

# Golden Hill Elementary

## School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

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

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

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



### Katrina Piche, Principal

Principal, Golden Hill Elementary

#### About Our School

Golden Hill Elementary School teachers and staff are committed to helping students achieve success through high-quality educational programs as well as enrichment activities. Many of the programs, events, and activities at Golden Hill Elementary School reflect our focus on the Arts. We engage all learners in an arts-infused education that encompasses both visual and performing arts across all content areas.

Golden Hill students "Dream Big!" More than anything, we want our students to:

D – Delight in learning through expert instruction in Common Core, the consistent utilization of best practices and academic achievement.

R – Respect themselves, each other, staff, and other adults and be held accountable through the consistent implementation of positive behavior strategies.

E – Engage in 21st century learning every day (communicating, collaborating, being creative, and thinking critically) including the use of technology.

A – Applaud artistic accomplishments through the fine arts, including music, theatre, visual arts, and dance.

M – Maximize their learning by working together with peers, staff, parents and the community.

At Golden Hill Elementary School, we are continuing to implement the California Common Core State Standards (CCSS) and the Next Generation Science Standards (NGSS). Teachers embed 21st century learning skills into instruction and our school is able to offer an iPad and an arts journal for each every student. Golden Hill is fortunate to have a very involved and supportive parent community. Together, we are able to provide the best education possible for our students.

#### Contact

Golden Hill Elementary  
732 Barris Dr.  
Fullerton, CA 92832-1002

Phone: 714-447-7715  
Email: [katrina\\_piche@myfsd.org](mailto:katrina_piche@myfsd.org)



## About This School

### Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
<b>District Name</b>	Fullerton Elementary
<b>Phone Number</b>	(714) 447-7400
<b>Superintendent</b>	Bob Pletka
<b>Email Address</b>	<a href="mailto:bob_pletka@myfsd.org">bob_pletka@myfsd.org</a>
<b>Website</b>	<a href="http://www.fullertonsd.org/">www.fullertonsd.org/</a>

School Contact Information (School Year 2019—20)	
<b>School Name</b>	Golden Hill Elementary
<b>Street</b>	732 Barris Dr.
<b>City, State, Zip</b>	Fullerton, Ca, 92832-1002
<b>Phone Number</b>	714-447-7715
<b>Principal</b>	Katrina Piche, Principal
<b>Email Address</b>	<a href="mailto:katrina_piche@myfsd.org">katrina_piche@myfsd.org</a>
<b>Website</b>	<a href="http://www.fullertonsd.org/golden/">www.fullertonsd.org/golden/</a>
<b>County-District-School (CDS) Code</b>	30665066028054

*Last updated: 1/22/2020*

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

Golden Hill Elementary School is located in the northern section of Fullerton and is one of 20 school sites in the Fullerton School District. The community is built on a hill that was once covered in mustard seed and as the sun rose each morning, the mustard seed glistened gold under the sun's rays. When the school was built, it was named Golden Hill for that very reason.

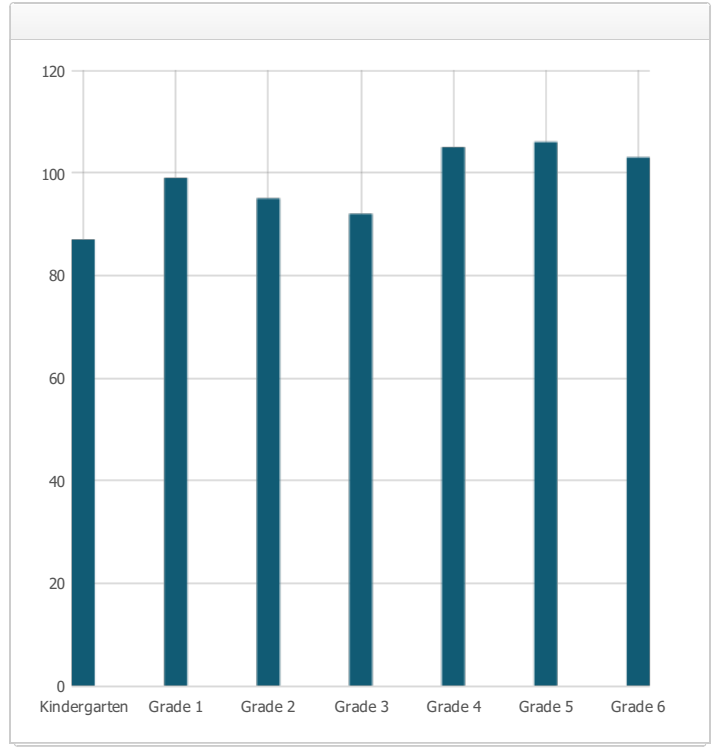
We serve students in kindergarten through 6th grade, and our programs include Gifted and Talented Education and Special Day Classes for students with Autism. Golden Hill utilizes the Positive Behavioral Interventions & Supports program, and our students are responsible, respectful, and safe both on and off campus.

