

### School Accountability Report Card Reported Using Data from the 2017—18 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.

## About This School

### Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
<b>District Name</b>	Shandon Joint Unified
<b>Phone Number</b>	(805) 238-0286
<b>Superintendent</b>	Kristina Benson
<b>E-mail Address</b>	<a href="mailto:kbenson@shandonschools.org">kbenson@shandonschools.org</a>
<b>Web Site</b>	<a href="http://www.shandonschools.org">www.shandonschools.org</a>

School Contact Information (School Year 2018—19)	
<b>School Name</b>	Shandon High
<b>Street</b>	101 South First St.
<b>City, State, Zip</b>	Shandon, Ca, 93461-0079
<b>Phone Number</b>	805-238-0286
<b>Principal</b>	Kristina Benson, Principal
<b>E-mail Address</b>	<a href="mailto:kbenson@shandonschools.org">kbenson@shandonschools.org</a>
<b>Web Site</b>	<a href="http://www.shandonschools.org">www.shandonschools.org</a>
<b>County-District-School (CDS) Code</b>	40688334037008

*Last updated: 1/10/2019*

### School Description and Mission Statement (School Year 2018—19)

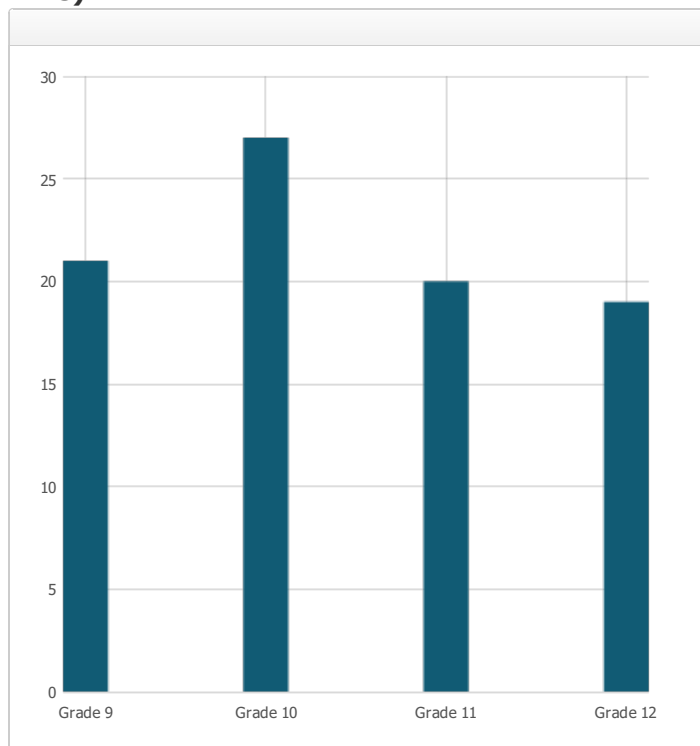
Shandon High School serves a large rural portion of northern San Luis Obispo County and southern Monterey County. This school is a comprehensive 9th - 12th high school. Shandon is a district composed of three schools: Shandon Elementary (K-8), Parkfield Elementary School (one-room K-6 school), and Shandon High School (9-12). The demographics of Shandon High School reflect the socioeconomic levels in the community. Many of the families in the Shandon area are engaged in agricultural production as farm and ranch operators, farm laborers, and migrant farm workers. The High School's unique feature is its relatively small size.

District Mission Statement: Shandon Joint Unified School District is committed to providing a quality education in a safe environment which empowers students with the skills, knowledge, and attitudes necessary for success.

*Last updated: 1/17/2019*

**Student Enrollment by Grade Level (School Year 2017—18)**

Grade Level	Number of Students
Grade 9	21
Grade 10	27
Grade 11	20
Grade 12	19
Total Enrollment	87



Last updated: 1/10/2019

**Student Enrollment by Student Group (School Year 2017—18)**

Student Group	Percent of Total Enrollment
Black or African American	%
American Indian or Alaska Native	%
Asian	%
Filipino	%
Hispanic or Latino	75.9 %
Native Hawaiian or Pacific Islander	%
White	24.1 %
Two or More Races	%
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	79.3 %
English Learners	36.8 %
Students with Disabilities	20.7 %
Foster Youth	%

