



Elmwood Elementary School

840 S. Cardinal Ave • Stockton, CA 95215 • (209) 933-7180 Ext. 4501 • Grades K-8

John D. Semillo, Principal
jsemillo@stocktonusd.net
www.elmwoodschoo.org

2018-19 School Accountability Report Card Published During the 2019-20 School Year



Stockton Unified School District
701 North Madison St.
Stockton, CA 95202
(209) 933-7000
www.stocktonusd.net

District Governing Board

Cecilia Mendez

Board Clerk, Area 1

AngelAnn Flores
Area 2

Kathleen Garcia

Board Vice President, Area 3

Lange Luntao

Board President, Area 4

Maria Mendez
Area 5

Scot McBrian
Area 6

Candelaria Vargas
Area 7

District Administration

John E. Deasy, Ph.D.
Superintendent

Nik Howard

**Interim Assistant Superintendent
of Human Resources**

MaryJo Cowan
**Assistant Superintendent of
Educational Support Services**

Sonjhia Lowery
**Assistant Superintendent of
Educational Services**

School Description:

Elmwood Elementary School serves approximately 875 students in grades Kindergarten through 8th Grade. In grades K through 3rd grade the student : teacher ratio is 24 to 1. In grades 4th through 8th the student : teacher ratio is 32 to 1. Elmwood School's student demographics are as follows: 87% - Hispanic; 9% - White; 1% Asian; 1% African American; and 1% Native American.

School Mission:

The staff at Elmwood Elementary School believes unwaveringly that all students can achieve academic standards by which students will understand how to think deeply and then be able to apply knowledge in new ways. Through arts infusion Elmwood School is nurturing the creative and intellectual side of our students thus, educating the whole child.

Types of Services Funded

The following is a list of Federal and State funded programs that may be available to schools in the district:

- Title I, Part A, Improving Academic Achievement
- Title I Homeless
- Title I Migrant Education
- Title II, Part A, Supporting Effective Instruction
- Title III Limited English Proficient Students
- Title IV, Part A, Student Support and Academic Enrichment Grant
- Teacher Induction Program
- Extended Day Programs

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 the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 94 |
| Grade 1 | 95 |
| Grade 2 | 97 |
| Grade 3 | 95 |
| Grade 4 | 98 |
| Grade 5 | 97 |
| Grade 6 | 94 |
| Grade 7 | 94 |
| Grade 8 | 94 |
| Total Enrollment | 858 |

2018-19 Student Enrollment by Group

| Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 1 |
| American Indian or Alaska Native | 0.8 |
| Asian | 0.7 |
| Hispanic or Latino | 86.8 |
| Native Hawaiian or Pacific Islander | 0.2 |
| White | 9.1 |
| Two or More Races | 1.3 |
| Socioeconomically Disadvantaged | 81.9 |
| English Learners | 30.9 |
| Students with Disabilities | 5.6 |
| Foster Youth | 0.1 |
| Homeless | 1.5 |

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 for Elmwood Elementary | 17-18 | 18-19 | 19-20 |
|---|-------|-------|-------|
| With Full Credential | 31 | 29 | 31 |
| Without Full Credential | 5 | 7 | 4 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |

| Teacher Credentials for Stockton Unified | 17-18 | 18-19 | 19-20 |
|---|-------|-------|-------|
| With Full Credential | ◆ | ◆ | 1475 |
| Without Full Credential | ◆ | ◆ | 309 |
| Teaching Outside Subject Area of Competence | ◆ | ◆ | 15 |

Teacher Misassignments and Vacant Teacher Positions at Elmwood Elementary School

| Indicator | 17-18 | 18-19 | 19-20 |
|-------------------------------|-------|-------|-------|
| Teachers of English Learners | 1 | 2 | 0 |
| Total Teacher Misassignments* | 1 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

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

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

The main fact about textbooks that the Williams legislation calls for described whether schools have books in core classes for all students. The law also asks districts to reveal whether those books are what the California content standards calls for. This information is far more meaningful when along with the more detailed description of textbooks contained in our School Accountability Report Card (SARC). Here you'll find the names of the textbooks used in our core classes and their dates of publication.