At Golden Hill Elementary School, we nurture creativity through an arts-infused education. Our school is a safe and supportive environment where every child is a masterpiece.

*Last updated: 1/22/2020*

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

Grade Level	Number of Students
Kindergarten	87
Grade 1	99
Grade 2	95
Grade 3	92
Grade 4	105
Grade 5	106
Grade 6	103
<b>Total Enrollment</b>	<b>687</b>



Last updated: 1/22/2020

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

Student Group	Percent of Total Enrollment
Black or African American	0.70 %
American Indian or Alaska Native	0.30 %
Asian	9.30 %
Filipino	2.30 %
Hispanic or Latino	42.20 %
Native Hawaiian or Pacific Islander	0.10 %
White	37.00 %
Two or More Races	8.00 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	29.70 %
English Learners	9.80 %
Students with Disabilities	11.20 %
Foster Youth	0.30 %
Homeless	0.10 %

## A. Conditions of Learning

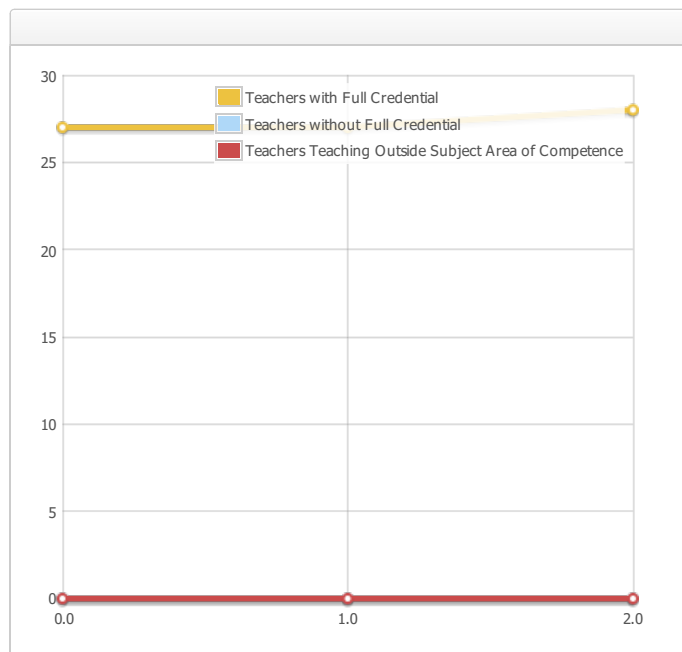
### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

