 2008	Yes	0.00 %
History-Social Science	Scott Foresman: “CA Social Studies” / Adopted by the LEA in 2007	Yes	0.00 %
Foreign Language			0.00 %
Health			0.00 %
Visual and Performing Arts			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: 1/15/2021

School Facility Conditions and Planned Improvements

This site now houses Willow Oaks and Belle Haven students and teachers. All spaces are being used to serve students. The campus is maintained clean and in good working order. The roof on the administration building is being repaired. The district is working with partners to replace the Family Portable to be demolished by end of October 2020, with new classroom spaces. Asphalt areas are in need of repair, project to be discussed for future renovations.

Last updated: 1/14/2021

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: September 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	In one of the students restrooms, we found a floor drain was exposed with out a cover. The maintenance team was on site and a new drain cover was added.
Interior: Interior Surfaces	Good	Two deficiencies found on campus 1. In a student restroom, one of the stalls footings are corroded. Needs to be replaced. The stall is sturdy and functioning. The stall will be replaced during the summer. 2. In staff lounge, there was a dent in the sheetrock. The wall area was patched and painted by maintenance the following day.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	At the time of inspection, the merge of this site with another was being finalized. Due to the pandemic, many teachers had not fully unpacked and organized their classrooms. Deficiencies noted were due to many boxes, supplies and furniture not organized. Principal agreed to send communication to teachers and staff to make organizing shelves, furniture and supplies a priority at their earlier convenience.
Electrical: Electrical	Good	Zero deficiencies noted.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Two deficiencies noted, both for drinking fountains with low water pressure. The maintenance department adjusted/repared the drinking fountains within the week. It was noticed that in general most of the sink fixtures in classrooms are older. Although functioning, they need to be upgraded. This has been included in the renovation plan that the District is working on.
Safety: Fire Safety, Hazardous Materials	Good	Two deficiencies were noted. 1. In a classroom the storage closet was filled to the top of ceiling with supplies. The maintenance team removed items and rehomed them in another area of the room. 2. In another classroom there was small bookshelf blocking the furnace vent. The maintenance team moved to another space in the room.
Structural: Structural Damage, Roofs	Good	No findings, the District was to begin replacement of the roof on the administration building. To be completed by the end of the year.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	No deficiencies found. The District renovated the playground area dedicated to Kindergarten. A new playstructure installed along with a trike path, new landscape. The city of Menlo Park, installed a beautiful new wrought iron fence along the perimeter of the school.

Overall Facility Rate

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

Overall Rating	Good
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Last updated: 1/14/2021

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
English Language Arts / Literacy (grades 3-8 and 11)	20.0%	N/A	18.0%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	12.0%	N/A	12.0%	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: 12/18/2020

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

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: 12/18/2020

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

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: 12/18/2020

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)	6	N/A	8	N/A	30	N/A

Last updated: 1/4/2021

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)	6	N/A	8	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: 1/4/2021

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
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: 12/18/2020

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: 12/18/2020

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)

Family involvement is integral for student success. Our families are able to lead and support school wide family events through our School Site Council/English Learner Advisory Committee. This group meets once a month to provide information for families as well as offer different ways they can participate at school. Parents are also invited to attend Parent University nights to participate in workshops on a wide variety of topics relative to the academic, social, emotional, and physical well-being of their students. Families also attend parent-teacher conferences twice a year in addition to other meetings as requested. If parents are interested in joining the School Site Council meetings, please contact Michelle Masuda or Lupe Maciel at 650-329-2898.

