

Butteville Elementary School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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 2016-17)

School Contact Information	
School Name	Butteville Elementary School
Street	24512 Edgewood Rd.
City, State, Zip	Edgewood, CA 96094
Phone Number	(530) 938-2255
Principal	Christine Skinner
E-mail Address	christine.skinner@butteville.k12.ca.us
Web Site	
CDS Code	47-70201-6050678

District Contact Information	
District Name	Butteville Union Elementary School District
Phone Number	(530) 938-2255
Superintendent	Christine Skinner
E-mail Address	christine.skinner@butteville.k12.ca.us
Web Site	www.sisnet.ssku.k12.ca.us/~besftp

School Description and Mission Statement (School Year 2016-17)

The Butteville Union Elementary School District is a rural, one-school K-8 district at the base of Mount Shasta in Siskiyou County. Our vision is to hold the highest expectations for students and staff. Our students will become effective leaders in the community by achieving academic success through clarity in writing, speaking, thinking, creating and performing. Our district has experienced on-going growth and enrolls 211 students. We employ a superintendent/principal, thirteen teachers and fourteen classified staff in various capacities. Students in Kindergarten through sixth grades are taught in self-contained classrooms, while the seventh and eighth grades are in a departmental setting.

At Butteville, we are committed to providing the best educational setting and opportunities for our children. Our highly trained and dedicated teachers and support staff collaborate with each other daily. One hour every day is reserved for reading at every grade level. Students work in small, leveled reading groups with an adult to practice decoding, reading fluency, comprehension and analysis. Through frequent formative assessments and periodic summative assessments, students' reading growth is measured, and students are moved to increasingly challenging reading groups as they gain skills.

Beyond reading, Kindergarten through sixth grade teachers adopted new state standards-aligned math curriculum in the 2014-15 school year. Before the start of the year and during, teachers received on-site training on using the new textbook and related materials. Teachers received other on-site and off-site professional development training focused on integrating the new California State Content Standards into math, science, language arts and social sciences curriculum. One teacher also piloted Net Support, a software program that allows the teacher to monitor each student Chromebook screen in the room.

Butteville Elementary School has emerged as one of Siskiyou County's premier comprehensive elementary schools. High test scores and a focus on the fine and performing arts are part of the success that our school is experiencing. We have a very committed Parent Teacher Organization (PTO) which is the primary fundraiser to support the arts program. In addition to offering an academics and arts-focused program, students enjoy a growing sports program and a large garden. Recently, the School Board of Trustees invested in security measures at the campus increasing student safety. Parents of our students often cite the following as reasons they send their students to Butteville: the reading program, the excellent teachers, the welcoming atmosphere, the arts program, and more. This year we will explore adding foreign language instruction.

Butteville Elementary is a small but proud school. Located in one of the poorest and most remote counties in California, it faces geographic isolation, economic hardship, and severe weather. Approximately fifty-six (56%) percent of our students qualify for free or reduced priced lunch. There are only nine English Learners. Despite these issues, Butteville benefits from very involved parents, a dedicated PTO, an active School Site Council, and an effective School Board.

Butteville will not be stopped by challenges. We are dedicated to making the difference for each of our students. We believe that every student can achieve at high levels. We believe that every family matters.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	23
Grade 1	22
Grade 2	22
Grade 3	32
Grade 4	16
Grade 5	33
Grade 6	31
Grade 7	22
Grade 8	19
Total Enrollment	220

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	2.3
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	15.9
Native Hawaiian or Pacific Islander	0
White	66.4
Two or More Races	15.5
Socioeconomically Disadvantaged	55.5
English Learners	4.1
Students with Disabilities	7.7
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	13	11	11	11
Without Full Credential	0	2	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	NA	NA

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: 2015-September

Our staff believes that if academic goals are to be achieved, the school must provide successful school experiences. The statement, 'All Students Learning Whatever It Takes,' drives our school philosophy to provide the finest learning opportunities for all students. Textbooks are reviewed and adopted to align with the state curriculum frameworks and California State Content Standards in the cycle dictated by the State of California; teachers and administrators are involved in the selection process. Since the adoption of the new Common Core State Standards, the District adopted a K-6 math curriculum: Everyday Math. This year, the faculty reviewed the available texts in English Language Arts and decided not to adopt during the adoption cycle. Rather, the Butteville staff made modifications to its existing Treasures curriculum (K-6th) and added supplementary non-fiction from sources like Time for Kids. Teachers, administrators, support staff and parents participate in goal setting and decision making through our active School Site Council. District initiatives have been developed to determine how BES will meet its goals. Our faculty, parents and School Site Council developed the Board-approved Local Control and Accountability Plan to include all facets of our educational Plan.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin K-6 ©2010 - California Treasures, Holt McDougal Literature 6th-8th ©2010 Standards Plus K - 8th	No	0
Mathematics	K-5 Wright Group/McGraw Hill, Everyday Mathematics CA 2015 6-8 Center for Mathematics Teaching & Learning - Math Links 2013 Standards Plus K - 8th	Yes	0
Science	K-5th Grades– FOSS and additional materials aligned with CA Content Standards 6th-8th Grades - Focus On Science Series, Glencoe/McGraw Hill	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	K-5 - History Social Science for CA, Pearson Scott Foresman, 2006 6th - History Alive (HA)- Ancient World, Teacher's Curriculum Inst., 2006 7th/8th - HA Medieval World, TCI, 2006 7th/8th - HA - US Through Industrialism, TCI, 2006	No	0
Foreign Language	N/A		N/A
Health	N/A		N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