## A. Conditions of Learning

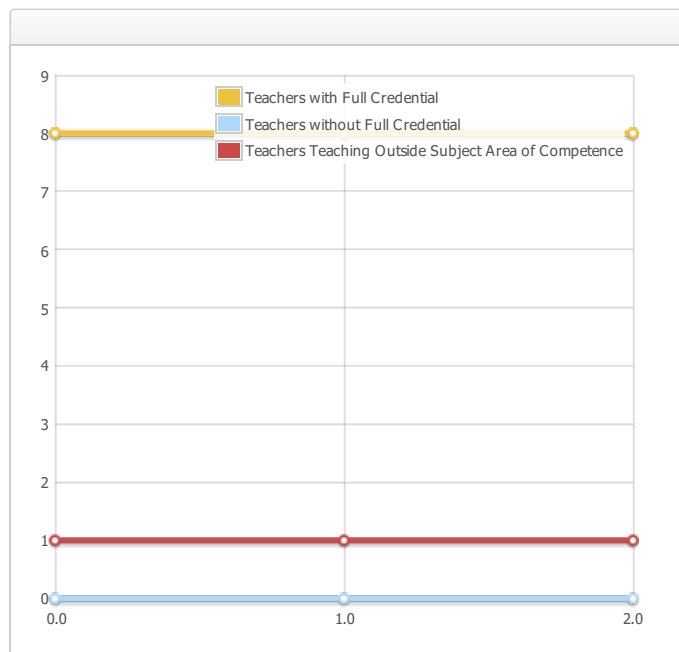
### State Priority: Basic

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

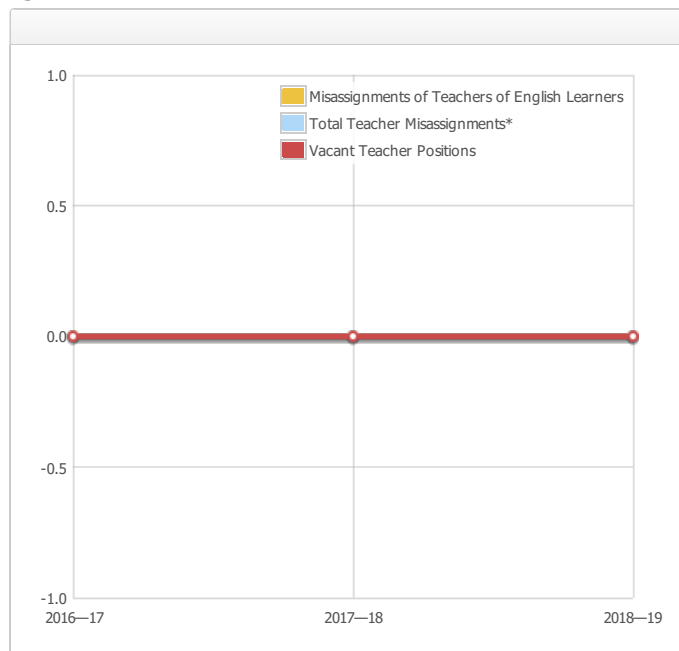
Teachers	School 2016 —17	School 2017 —18	School 2018 —19	District 2018— 19
With Full Credential	8	8	8	21
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	1	1	1	1



Last updated: 1/10/2019

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016— 17	2017— 18	2018— 19
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: 1/10/2019

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

Year and month in which the data were collected: October 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts			0.0 %
Mathematics			0.0 %
Science			0.0 %
History-Social Science			0.0 %
Foreign Language			0.0 %
Health			0.0 %
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: 1/10/2019

## School Facility Good Repair Status

Year and month of the most recent FIT report: December 2018

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

## Overall Facility Rate

Year and month of the most recent FIT report: December 2018

Overall Rating	Good
----------------	------

Last updated: 1/10/2019

## 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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	68.0%	29.0%	41.0%	36.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	21.0%	22.0%	23.0%	21.0%	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 Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

*Last updated: 1/10/2019*

## CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	19	17	89.47%	29.41%
Male	11	11	100.00%	18.18%
Female	--	--	--	
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	15	13	86.67%	15.38%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races				
Socioeconomically Disadvantaged	16	14	87.50%	14.29%
English Learners	12	11	91.67%	
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services	--	--	--	
Foster Youth				

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: 1/10/2019

## CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	19	18	94.74%	22.22%
Male	11	11	100.00%	27.27%
Female	--	--	--	
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	15	14	93.33%	21.43%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races				
Socioeconomically Disadvantaged	16	15	93.75%	13.33%
English Learners	12	12	100.00%	16.67%
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services	--	--	--	
Foster Youth				

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: 1/10/2019

## CAASPP Test Results in Science for All Students Grades Five, Eight and High School Percentage of Students Meeting or Exceeding the State Standard

Html.RenderAction("SarcDescription", new { sectionID = 80, cdscode = ViewBag.Cdscode });

Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
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: 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 new California Science Test (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.