#### Teacher Credentials

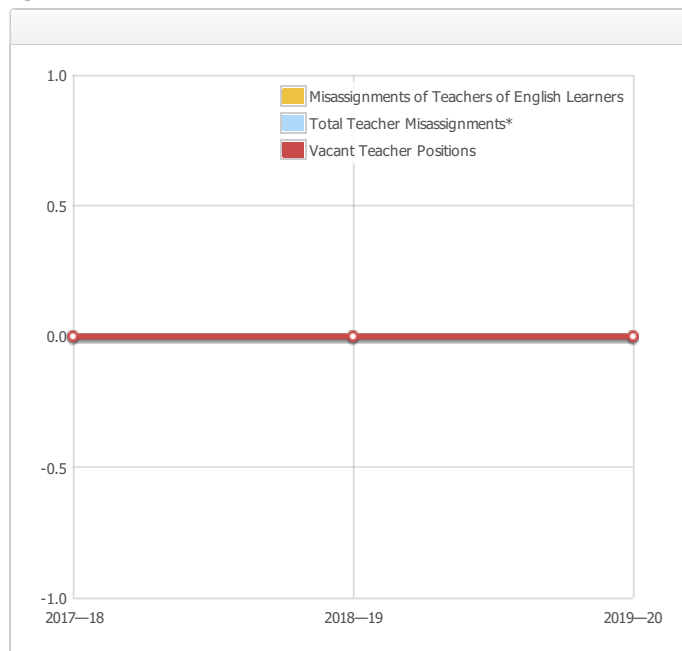
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	27	27	28	522
Without Full Credential	0	0	0	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/29/2020

#### Teacher Misassignments and Vacant Teacher Positions

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



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

Last updated: 1/29/2020

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

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

<b>Subject</b>	<b>Textbooks and Other Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	<ul style="list-style-type: none"> <li>• McGraw-Hill K-8</li> </ul>	Yes	0.00 %
Mathematics	<ul style="list-style-type: none"> <li>• Houghton Mifflin Go Math K-8</li> <li>• McGraw Hill Geometry 8</li> </ul>	Yes	0.00 %
Science	<ul style="list-style-type: none"> <li>• Houghton Mifflin K-5</li> <li>• McDougal Littell 6-8</li> </ul>	Yes	0.00 %
History-Social Science	<ul style="list-style-type: none"> <li>• Houghton Mifflin K-5</li> <li>• McDougal Littell 6-8</li> </ul>	No	0.00 %
Foreign Language	<ul style="list-style-type: none"> <li>• En Español 7-8</li> <li>• Vista Higher Learning French 7-8</li> </ul>	Yes	0.00 %
Health	<ul style="list-style-type: none"> <li>• Dairy Council of California (grade appropriate materials)</li> <li>• Too Good for Drugs (grades 4-6)</li> <li>• Holt McDougal Decisions for Health 7 (2005)</li> <li>• Teen Talk 7</li> </ul>	Yes	0.00 %
Visual and Performing Arts	<ul style="list-style-type: none"> <li>• "All the Arts for all the Kids" lessons/curriculum in visual art, music, dance, and theater</li> <li>• Instrumental music (grades 5-6)</li> <li>• Band and string instruments and musical scores (grades 7-8)</li> </ul>	Yes	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: 4/20/2020

## School Facility Conditions and Planned Improvements

The District takes great efforts to ensure that all schools are clean, safe, and functional. Listed below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment. Acacia Elementary School has 21 classrooms, a library media center, a computer lab and a multi-purpose room. The main campus was built in 1957. Additions were constructed in 1960 and 1965. Two portable classrooms were added in 1988 and two more were added in 1997 and another in 2013. 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. The District has established cleaning standards for all schools in the district. A summary of these standards is available at the district maintenance office. The Maintenance and Operations staff works with the custodial staff to develop cleaning schedules to ensure a clean and safe school. The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior and exterior painting, and floor systems. During 2018-19 the District spent \$30 on Deferred Maintenance. For the 2019-20 school year the District budgeted \$36,145 for Deferred Maintenance expenditures.