Last updated: 12/18/2020

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)

School	School	District	District	State	State
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Rate	2017–2018	2018–2019	2017–2018	2018–2019	2017–2018	2018–2019
Suspensions	2.60%	4.90%	3.80%	3.40%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%

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 2019–2020	District 2019–2020	State 2019–2020
Suspensions	2.90%	3.90%	--
Expulsions	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: 1/8/2021

School Safety Plan (School Year 2020–2021)

The school safety plan was reviewed and approved by the School Site Council on October 22, 2020. The plan was reviewed with the site staff on 10/20/20. Belle Haven uses a positive behavior intervention support system. It provides tier 1 supports like instruction for procedures, student recognition, and token economy. Tier 2 supports include, but not limited to, small groups and counseling. Tier 3 supports include, but not limited to, behavior support plans, student success teams (SSTs) and Individualized Education Plans (IEPs).

Our goals for this year include streamlining our emergency procedures including practicing drills and creating a caring and connected learning environment which supports the social and emotional safety of all students. Our Safety Plan also includes procedures for reporting child abuse, disasters, and school suspension, expulsion and mandatory expulsion.

Last updated: 1/13/2021

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	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.50	0	2	
1	22.20	0	2	
2	22.20	0	2	
3	20.00	0	2	
4	32.00	0	2	
5	29.50	0	2	

6			
Other**	21.00	1	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.

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	24.00		2	
1	22.00		2	
2	21.00		1	
3	23.00		2	
4	26.00		2	
5	30.50		2	
6				
Other**	23.00		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 (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	18.00	2	0	
1	24.00	0	2	
2	21.00	0	2	
3	21.00	0	2	
4	23.00	0	2	
5	26.00	0	2	
6				
Other**				

* 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: 1/7/2021

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: 1/13/2021

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)	0.33
Psychologist	1.00
Social Worker	0.00
Nurse	0.33
Speech/Language/Hearing Specialist	0.50
Resource Specialist (non-teaching)	0.00
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: 1/13/2021

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	\$15048.50	\$4605.86	\$10442.70	\$67826.34
District	N/A	N/A	\$7448.90	\$68711.41
Percent Difference – School Site and District	N/A	N/A	33.50%	-1.30%
State	N/A	N/A	\$7750.12	\$80565.00
Percent Difference – School Site and State	N/A	N/A	29.60%	-17.17%

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

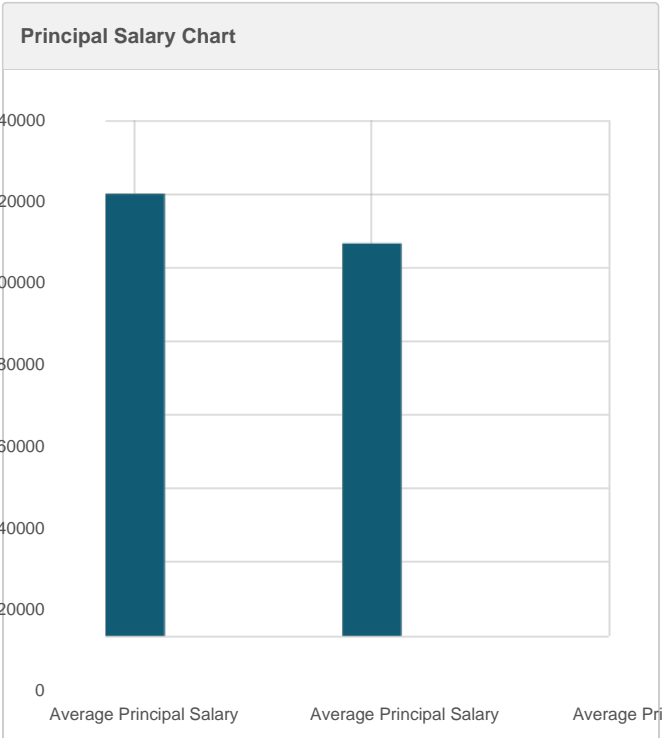
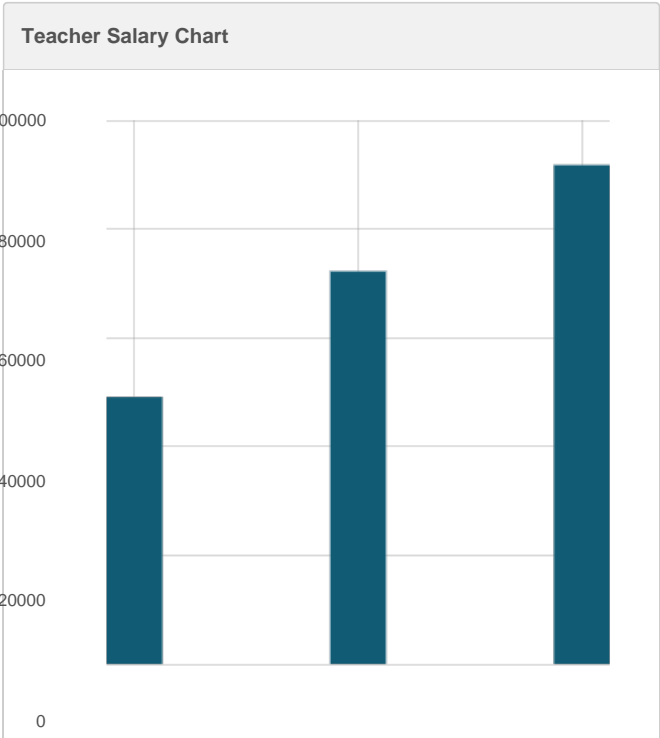
Last updated: 1/13/2021