Textbooks and Instructional Materials

Year and month in which data were collected: October 2019

| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
|------------------------|--|
| Reading/Language Arts | K-6 ELA/ELD, Benchmark Advance 7-8 ELA/ELD, Pearson myPerspectives & ELD Companion The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Mathematics | K-8, Ready Mathematics, Adopted in 2019 Calculus, HM 2006 Statistics, McDougal 2008 K-8 Math, Algebra I & Geometry, Adopted in 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Science | FOSS (Full Option Science System) K-5 Science, Adopted in 2007 6-8 Science, CK-12 Earth, Life and Physical Science, Adopted in 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| History-Social Science | K-5 California Studies Weekly 6-8 California McGraw Hill Impact 6 - World History and Geography: Ancient Civilizations 7 - World History and Geography: Ancient Civilizations: Medieval and Early Modern Times 8 - United States History and Geography: Growth and Conflict Adopted 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Elmwood School has 38 classrooms, a multipurpose room, an auditorium, a library and an administration center. The Main Building consists of 17 classrooms. There are also 21 portable classrooms to round out the campus.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

A scheduled maintenance program is administered by the district to ensure that all classrooms, restrooms, and facilities are well-maintained and in good repair. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Stockton Unified takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, we utilize the facility survey instrument developed by the State of California OPSC. The full report is available upon request.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 6/25/2019

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|--|---------------|--|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Poor | C-2: ramp & handrails-paint, entrance door& frame-paint, carpet seams rips-replace carpet, wallsocket cover plate broken-replace, windowsills-spot paint Kitchen: hallways walls-paint, entrance doors& FRAMES_PAINT< CUSTODIAL CLOSET CEILING_REPAIR< WALLS_HOLES_FILL IN & paint, M/P Boys R/R: entrance double doors & frames-paint,closet door & frame-paint, partitions carved into-replace some, ceiling-paint, drinking fountain handrails-paint M/P Girls R/R: entrance door& frame-paint, sanitary containers missing-replace two, ceiling -paint, wall tiles holes-fill in, mirror-replace Multipurpose Room: walls-paint, entrance doors, double doors & frames-paint, interior door & frames-paint, red fire box-repair and paint, wood bench-paint, floor tile crack-replace some, P-7: entrance door & frame-paint, ramp & handrails-paint, carpet-replace, ceiling tiles stained-replace some, RM-5: entrance door& frame-paint,wood floor- resurface& seal, cabinets& shelves-paint,windowsills-spot paint RM-8: entrance door& frame-paint, wood floor-resurface &seal, cabinets & shelves-paint,ceiling tiles stained-replace some, windowsills-spot paint South Boys R/R: entrance door & frame-paint, ceiling -paint, toilet seat cover dispenser metal-replace,mirror scratches-replace South GIRLS R/R: entrance door & frame-paint, metal sanitary dispenser-replace, ceiling -paint |
| 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 | |

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|--|---------------|--|
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Poor | C-2: ramp & handrails-paint, entrance door& frame-paint, carpet seams rips-replace carpet, wallsocket cover plate broken-replace, windowsills-spot paint M/P Boys R/R: entrance double doors & frames-paint,closet door & frame-paint, partitions carved into-replace some, ceiling-paint, drinking fountain handrails-paint M/P Girls R/R: entrance door& frame-paint, sanitary containers missing-replace two, ceiling -paint, wall tiles holes-fill in, mirror-replace Multipurpose Room: walls-paint, entrance doors, double doors & frames-paint, interior door & frames-paint, red fire box-repair and paint, wood bench-paint, floor tile crack-replace some, P-7: entrance door & frame-paint, ramp & handrails-paint, carpet-replace, ceiling tiles stained-replace some, RM-5: entrance door& frame-paint,wood floor- resurface& seal, cabinets& shelves-paint,windowsills-spot paint RM-8: entrance door& frame-paint, wood floor-resurface &seal, cabinets & shelves-paint,ceiling tiles stained-replace some, windowsills-spot paint South Boys R/R: entrance door & frame-paint, ceiling -paint, toilet seat cover dispenser metal-replace,mirror scratches-replace South GIRLS R/R: entrance door & frame-paint, metal sanitary dispenser-replace, ceiling -paint |
| Overall Rating | Fair | |

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 17-18 | School 18-19 | District 17-18 | District 18-19 | State 17-18 | State 18-19 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| ELA | 23 | 28 | 28 | 31 | 50 | 50 |
| Math | 17 | 18 | 21 | 21 | 38 | 39 |

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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 17-18 | School 18-19 | District 17-18 | District 18-19 | State 17-18 | State 18-19 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| Science | 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.