*Last updated: 1/30/2020*

## School Facility Good Repair Status

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

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	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

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

Overall Rating	Exemplary
----------------	-----------

*Last updated: 1/30/2020*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in ELA and Mathematics for All Students  
Grades Three through Eight and Grade Eleven  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	63.0%	60.0%	59.0%	58.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	56.0%	53.0%	51.0%	51.0%	38.0%	39.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

*Last updated: 1/22/2020*



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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	390	386	98.97%	1.03%	59.84%
Male	208	207	99.52%	0.48%	56.04%
Female	182	179	98.35%	1.65%	64.25%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian	35	35	100.00%	0.00%	85.71%
Filipino	--	--	--	--	
Hispanic or Latino	181	181	100.00%	0.00%	44.20%
Native Hawaiian or Pacific Islander					
White	131	128	97.71%	2.29%	72.66%
Two or More Races	33	32	96.97%	3.03%	62.50%
Socioeconomically Disadvantaged	126	123	97.62%	2.38%	42.28%
English Learners	60	60	100.00%	0.00%	53.33%
Students with Disabilities	35	35	100.00%	0.00%	14.29%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/22/2020*

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	390	386	98.97%	1.03%	53.11%
Male	208	207	99.52%	0.48%	57.49%
Female	182	179	98.35%	1.65%	48.04%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian	35	35	100.00%	0.00%	85.71%
Filipino	--	--	--	--	
Hispanic or Latino	181	181	100.00%	0.00%	36.46%
Native Hawaiian or Pacific Islander					
White	131	128	97.71%	2.29%	67.19%
Two or More Races	33	32	96.97%	3.03%	43.75%
Socioeconomically Disadvantaged	126	123	97.62%	2.38%	40.65%
English Learners	60	60	100.00%	0.00%	50.00%
Students with Disabilities	35	35	100.00%	0.00%	11.43%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/22/2020*

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

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

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

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

*Last updated: 1/22/2020*

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

<b>UC/CSU Course Measure</b>	<b>Percent</b>
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	--

# State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

## California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
-------------	--	--	---

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/22/2020

## 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)

At Golden Hill Elementary School, our parent community is very supportive and involved in their children's education. We invite all parents to become involved in our school in any way they are able, whether it is assisting in a classroom, serving on a committee, or attending a school event. Team Golden Hill is a joint venture comprising members of the Parent-Teacher-Association and the Golden Hill Education Foundation (GHEF), who help to raise funds to assist the school in providing high quality programs and activities for students. We believe that by working together as a school and community, our students will make great strides in their education and development.

Golden Hill has several active parent groups that meet on a regular basis to discuss school safety, budget, student achievement results, and relevant programs for our students. Parents and stakeholders are invited to volunteer and assist classroom teachers on a regular basis and collaborate to host many school-wide and community events held each year. These include the annual Harvest Festival, Fun Run, Family Movie Night, parent-student dances, parent-night out, and ArtsFest (a school-wide celebration of the arts).

### State Priority: Pupil Engagement

*Last updated: 1/22/2020*

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

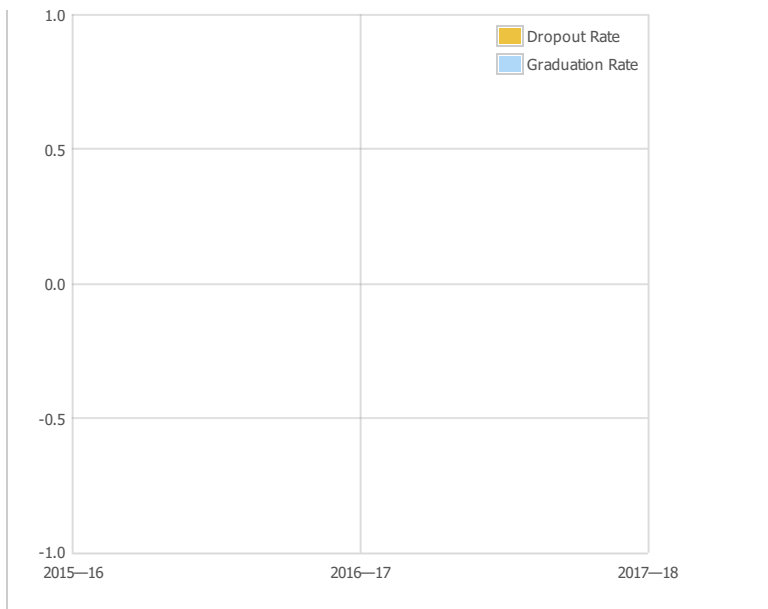
- High school dropout rates; and
- High school graduation rates

