

Isla Vista Elementary

School Accountability Report Card Reported Using Data from the 2018—19 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.

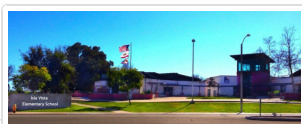
- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the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

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.



Lorena Reyes, Principal

Principal, Isla Vista Elementary

About Our School

Welcome to the Isla Vista Elementary School Community! We are proud of the diversity celebrated on our campus with over 26 home languages and cultures represented by our students and their families. Students at Isla Vista School pursue rigorous learning goals with ample support for all types of learners. We are both a California Distinguished School and a Title I Achievement School. Our partnerships with the nearby University of California at Santa Barbara and other

local organizations enrich our school experiences with additional expertise and volunteers. We develop the whole child with specialist classes, noon-time clubs and sports, as well as after-school enrichment activities. Families appreciate the

robust on-site before and after-school program that serves approximately 200 of our students. Our parents are leaders in supporting our school community with family events, education nights, and camp experiences for our upper grade students. Isla Vista School is a great place to learn and grow!

Sincerely,

Lorena Reyes, Principal

Contact

Isla Vista Elementary
6875 El Colegio Rd.
Goleta, CA 93117-4317

Phone: 805-685-4418
Email: reyes@goleta.k12.ca.us

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Goleta Union Elementary
Phone Number	(805) 681-1200
Superintendent	Donna Lewis
Email Address	dlewis@goleta.k12.ca.us
Website	www.goleta.k12.ca.us

School Contact Information (School Year 2019—20)	
School Name	Isla Vista Elementary
Street	6875 El Colegio Rd.
City, State, Zip	Goleta, Ca, 93117-4317
Phone Number	805-685-4418
Principal	Lorena Reyes, Principal
Email Address	lreyes@goleta.k12.ca.us
Website	www.goleta.k12.ca.us
County-District-School (CDS) Code	42691956045470

Last updated: 1/6/2020

School Description and Mission Statement (School Year 2019—20)

Our Mission: Isla Vista School develops future-ready readers, writers, and mathematicians who are ALL prepared for college!

Our mission at Isla Vista School: "Isla Vista School develops future-ready readers, writers, and mathematicians who are ALL prepared for college."

We take pride in the diverse population at our school with over 26 different home languages spoken at in our students' homes. Our teachers and support staff use baseline, benchmark, and progress monitoring data to work with students and families to see learning goals for all students. Based on students' learning goals, they will participate in rigorous core curriculum and daily intervention or extension support as appropriate. All students participate in daily language development, at their identified level of need. Additionally, our students with more intensive needs may participate in before or after school tutoring programs.

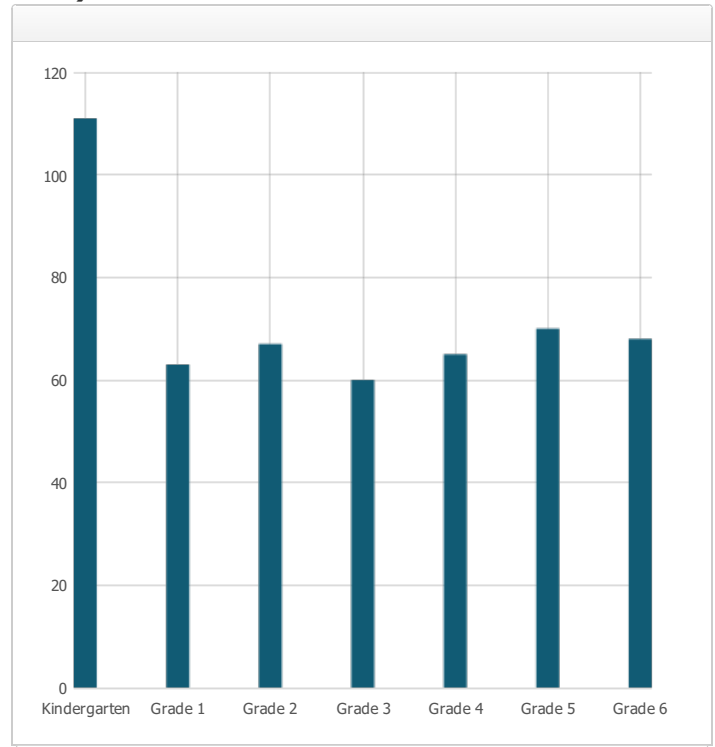
Teachers and staff meet regularly to review student progress based on academic progress monitoring and student performance. Modifications to a students' academic or social/emotional program are made promptly should a child demonstrate need for more intensive intervention or be ready for additional challenge. All students not making adequate academic progress are monitored on an intervention plan with SMART goals that is updated each trimester and discussed with the parents for additional input.