Student safety, health, and well being are considered a foremost priority by all who work at the school. Regular facility reviews check for safety and health issues and appropriate repairs are completed as a result. Monthly emergency drills signal the time for the school safety coordinator to check the Crisis Response Kit and order necessary replacements. Emergency lights in the gym were replaced, a convex mirror was installed in front of the school to help the monitor see approaching individuals from the side of the building, the outdoor drinking fountain was repaired, and two ramps to portables were temporarily fixed to address rust holes. A pallet of rubber tire bark was purchased for under the swings, and cracked swing seats were replaced.

A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Daily cleaning schedules ensure that classrooms, offices and bathrooms are clean and well maintained.

Respect, safety and responsibility are keys to providing a supportive and positive learning environment. A school wide discipline program holds each child accountable for his/her behavior. Parents and students understand the consequences for misbehavior, and the program allows a child turn-around time during which all steps may be erased when self-discipline is exercised. Students “Caught Being Good” are rewarded with Eagle Awards and recognized at an assembly.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 1/19/17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	During winter months, water has leaked under windows in three locations; the carpet seam in a portable classroom is rolling back; there is a crack in the hallway floor and water seeps into it on occasion.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			Six projectors were mounted on classroom ceilings and installed by an electrician.

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 1/19/17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Drinking fountains in two classrooms are not working; caulking around staff sink has aged; acoustical tiles in Rm 10 which were previously stained due to roof leak (which has been fixed) need to be replaced.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Broken outdoor drinking fountain was fixed. Panic bars were installed on two gates in the fence which previously had been pad-locked.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 1/19/17				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	45	49	45	49	44	48
Mathematics	39	44	39	44	34	36

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.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	35	32	91.4	37.5
	4	15	14	93.3	57.1
	5	32	31	96.9	54.8
	6	28	28	100.0	44.4
	7	24	22	91.7	50.0
	8	18	18	100.0	61.1
Male	3	22	20	90.9	40.0
	4	--	--	--	--
	5	17	16	94.1	50.0
	6	15	15	100.0	26.7
	7	16	14	87.5	42.9
	8	12	12	100.0	58.3
Female	3	13	12	92.3	33.3
	4	--	--	--	--
	5	15	15	100.0	60.0
	6	13	13	100.0	66.7
	7	--	--	--	--
	8	--	--	--	--
Black or African American	5	--	--	--	--
	8	--	--	--	--
American Indian or Alaska Native	6	--	--	--	--
Hispanic or Latino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
White	3	24	22	91.7	36.4
	4	11	10	90.9	40.0
	5	21	20	95.2	60.0
	6	20	20	100.0	50.0
	7	21	19	90.5	52.6
	8	11	11	100.0	45.5
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	3	18	16	88.9	12.5
	4	--	--	--	--
	5	20	20	100.0	45.0
	6	16	16	100.0	43.8
	7	12	12	100.0	33.3
	8	11	11	100.0	45.5
English Learners	3	--	--	--	--
	5	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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.

**CAASPP Test Results in Mathematics by Student Group
 Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	35	32	91.4	53.1
	4	15	14	93.3	71.4
	5	32	31	96.9	35.5
	6	28	28	100.0	29.6
	7	24	22	91.7	40.9
	8	18	18	100.0	44.4
Male	3	22	20	90.9	60.0
	4	--	--	--	--
	5	17	16	94.1	37.5
	6	15	15	100.0	20.0
	7	16	14	87.5	42.9
	8	12	12	100.0	41.7
Female	3	13	12	92.3	41.7
	4	--	--	--	--
	5	15	15	100.0	33.3
	6	13	13	100.0	41.7
	7	--	--	--	--
	8	--	--	--	--
Black or African American	5	--	--	--	--
	8	--	--	--	--
American Indian or Alaska Native	6	--	--	--	--
Hispanic or Latino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
White	3	24	22	91.7	50.0
	4	11	10	90.9	70.0
	5	21	20	95.2	45.0
	6	20	20	100.0	30.0
	7	21	19	90.5	42.1
	8	11	11	100.0	36.4
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	3	18	16	88.9	43.8
	4	--	--	--	--
	5	20	20	100.0	20.0
	6	16	16	100.0	18.8
	7	12	12	100.0	33.3
	8	11	11	100.0	36.4
English Learners	3	--	--	--	--
	5	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	86	80	73	86	80	73	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	50	49	98.0	73.5
Male	29	28	96.6	75.0
Female	21	21	100.0	71.4
White	32	31	96.9	77.4
Socioeconomically Disadvantaged	31	31	100.0	64.5