Types of Services Funded (Fiscal Year 2019–2020)

Our school receives funding from LCFF, Title I, Title II, Title III, Title IV, and other local funds. This school operates with a “Title I, Part A schoolwide program” which means that all students benefit from the programs and services funded with Title I, Part A funds. Some examples include partially funding salaries for LIMS (to support Library Services) and Reading Specialist/Literacy Coaches, as well as purchasing supplemental curriculum to supporting the academic achievement of students. Additional programs and services funded from a range of funding sources include support for English Learners including a Newcomer Program, enrichment classes such as Art, Music, and Makerspace (engineering), mental health counseling, after school programs, field trip partnerships, and supplemental tutoring.

Last updated: 1/14/2021

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$49,121	\$50,574
Mid-Range Teacher Salary	\$72,225	\$76,649
Highest Teacher Salary	\$91,770	\$98,993
Average Principal Salary (Elementary)	\$120,016	\$125,150
Average Principal Salary (Middle)	\$106,553	\$129,394
Average Principal Salary (High)	\$	\$122,053
Superintendent Salary	\$170,000	\$193,925
Percent of Budget for Teacher Salaries	25.00%	34.00%
Percent of Budget for Administrative Salaries	10.00%	6.00%



Teacher and Administrative Salaries (Fiscal Year 2018–2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$49,121	\$50,574
Mid-Range Teacher Salary	\$72,225	\$76,649
Highest Teacher Salary	\$91,770	\$98,993
Average Principal Salary (Elementary)	\$120,016	\$125,150
Average Principal Salary (Middle)	\$106,553	\$129,394
Average Principal Salary (High)	\$	\$122,053
Superintendent Salary	\$170,000	\$193,925
Percent of Budget for Teacher Salaries	25.00%	34.00%
Percent of Budget for Administrative Salaries	10.00%	6.00%

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



Last updated: 1/13/2021

Professional Development

- This year professional development consists of 15 partial days and 4 full days. Students have a “minimum day” on Wednesday each week, with this time being used for PD and available for staff prep/collaboration on alternating weeks.
- The primary area of focus for the 2020-2021 school year is on reading achievement. Based on our beginning of year data, many students are reading far below grade level. Professional development for teachers is offered twice a month during school hours for teachers to focus on

reading improvement. Teachers are also given the option to join Balanced Literacy courses after school hours. Teachers also have the option of working with a literacy coach to improve their practice.

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	8.3	8.3	19

Questions: SARC TEAM | sarc@cde.ca.gov | 916-319-0406

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