Isla Vista School values the whole child, offering opportunities both integrated through the curriculum, as well as through specialist instruction for multi-media, physical education, library, music, and art. Parent education classes and opportunities for participation and leadership are offered in both English and Spanish. Our current school focus is on further supporting students with strong language skills for critical thinking and academic participation, as well as developing students' social and emotional strategies to support self-regulation and positive social interaction.

Last updated: 1/6/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Kindergarten	111
Grade 1	63
Grade 2	67
Grade 3	60
Grade 4	65
Grade 5	70
Grade 6	68
Total Enrollment	504



Last updated: 1/6/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	1.60 %
American Indian or Alaska Native	0.20 %
Asian	10.30 %
Filipino	1.20 %
Hispanic or Latino	56.20 %
Native Hawaiian or Pacific Islander	%
White	25.00 %
Two or More Races	5.40 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	49.80 %
English Learners	40.90 %
Students with Disabilities	7.70 %
Foster Youth	%
Homeless	0.20 %

A. Conditions of Learning

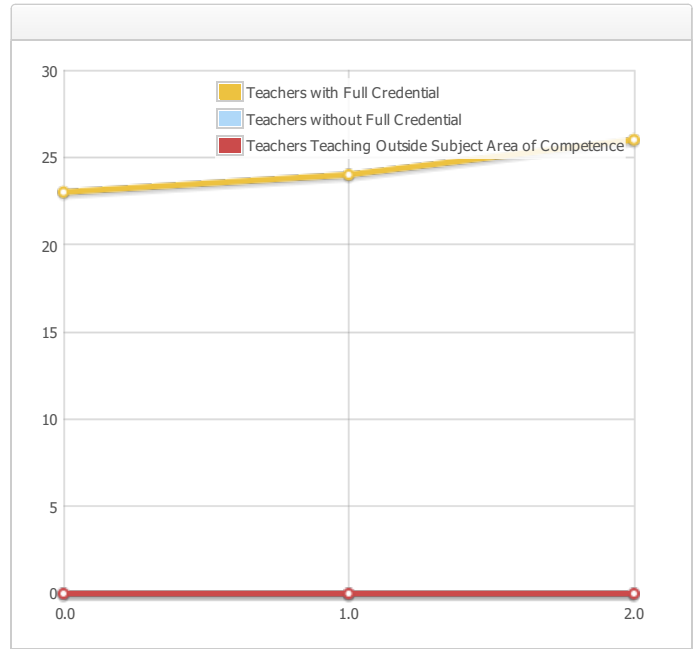
State Priority: Basic

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

Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	23	24	26	193
Without Full Credential	0	0	0	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 12/30/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
 * Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 12/30/2019

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: September 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill, Wonders (K-6)	Yes	0.00 %
Mathematics	The Math Learning Center, Bridges (K-5) Core Connections, College Preparatory Math (6th)	Yes	0.00 %
Science	Amplify Education, Amplify Science (K-6)	Yes	0.00 %
History-Social Science	Harcourt School Publishers, Reflections (K-6)	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: 12/30/2019

School Facility Conditions and Planned Improvements

This is the newest school in the district and overall is in good condition. Playground surfaces under big toys need to be addressed as the padding is worn down. The play structures have reached the end of their useful lives and will need to be replaced soon. Roof metal areas need to be painted. All locks should be upgraded. Squirrels are a big problem on campus, cleanliness needs to be improved as trash and grounds need to be kept up. Upper boys bathroom smells and fountain needs to be wiped down daily. Playground asphalt recently slurry and sealed within the last six months.