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

2018-19 Percent of Students Meeting Fitness Standards

| Grade Level | 4 of 6 | 5 of 6 | 6 of 6 |
|-------------|--------|--------|--------|
| 5 | 16.1 | 20.4 | 17.2 |
| 7 | 18.9 | 21.1 | 10.5 |

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.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 582 | 568 | 97.59 | 27.64 |
| Male | 320 | 310 | 96.88 | 23.23 |
| Female | 262 | 258 | 98.47 | 32.95 |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Hispanic or Latino | 507 | 496 | 97.83 | 28.02 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 49 | 46 | 93.88 | 23.91 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 482 | 468 | 97.10 | 25.43 |
| English Learners | 341 | 331 | 97.07 | 21.15 |
| Students with Disabilities | 41 | 39 | 95.12 | 10.26 |
| Students Receiving Migrant Education Services | 17 | 15 | 88.24 | 20.00 |
| 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.

Professional Development provided for Teachers

| Measure | 2017-18 | 2018-19 | 2019-20 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 3 | 3 | 3 |

Stockton Unified School District is dedicated to providing high quality professional development. A minimum of 3 full days are provided from the district to all sites. Supplemental days are provided by the school sites as opportunities are available.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 580 | 575 | 99.14 | 17.57 |
| Male | 319 | 315 | 98.75 | 20.32 |
| Female | 261 | 260 | 99.62 | 14.23 |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Hispanic or Latino | 506 | 504 | 99.60 | 16.87 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 49 | 46 | 93.88 | 21.74 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 481 | 476 | 98.96 | 17.65 |
| English Learners | 340 | 339 | 99.71 | 13.86 |
| Students with Disabilities | 41 | 39 | 95.12 | 7.69 |
| Students Receiving Migrant Education Services | 17 | 17 | 100.00 | 29.41 |
| 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.

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)

Elmwood School recognizes that parents and the community play an important role in the success and education of their students. We have established partnerships with community businesses and organizations to increase parent participation. Elmwood School also offers several opportunities and programs to encourage parent involvement.

- Adult Education classes for GED and citizenship
- After School Programs
- Counseling services when available
- English Learner Advisory Committee (ELAC)
- English Language Learner instruction and support (ELD)
- English as a Second Language for adults (ESL)
- Family Health Centers and programs when and where available
- Parent/Student conferences when possible
- Parent/Teacher organizations (PTA)
- School Site Council (SSC)

Elmwood School believes that the parents and guardians can support the learning environment of the school and their students by:

- Monitoring student attendance
- Monitoring completion of student homework
- Monitoring and regulating television viewing
- Participating in the decision making process in school organizations and committees
- Attend school wide Parent Activities and Student Arts Performances
- Planning and participating in activities at home that support classroom learning
- Volunteering in the classroom

Parents and community members who wish to become a part of the school community and participate are encouraged to call the school's Main Office at 209-933-7180 Ext. 4501.

State Priority: School Climate

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

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

School Safety Plan

Our school places a strong emphasis on ensuring the safety of all students and staff members. The school's custodial team ensures the school facilities are in compliance with all federal and state health and safety regulations. Each year a deep cleaning process occurs during a close of school, either during the summer or other extended breaks. In the event of a facility plant emergency, the principal notifies appropriate site and district personnel to resolve the emergency and safely secure or evacuate the students, based upon the site and district emergency preparedness plans. A site review with the district Internal Evaluation Instrument (IEI) occurs annually.