*Last updated: 1/10/2019*

## Career Technical Education (CTE) Programs (School Year 2017–18)

Shandon High School offers Career Technical Education (CTE) primarily through the Agriculture education program to students in grades nine through twelve, and in the two basic pathways of agriculture science and agriculture mechanics. The courses in these pathways are aligned with the state instructional standards. Through participation in the new CTE grants for the 2017-2018 school year, three more CTE pathways will be offered; Technology, Ornamental Horticulture and Culinary Arts.

The CTE pathway of agriculture science consists of courses that can be used to fulfill the graduation requirement in science. All grade ninth grade students are enrolled in the course of Agriculture Science I, which introduces them to plant and animal science and the Future Farmers of America (FFA) program in a hands-on laboratory format, and can be used to fulfill the laboratory science graduation requirement. Students in grade ten take Agricultural Biology which fulfills the "d" admission requirement in laboratory science for the University of California and the California State University. Students in grade ten, eleven, and twelve may take the pathway's three CTE completion courses of ROP Nursery Greenhouse, ROP Landscape Maintenance or the advanced plant and animal science course of Agriculture Science III-IV.

Courses in the CTE pathway of agriculture mechanics can be used to fulfill the graduation requirement for electives. Students in grade nine may enroll in the course of Beginning Agriculture Mechanics, the completion of which is recommended before taking Beginning Agriculture Welding that is available in grade ten. The completion of Beginning Agriculture Welding is a required prerequisite before students in grades eleven or twelve may be enrolled in the pathway's CTE course of Agriculture Construction, which teaches advanced skills in welding and wood construction.

In addition to the courses stated above, the Agriculture department offers one other course in Career Technical Education. The Agriculture Leadership course is an elective that teaches leadership skills to student officers in FFA and other qualified students in grades ten through twelve, as well as providing organizational guidance for FFA and other school agriculture activities.

Students at Shandon High School are provided equitable access to our Career Technical Education programs. The school counselor annually provides information to students about CTE courses during the spring course registration process in the form of counseling presentations, the student registration booklet and individual walk-in counseling sessions. At the beginning of grade nine, the school counselor guides all students in the creation of a four-year plan that is maintained by the counselor and annually updated with students. Students are encouraged to complete appropriate courses to meet requirements for graduation as well as postsecondary career goals that include college admission and vocational preparation. As part of their English course curriculum, students in grade ten complete a career research paper on an occupation selected by the student, with guidance from their instructors, the librarian, and the school counselor. By the spring of grade twelve, all students must complete the job shadow graduation requirement, which requires a report of a job-site interview of a person working in a career of interest.

Beginning with the 2018-2019 school year, 100% of Freshmen students enrolled in Success 100, a dual enrollment career/college planning course offered through Cuesta College.

*Last updated: 1/10/2019*

## Career Technical Education (CTE) Participation (School Year 2017–18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	

Percent of Pupils Completing a CTE Program and Earning a High School Diploma	--
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/10/2019

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

UC/CSU Course Measure	Percent
2017—18 Pupils Enrolled in Courses Required for UC/CSU Admission	100.0%
2016—17 Graduates Who Completed All Courses Required for UC/CSU Admission	7.7%

## 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 2017—18)

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
9	18.8%	12.5%	6.2%

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.

Last updated: 1/10/2019

## 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 2018—19)

Parents are an integral part of shandon High School. Parents are encouraged to participate in parent organizations and activities throughout the school year.

Parent organizations include:

School Site Council

District English Language Advisory Committee (DELAC)

The school website, <http://www.shandonschools.org>, is a resource for parents as it includes the most current calendar information on events or programs.

Shandon High School has a high percentage of students with Spanish-speaking parents, and a bilingual clerk who is fluent in Spanish and is available to interpret and translate for school needs including parent conferences.