Last updated: 1/8/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: November 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: November 2019

Overall Rating	Good
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Last updated: 1/9/2020

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 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	60.0%	63.0%	62.0%	65.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	62.0%	61.0%	59.0%	60.0%	38.0%	39.0%

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 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: 12/30/2019

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	259	255	98.46%	1.54%	63.14%
Male	129	128	99.22%	0.78%	57.03%
Female	130	127	97.69%	2.31%	69.29%
Black or African American	--	--	--	--	
American Indian or Alaska Native	--	--	--	--	
Asian	21	19	90%	9.52%	89.47%
Filipino	--	--	--	--	
Hispanic or Latino	154	154	100.00%	0.00%	49.35%
Native Hawaiian or Pacific Islander					
White	58	56	96.55%	3.45%	85.71%
Two or More Races	12	12	100.00%	0.00%	91.67%
Socioeconomically Disadvantaged	143	142	99.30%	0.70%	50.70%
English Learners	147	145	98.64%	1.36%	48.28%
Students with Disabilities	29	29	100.00%	0.00%	13.79%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	--	--	--	--	--

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.

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.

Last updated: 12/30/2019

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	259	257	99.23%	0.77%	60.70%
Male	129	128	99.22%	0.78%	57.03%
Female	130	129	99.23%	0.77%	64.34%
Black or African American	--	--	--	--	
American Indian or Alaska Native	--	--	--	--	
Asian	21	21	100%	0.00%	80.95%
Filipino	--	--	--	--	
Hispanic or Latino	154	154	100.00%	0.00%	48.70%
Native Hawaiian or Pacific Islander					
White	58	56	96.55%	3.45%	82.14%
Two or More Races	12	12	100.00%	0.00%	91.67%
Socioeconomically Disadvantaged	143	143	100.00%	0.00%	47.55%
English Learners	147	147	100.00%	0.00%	47.62%
Students with Disabilities	29	29	100.00%	0.00%	10.34%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	--	--	--	--	--

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.

Last updated: 12/30/2019

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 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 12/30/2019

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 2018—19)

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	17.90%	40.30%	17.90%

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

Last updated: 12/30/2019

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 2019—20)

Parents and extended family are welcome to volunteer to support our school community.

During the school day, parents are invited to work with their child's teacher to set up regular volunteer times to help during class or specialist classes. Parents are also encouraged to help with field trips, special events, and serve as chaperones on our upper grade camp experiences. Before or after-school, parents are invited to volunteer in our on-site childcare programs by contacting the directors of those specific programs. Likewise, parents are welcome to come support the after-school enrichment activities by contacting the teachers of those classes directly.

We have several organizations for parents to become involved in at Isla Vista School.

Our PTA (Parent-Teacher-Association) hosts several family events, meetings, and fundraising activities such as the carnival, Parent's Night Out, PTA meetings with guest speakers, and our jog-a-thon. If you are interested in learning more about our PTA, you can contact PTA President Lynnette Nievaes at ivptapresident@gmail.com or leave her a message at our school (805) 685-4418.

Our ELAC (English Language Advisory Committee) is a parent leadership group that meets to support parents of children learning English. Our ELAC hosts an annual event in December, called the "convivio" or potluck with shared music, food, crafts, and dancing. At our school, ELAC parents also serve as advocates for our English Language Learner families, and do some fundraising to support additional enrichment classes they would like to see offered on site. Currently, our ELAC has funded an after-school enrichment class of Ballet Folklorico. If you are interested in learning more about our ELAC, please contact teacher Cecilia Melendez at our school (805) 685-4418.

Our SSC (School Site Council) is another way for parents to be involved in the leadership of our school. A combination of school staff and parents participate together to build our school plan, which includes annual school goals and budget allocations. Our SSC also monitors our safety plan and student progress. Election for SSC positions are held in September, but the meetings are open to all IV School families. If you are interested in attending a SSC meeting, please contact our school office at (805) 685-4418.