A comprehensive School Safety Plan, which was revised and approved by the School Site Council in September, 2018, helps to provide a secure, peaceful and clean environment for the school community. The school's Disaster Preparedness Plan identifies procedures to follow during emergencies and natural disasters. Emergency drills are conducted on a regular basis.

Every effort is made to ensure students are monitored while on campus throughout the school day. Yard supervisors, teachers, site administrators and school staff provide supervision for students before and during school. The playground is safe for all students. All visitors must sign in at the office and receive proper authorization to be on campus, and must display their passes at all times.

| Suspensions and Expulsions for the School | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Suspensions Rate | 5.6 | 7.0 | 6.1 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |

| Suspensions and Expulsions for the District | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Suspensions Rate | 7.6 | 6.9 | 6.0 |
| Expulsions Rate | 0.0 | 0.1 | 0.1 |

| Suspensions and Expulsions for the State | 2016-17 | 2017-18 | 2018-19 |
|--|---------|---------|---------|
| Suspensions Rate | 3.6 | 3.5 | 3.5 |
| Expulsions Rate | 0.1 | 0.1 | 0.1 |

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

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

| Title | Ratio |
|---------------------|-------|
| Academic Counselor* | 572.0 |

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

| Title | Number of Full-Time Equivalent (FTE) |
|---|--------------------------------------|
| Counselor (Social/Behavioral or Career Development) | 1.5 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | .0 |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | 1.0 |
| Other | 1.0 |

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2016-17 Average Class Size | 2016-17 # of Classes* | | | 2017-18 Average Class Size | 2017-18 # of Classes* | | | 2018-19 Average Class Size | 2018-19 # of Classes* | | |
|-------------|----------------------------|-----------------------|------------|----------|----------------------------|-----------------------|------------|----------|----------------------------|-----------------------|------------|----------|
| | | Size 1-20 | Size 21-32 | Size 33+ | | Size 1-20 | Size 21-32 | Size 33+ | | Size 1-20 | Size 21-32 | Size 33+ |
| K | 26 | | 6 | | 22 | 1 | 9 | | 23 | 1 | 7 | |
| 1 | 27 | 1 | 4 | | 25 | | 10 | | 23 | 1 | 9 | |
| 2 | 25 | 1 | 4 | | 21 | 2 | 8 | | 23 | 2 | 8 | |
| 3 | 30 | | 3 | 1 | 24 | 1 | 9 | | 23 | | 9 | |
| 4 | 30 | | 3 | 2 | 28 | | 7 | | 29 | 1 | 4 | 3 |
| 5 | 28 | 1 | 3 | 1 | 29 | 1 | 6 | 1 | 31 | | 6 | 1 |
| 6 | 27 | 1 | 4 | | 28 | 1 | 5 | 2 | 31 | | 7 | |
| 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.

FY 2017-18 Teacher and Administrative Salaries

| Category | District Amount | State Average for Districts In Same Category |
|-------------------------------|-----------------|--|
| Beginning Teacher Salary | \$49,710 | \$48,612 |
| Mid-Range Teacher Salary | \$75,625 | \$74,676 |
| Highest Teacher Salary | \$95,270 | \$99,791 |
| Average Principal Salary (ES) | \$127,877 | \$125,830 |
| Average Principal Salary (MS) | \$0 | \$131,167 |
| Average Principal Salary (HS) | \$136,722 | \$144,822 |
| Superintendent Salary | \$285,461 | \$275,796 |

| Percent of District Budget | District Amount | State Average for Districts In Same Category |
|----------------------------|-----------------|--|
| Teacher Salaries | 29% | 34% |
| Administrative Salaries | 5% | 5% |

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

| Level | Total | Restricted | Unrestricted | Average Teacher Salary |
|-------------|---------|------------|--------------|------------------------|
| School Site | \$6,532 | \$445 | \$6,087 | \$67,697 |
| District | N/A | N/A | \$6,928 | \$75,370.00 |
| State | N/A | N/A | \$7,506.64 | \$82,403.00 |

| Percent Differences | Unrestricted | Average Teacher Salary |
|----------------------|--------------|------------------------|
| School Site/District | -12.9 | -7.4 |
| School Site/ State | -28.7 | -17.6 |

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

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