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

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	--	--	9.70%
Graduation Rate	--	--	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	--	--	--	--	9.10%	9.60%
Graduation Rate	--	--	--	--	82.70%	83.00%

#### Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

*Last updated: 1/22/2020*

# 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

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	1.40%	1.20%	0.10%	1.50%	1.20%	1.40%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

*Last updated: 1/22/2020*

## School Safety Plan (School Year 2019—20)

A comprehensive school safety plan was developed and approved prior to March 1, 2000 in compliance with Education Code Sections 33126, 35256, and 32286 as well as applicable District policies and regulations. Each year, prior to March 1, the school's safety plan is reviewed, updated and discussed with staff and School Site Council. Annually, the school's staff reports on the status of its safety plan with the school leadership team, PTA and School Site Council. Status reports and updates are reviewed at the beginning of each school year and again in December before the finished School Safety Plan is approved by the members of the School Site Council on January 13. The key elements of the plan include: a) providing a safe teaching and learning environment for all students and staff members, b) ensuring that all students are safe and secure while at school sponsored activities, c) making district programs and community resources available to students and parents, and d) creating a school where students, programs, and community members interact in an atmosphere of mutual respect that enhances the environment for learning. Each year the school submits along with the safety plan a detailed "action plan" which addresses the identified areas the staff and School Site Council have brought forward as critical areas of concern or how they should improve. A copy of the plan is available at all times in the school office and will provide a more detailed description of each element of the plan including specific actions, resources and time lines to be implemented by the school. Copies are also available at the District Office in the office of Child Welfare and Attendance.

Safety plan was approved on January 13, 2020  
Reviewed with staff on December, 2019

*Last updated: 1/22/2020*

## D. Other SARC Information

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

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

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	26.00	1	3	
1	30.00		3	
2	32.00		3	
3	26.00	1	3	
4	31.00		4	
5	33.00		1	2
6	29.00	1	1	3
Other**				

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

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	23.00	1	3	
1	31.00		3	
2	31.00		3	
3	32.00		3	
4	33.00		1	2
5	31.00		2	1
6	31.00		4	
Other**	8.00	2		

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

\*\* "Other" category is for multi-grade level classes.

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

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	28.00		3	
1	31.00		3	
2	31.00		3	
3	30.00		3	
4	27.00	1		3
5	33.00		1	2
6	28.00	1		3
Other**	7.00	1		

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

\*\* "Other" category is for multi-grade level classes.

Last updated: 1/22/2020



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

Title	Ratio**
Counselors*	6870.00

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

\*\*Average Number of Pupils per Counselor

*Last updated: 1/22/2020*

**Student Support Services Staff (School Year 2018—19)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.50
Psychologist	0.60
Social Worker	0.00
Nurse	0.20
Speech/Language/Hearing Specialist	1.40
Resource Specialist (non-teaching)	2.40
Other	0.00

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

*Last updated: 1/29/2020*

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$4885.00	\$108.00	\$4777.00	\$90748.00
District	N/A	N/A	\$5297.28	\$91359.00
Percent Difference – School Site and District	N/A	N/A	-9.80%	-0.70%
State	N/A	N/A	\$7506.64	\$82663.00
Percent Difference – School Site and State	N/A	N/A	-36.40%	9.80%

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

Last updated: 1/30/2020

**Types of Services Funded (Fiscal Year 2018—19)**

Primary Focus:

- K-8 Intervention Programs
- K-8 English Language Development
- K-8 Writing Strategies
- K-8 Language Arts Strategies
- K-8 Mathematics Strategies
- K-8 Technology Integration

Delivery of Professional Development:

- Staff Development Day
- Workshops
- Conferences
- After- school Workshops
- In-class Coaching

Other Related Professional Development activities:

- Data-Driven instruction
- Technology Integration
- Marzano Instructional Strategies
- Systematic ELD