Parents are invited regularly to participate in our school events, which are advertised in our Friday Folders and on our internal communication system, Parent Square. Starting the year off right, all grades offer a meet and greet the day before school starts for children and their families to meet their new teacher and see their classroom. Parent-teacher conferences are held in November and March. Parent nights for information for special grade level experiences are held for parents to stay informed. An Open House is held annually in April to celebrate student success over the year. Student Success Team meetings, which include parents, are held when a child is not making adequate progress and everyone meets together to discuss possible supports. Parents and family are invited to celebrate for special awards during our student of the month assemblies, and also in our 100th day parade, jog-a-thon, carnival, multi-cultural fair, convivio, potlucks, miracle mile run, and kindergarten/sixth grade promotions.

To support all parents to feel comfortable attending events, we arrange translation and childcare as necessary. For anyone interested in further information about volunteering at our school, please contact the office at (805) 685-4418.

State Priority: Pupil Engagement

Last updated: 1/6/2020

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

Suspensions:

School: .002

District: .016

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	0.80%	0.20%	0.00%	0.90%	1.30%	0.01%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 1/6/2020

School Safety Plan (School Year 2019—20)

The following information on emergency preparedness and supervision of students is current with respect to student safety. The section on student conduct outlines the responsibilities of students for their own behavior and learning.

Security: The school posts required public signs to communicate rules prohibiting smoking, skateboarding and alcoholic beverages. Signs are also posted to inform visitors that the school grounds close at dusk. Alarm systems, fencing and lighting are periodically tested to ensure a safe environment. Each school is represented on the district Safety Committee. Monthly, concerns or issues regarding campus security are shared. The District Maintenance and Operations staff and principals all carry walkie-talkies in order to be available at all times. All are quick to respond to any concern.

Emergency Preparedness: The school updates the emergency plan annually. Periodically, a staff in-service is held for members to review his or her role in an emergency situation according to the plan. The plan is on file in the school office. Emergency preparedness drills are conducted regularly to ensure students and staff safety in the event of fire, earthquake, or other disaster. The plan focuses on the three R's of disaster preparedness: readiness, response and recovery to teach all students and staff to be prepared should any emergency occur.

Supervision of Students: Classroom teachers are responsible for maintaining a safe learning environment. Students are carefully supervised within classrooms and on the playground. Yard duty supervisors are employed at recess and lunchtime to ensure a safe environment for students. School policies regarding behavior are reviewed with students and staff regularly. Policies are sent home to parents annually. We are committed to student safety and a positive school climate.

Badge Identification System for Employees, Volunteers, and Visitors: Signs are posted on campus to advise visitors to sign in at the office. To systematically identify persons who have a legitimate presence on our campus, all employees, volunteers or visitors are required to wear a pocket or lanyard identification badge. Visitors and volunteer badges are obtainable in the school office. The staff reminds any visitor without a badge to return to the office for one in order to heighten awareness of anyone who is on the campus.

Last updated: 1/6/2020

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 (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	17.00	5	1	
1	21.00		2	
2	20.00	2	1	
3	20.00	1	2	
4	19.00	3		
5	18.00	3		
6	21.00	2	1	
Other**	21.00		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 (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	20.00	4	1	
1	16.00	4		
2	19.00	3		
3	21.00		3	
4	22.00		3	
5	31.00		2	
6	20.00	3		
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.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	19.00	6		
1	21.00	1	2	
2	22.00		3	
3	20.00	3		
4	22.00		3	
5	23.00		3	
6	23.00		3	
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: 1/6/2020

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English				
Mathematics				
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 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English				
Mathematics				
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 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English				
Mathematics				
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.

Last updated: 1/2/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	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.

**Average Number of Pupils per Counselor

Last updated: 1/6/2020

Student Support Services Staff (School Year 2018—19)

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)	1.00
Psychologist	1.00
Social Worker	0.11
Nurse	0.33
Speech/Language/Hearing Specialist	0.90
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: 12/30/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14702.09	\$4929.66	\$9772.43	\$95624.76
District	N/A	N/A	\$9915.06	\$90469.05
Percent Difference – School Site and District	N/A	N/A	-1.45%	5.54%
State	N/A	N/A	\$7506.64	\$77619.00
Percent Difference – School Site and State	N/A	N/A	26.23%	20.79%

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

Last updated: 1/10/2020

Types of Services Funded (Fiscal Year 2018—19)