# State Priority: Pupil Engagement

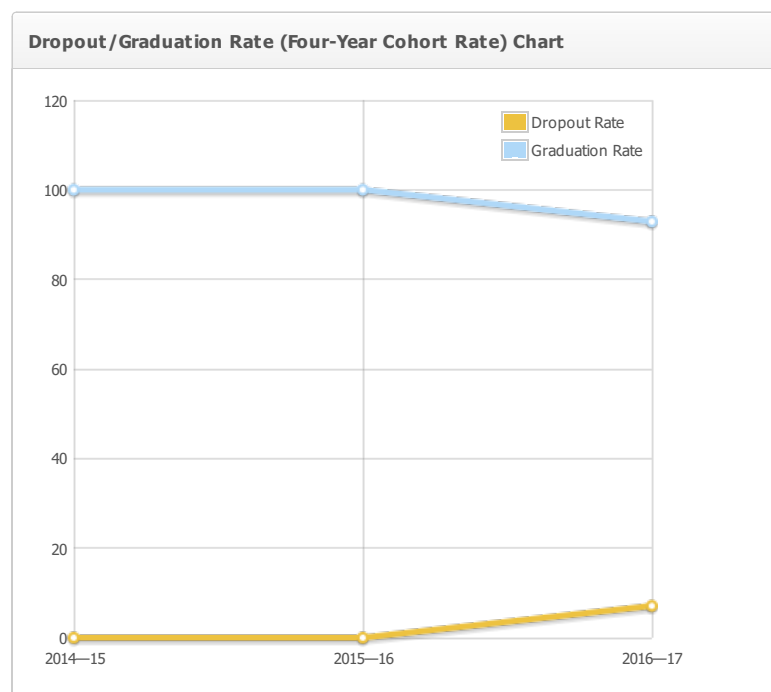
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	0.0%	0.0%	0.0%	0.0%	10.7%	9.7%
Graduation Rate	100.0%	100.0%	100.0%	100.0%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	7.1%	7.1%	9.1%
Graduation Rate	92.9%	92.9%	82.7%



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/10/2019

## Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	100.0%	100.0%	88.7%
Black or African American	0.0%	0.0%	82.2%
American Indian or Alaska Native	0.0%	0.0%	82.8%
Asian	0.0%	0.0%	94.9%
Filipino	0.0%	0.0%	93.5%
Hispanic or Latino	100.0%	100.0%	86.5%
Native Hawaiian or Pacific Islander	0.0%	0.0%	88.6%
White	75.0%	75.0%	92.1%
Two or More Races	0.0%	0.0%	91.2%
Socioeconomically Disadvantaged	100.0%	100.0%	88.6%
English Learners	100.0%	100.0%	56.7%
Students with Disabilities	0.0%	0.0%	67.1%
Foster Youth	0.0%	0.0%	74.1%

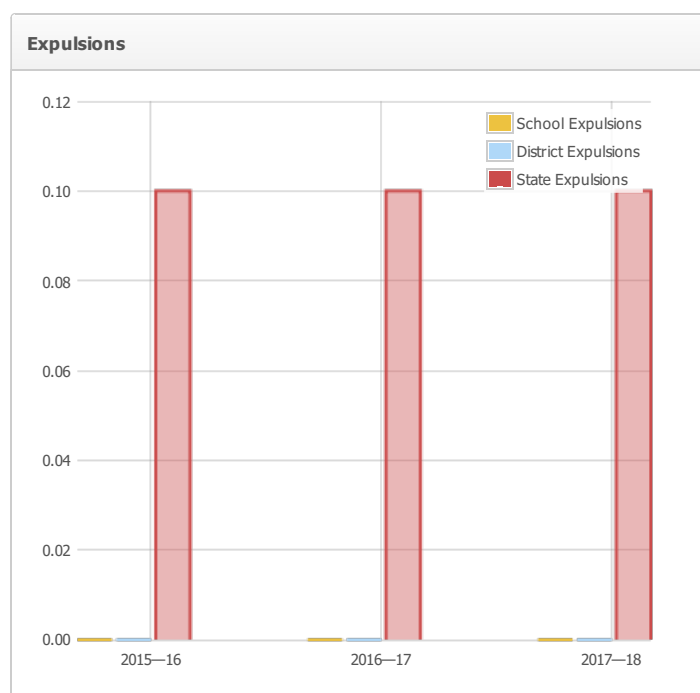
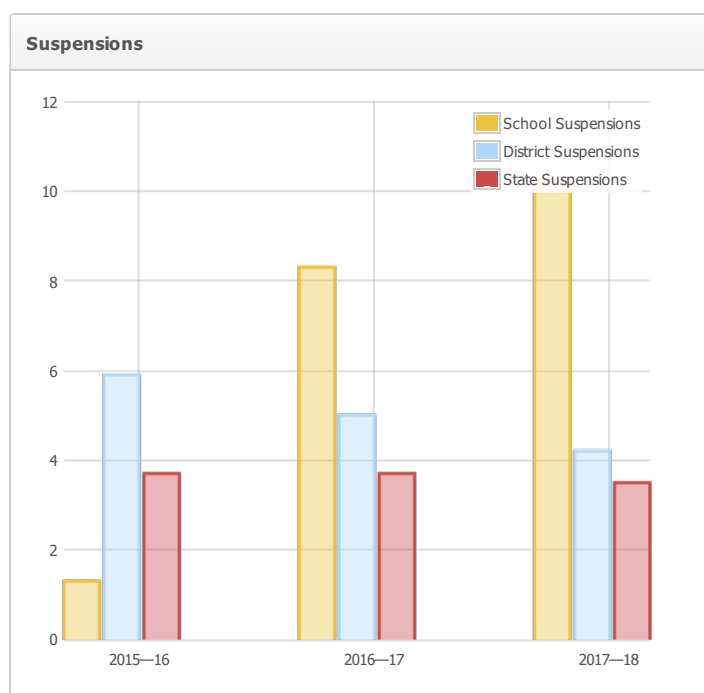
# State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	1.3%	8.3%	10.2%	5.9%	5.0%	4.2%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/10/2019