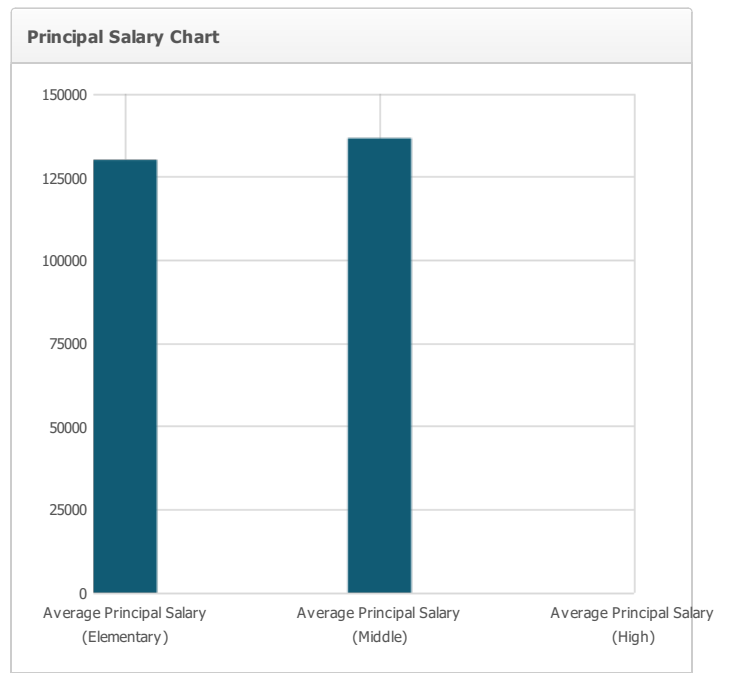
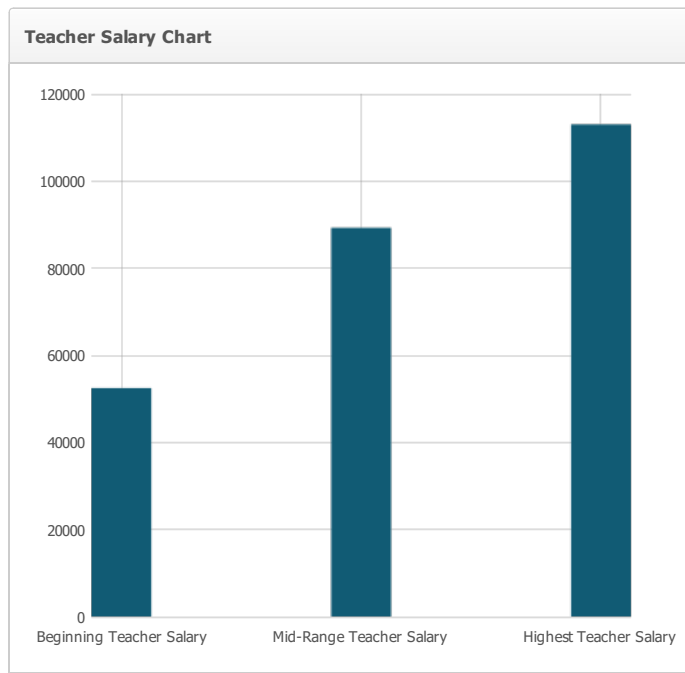
- Response to Intervention
- Thinking Maps
- Writer's Workshop
- Mathematics Instructional Strategies
- English Language Arts Program

*Last updated: 1/31/2020*

### Teacher and Administrative Salaries (Fiscal Year 2017–18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$52,483	\$45,741
Mid-Range Teacher Salary	\$89,286	\$81,840
Highest Teacher Salary	\$113,025	\$102,065
Average Principal Salary (Elementary)	\$130,195	\$129,221
Average Principal Salary (Middle)	\$136,684	\$132,874
Average Principal Salary (High)	\$	\$128,660
Superintendent Salary	\$270,531	\$224,581
Percent of Budget for Teacher Salaries	38.00%	36.00%
Percent of Budget for Administrative Salaries	6.00%	5.00%

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



Last updated: 1/22/2020

**Advanced Placement (AP) Courses (School Year 2018—19)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.00%

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

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

*Last updated: 1/29/2020*

**Professional Development**

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10