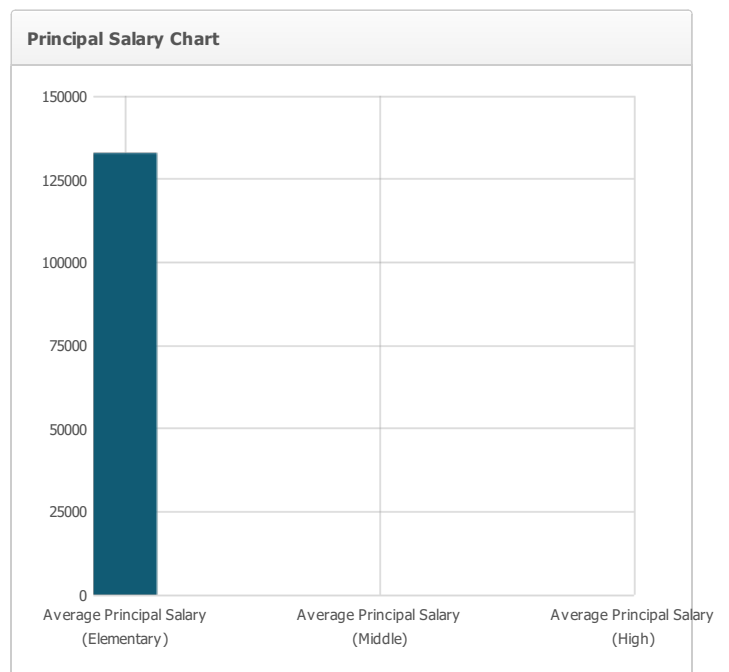
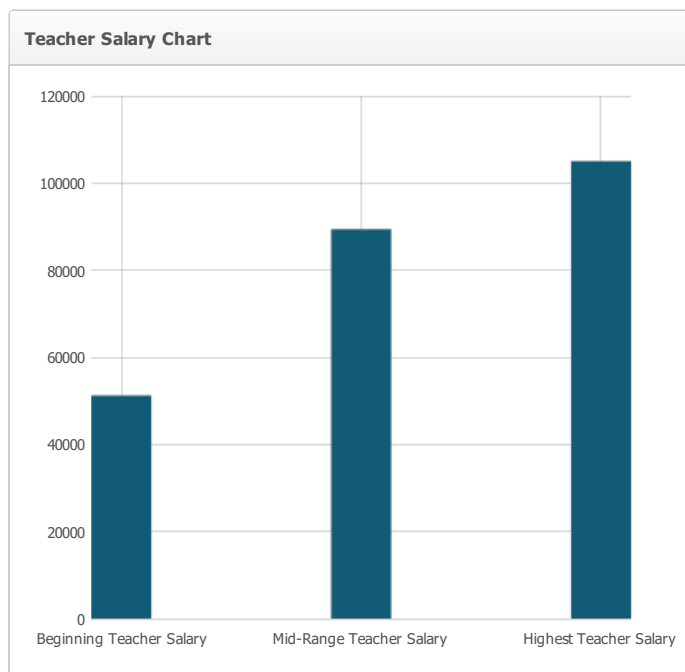
In addition to personnel costs for teachers, support staff, classified staff, and administrators, the District budget funds the purchase of instructional supplies, office supplies, transportation, and equipment. Categorical funds provide certificated tutors, instructional assistants, instructional supplies, and translations of school newsletters and meetings.

Last updated: 12/30/2019

Teacher and Administrative Salaries (Fiscal Year 2017–18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51,235	\$49,378
Mid-Range Teacher Salary	\$89,384	\$77,190
Highest Teacher Salary	\$105,027	\$96,607
Average Principal Salary (Elementary)	\$132,845	\$122,074
Average Principal Salary (Middle)	\$	\$126,560
Average Principal Salary (High)	\$	\$126,920
Superintendent Salary	\$205,000	\$189,346
Percent of Budget for Teacher Salaries	40.00%	36.00%
Percent of Budget for Administrative Salaries	5.00%	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: 1/6/2020

Professional Development

Measure	2017–18	2018–19	2019–20
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

Last updated: 12/30/2019