## School Safety Plan (School Year 2018—19)

There is a district-wide Safe School Plan that is evaluated and updated annually in accordance with Senate Bill 187 (SB 187). Safety procedures are reviewed with school and district staff at the beginning of every school year. The plan was last updated and reviewed with school staff in the 2018.

Key elements of the safety plan include bell signals, emergency phone numbers and radio stations, psychological survival, emergency action plans for cases of severe weather, fallen aircraft, bomb threats, chemical incident, explosion or threat of explosion, fire, earthquake, or hostile actions. School emergency teams are in place, as is a disaster response plan. The district safety committee meets the first Tuesday of each month. Fire drills are held each semester and regular emergency/disaster drills are scheduled.

The district has provided a safe environment that is conducive to student learning. The District has been active in ensuring safety for students and staff by establishing a "Conduct Policy" regarding weapons and drugs.

Shandon High School is a closed campus. Parents and visitors are welcomed and required to check in at the school office upon arrival and obtain a visitor's badge; visitors are required to return to the school office upon departure. Staff and students are watchful of persons without the proper identification and are quick to report them to the office. Employees supervise students and school grounds to ensure a safe and orderly environment during lunch as well as before and after school. The campus is contained within a fence, and there are alarms in the classrooms. An intercom system throughout the campus provides for communication both indoors and outdoors in case of an emergency. A Sheriff's Resource Officer is on campus daily providing a quick response time when needed.



## 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 (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
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.

### 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				
1				
2				
3				
4				
5				
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.

### 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				
1				
2				
3				
4				
5				
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: 1/10/2019

**Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	5.0	16		
Mathematics	5.0	5		
Science	9.0	1		
Social Science	12.0	4		

\* 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 2016—17)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	7.0	15		
Mathematics	8.0	6		
Science	1.0	1		
Social Science	12.0	4	1	

\* 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 * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	10.0	8		
Mathematics	13.0	5	1	
Science	11.0	1		
Social Science	11.0	5	1	

\* 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: 1/10/2019*

**Academic Counselors and Other Support Staff (School Year 2017—18)**

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.8	80.0
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other		N/A

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

\*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: 1/10/2019*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	\$60481.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$6574.0	\$63590.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

*Last updated: 1/10/2019*

## Types of Services Funded (Fiscal Year 2017—18)

All school sites benefit from district-wide resources such as instructional materials, lottery, routine restricted maintenance, safety and other funding. Some of the special funding sources supporting students programs include:

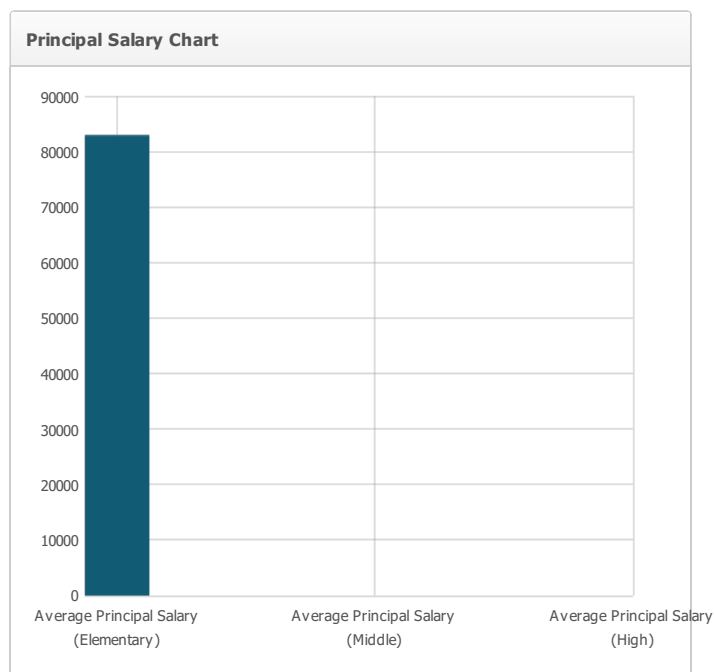
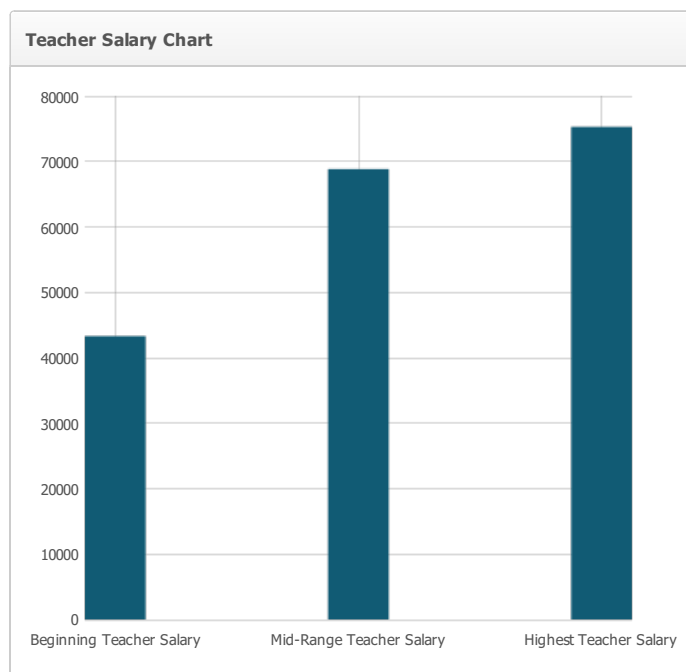
- Ø Title I (NCLB)
- Ø Title II-Teacher Quality
- Ø Title III Consortium
- Ø Carl Perkins Grant (Voc Ag), 9-12
- Ø Vocational Agricultural Incentive Grant, 9-12
- Ø ROP, 9-12 Ø School Safety and Violence Prevention
- Ø Special Education
- Ø Economic Impact Aide

*Last updated: 1/10/2019*

## Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,310	\$42,990
Mid-Range Teacher Salary	\$68,833	\$61,614
Highest Teacher Salary	\$75,288	\$85,083
Average Principal Salary (Elementary)	\$82,950	\$100,802
Average Principal Salary (Middle)	\$	\$105,404
Average Principal Salary (High)	\$	\$106,243
Superintendent Salary	\$116,000	\$132,653
Percent of Budget for Teacher Salaries	28.0%	30.0%
Percent of Budget for Administrative Salaries	5.0%	6.0%

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



*Last updated: 1/10/2019*

**Advanced Placement (AP) Courses (School Year 2017—18)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	2	N/A
All Courses	4	5.8%

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

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

*Last updated: 1/10/2019*

**Professional Development**

Professional development opportunities are available for all staff. To determine the needs for staff development, the district looks to a variety of sources, such as administrative recommendations, staff input, County Office of Education offerings, etc. The professional development plan addresses the needs of the students.

In 2012-13, Wednesdays were designated as an early release day for students allowing staff additional time for staff development and collaboration. Since 2006, the areas of focus of staff development have included various workshops on teaching strategies and methodology including differentiated instruction, CPR and first aid, common assessments, Expected School wide Learning Results (ESLRS), Shandon High School WASC requirements, English language development workshop, Career Technical Education Training (CTE) and standardized testing scores. The San Luis Obispo County Office of Education (SLOCOE) has provided inservices for Special Education teachers at a nominal cost which has allowed our teachers to attend. Forty-two (42) minimum days were dedicated to professional development in with two full days prior to school set aside for professional development.

*Last updated: 1/10/2019*