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	19.4	29	19.4
7	13.6	27.3	36.4

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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

At Butteville, we eagerly welcome parental involvement in all of our school programs. Parents are considered vital members of the school leadership team. Many take part in School Site Council, act as School Board members, attend LCAP Parent Advisory meetings, and volunteer on interview panels. Many classes have parent volunteers on a regular weekly basis who help students build basic skills and who assist teachers with clerical work. Dozens of parent volunteers work with PTO to organize and chaperone fundraisers, field trips and other events like the annual Art Auction and Wine Tasting, our Halloween Carnival, movie nights, an Art Run, and the trip to the Pumpkin Patch. Our boys basketball "B" team is coached by a parent volunteer. The Kiwanis Club mentors our student Builder’s Club. The school regularly communicates with families about programs, policies, events, procedures, and deadlines through a weekly newsletter, a daily emailed bulletin, and the school web site. In June, students and staff invited over 100 volunteers to a Thank You tea in their honor.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	1.4	2.2	3.8	1.4	2.2	3.8	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Student safety, health, and well-being are considered a foremost priority by all who work at the school. Butteville Elementary School has a long history of providing quality education in a safe, supportive learning environment. Basic cleaning operations are performed in every classroom every school day. Periodic inspections are made by the insurance company to advise us of any potential safety hazards. A Comprehensive School Safety Plan in compliance with SB 187, Chapter 736 is updated on a regular basis. Regular scheduled reviews check for safety and health issues and appropriate repairs are completed as a result. Monthly emergency drills signal the time for the school safety coordinator to check the Crisis Response Kit and necessary updates are made. Water testing is also done on a regular basis, and the water meets state standards.

Over the past several years, the Butteville Elementary School District conducted a strategic assessment of school safety including the campus and facilities, law enforcement partnerships and safety procedures. The staff continues to be updated with training and drills, and procedures are rehearsed monthly with staff and students. Also, the front window of the school is staffed during school business hours. Next year, we will plan and implement a full campus evacuation drill.

The community in which the school is located is clean and clear of environmental pollutants, including noise pollution. The environment is supportive, wholesome, free from drugs, alcohol and gang problems.

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	21	1	1		15	2			23		1	
1	22		1		22		1		22		1	
2					24		1		24		1	
3	22		2		24		1		16	2		
4	24		1		24		1		16	1		
5	16	1			25		1		33	1	1	
6	16	1			16	1			32		1	

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

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.2	N/A
Psychologist	0.08	N/A
Social Worker	0	N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	0.15	N/A
Resource Specialist	0	N/A
Other	0	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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$8,480	1,153	7,327	54,722
District	N/A	N/A	7,327	
Percent Difference: School Site and District	N/A	N/A	0.0	15.2
State	N/A	N/A	\$5,677	\$60,985
Percent Difference: School Site and State	N/A	N/A	29.1	-10.3

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

Types of Services Funded (Fiscal Year 2015-16)

1. Enrichment program (music, dance, Spanish) funded by General Fund; Art and Drama funded by PTO
2. Science Specialist funded by School Base
3. Guest speakers funded by General Fund
4. Classroom Instructional Aides funded by Title I and General Fund
5. After School Program funded by parents
6. Response to Intervention, Schoolwide Reading Program funded by Title I and General Fund

7. Intervention Specialist funded by Title I
8. Power School Student Information System funded by General Fund

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$35,374	\$41,085
Mid-Range Teacher Salary	\$50,713	\$59,415
Highest Teacher Salary	\$59,298	\$75,998
Average Principal Salary (Elementary)	\$88,434	\$100,438
Average Principal Salary (Middle)		\$101,868
Average Principal Salary (High)		
Superintendent Salary		\$116,069
Percent of Budget for Teacher Salaries	32%	33%
Percent of Budget for Administrative Salaries	8%	7%

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

Professional Development (Most Recent Three Years)

Three full days are devoted to on-site staff development each year. The focus has been in the areas Writing, Mathematics and Technology for this past year. A wide variety of professional development opportunities are available to teachers and staff including utilization of effective instructional strategies, computer technology, mathematics, positive discipline in-services and science/social studies. Superintendent/Principal's professional development will combine the leader's role in supporting the new implementation of the Common Core State Standards, organization and management for continuous improvement, and addressing diverse needs of students, particularly students in the lowest-performing groups in the district. All staff development for which teachers receive authorization/stipends from the school are scientifically based research supporting its programming and is aligned with Common Core State Standards transition. Teachers select professional development goals that are aligned with school goals. This year all K-8 teachers focused on the transition to the Common Core State Standards. Staff development also included weekly collaborative meetings with a focus on student assessment and essential standards.