

# Sunset Lane 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.



### Tracy Gyurina, Principal

Principal, Sunset Lane Elementary

#### About Our School

Sunset Lane is committed to a rich tradition of excellence and student success, where every decision is made with the students' best interest in mind. We recognize the value of each student as an integral member of the school community. With a partnership of parents, staff, and students, we are dedicated to making a positive impact on our world while embracing our role as agents of change.

The Sunset Lane community is guided by a shared vision and a common sense of purpose as we prepare our students for their future as learners, leaders, and citizens of the world. Opportunities for critical thinking, creativity, communication, and collaboration are embedded within relevant and engaging learning experiences for all students. At Sunset Lane we personalize student learning and offer diverse enrichment opportunities for our students. There is something for everyone at Sunset Lane!

#### Contact

*Sunset Lane Elementary*  
2030 Sunset Ln.  
Fullerton, CA 92833-1852

Phone: 714-447-7750  
Email: [tracy.gyurina@myfsd.org](mailto:tracy.gyurina@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>	Sunset Lane Elementary
<b>Street</b>	2030 Sunset Ln.
<b>City, State, Zip</b>	Fullerton, Ca, 92833-1852
<b>Phone Number</b>	714-447-7750
<b>Principal</b>	Tracy Gyurina, Principal
<b>Email Address</b>	<a href="mailto:tracy_gyurina@myfsd.org">tracy_gyurina@myfsd.org</a>
<b>Website</b>	<a href="http://www.fullertonsd.org/sunset/">www.fullertonsd.org/sunset/</a>
<b>County-District-School (CDS) Code</b>	30665066028161

*Last updated: 1/26/2020*

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

Sunset Lane Elementary School houses students in grades preschool through 6th grade, in the Fullerton School District. In 2016, it was named a California Gold Ribbon School based on its success in closing the achievement gap for its English language learner population. Most recently, Sunset Lane has earned the prestigious Platinum PBIS Implementation Award from the California PBIS Coalition for its progress in implementing and sustaining school-wide positive behavior interventions and supports. Sunset Lane has also been recognized as a Digital Citizenship Certified School for its commitment to creating a culture of digital teaching and citizenship. Additionally, Sunset Lane has received Level I High Reliability School certification for creating and maintaining a safe and collaborative school culture, and we are currently working on Level 2 certification for ensuring that effective teaching is occurring in all classrooms.

Sunset Lane's 879 students represent a diverse population, with 57% identifying as Asian, 19% Hispanic, 10% Caucasian, 9% two or more races, 2% Filipino, 2% Black/African American, and 1% American Indian/Alaska Native. Approximately 19% of students are English language learners, with the large majority speaking Korean as their first language. Sunset Lane houses 27 preschool through 6th grade general education classes, as well as two Special Day Classes (SDC) for children with Autism.

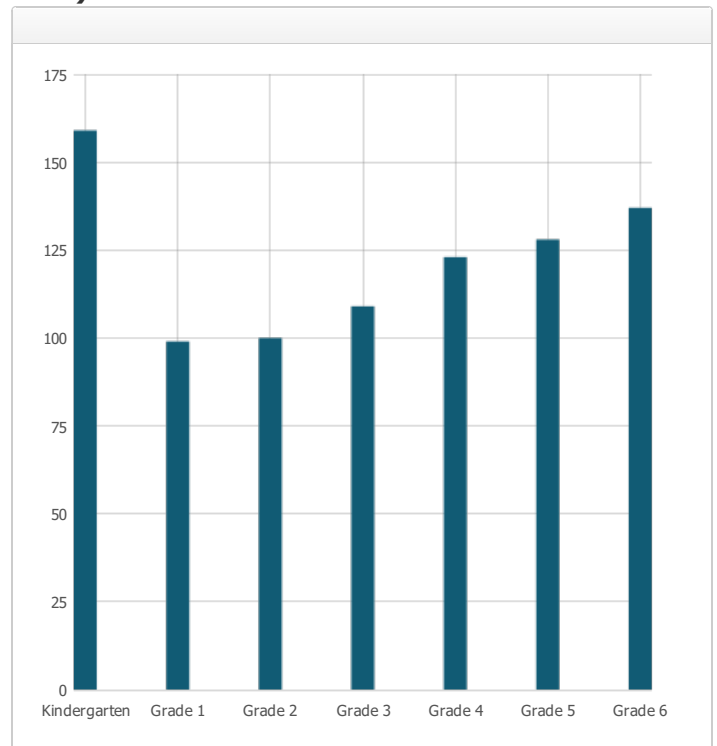
The Sunset Lane community is guided by the belief that "Today's Learners are Tomorrow's Leaders". Shared goals and a common sense of purpose ensure success for all students. Sunset Lane offers a rich curriculum that engages students in meaningful and purposeful learning. Our instructional practices ensure that all students participate in exemplary classroom experiences as well as have opportunities for enrichment and social-emotional growth. Sunset Lane provides a wealth of programs to meet the unique and diverse needs of our students, including GATE, 1:1 iPads in grades 1 through 6, integrated STEAM curriculum, robotics and coding, Speech and Debate, STAGE, PATH Finder, and Junior Olympics. Additional opportunities include Student Council, Big Buddies, Writers' Guild, Continental Math, Math Olympiad, and the Math Field Day Team. These experiences provide students with avenues to express creativity, build critical thinking skills, work cooperatively, and expand their knowledge. Through a strong partnership of staff, students, parents, and community, Sunset Lane is committed to a safe, caring, and challenging learning experience for all students.

**Mission Statement:** At Sunset Lane we pledge to be a community of learners who demonstrate our academic and personal best by collaborating, showing kindness, and working with integrity.

*Last updated: 1/26/2020*

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

Grade Level	Number of Students
Kindergarten	159
Grade 1	99
Grade 2	100
Grade 3	109
Grade 4	123
Grade 5	128
Grade 6	137
<b>Total Enrollment</b>	<b>855</b>



Last updated: 1/26/2020

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

Student Group	Percent of Total Enrollment
Black or African American	1.80 %
American Indian or Alaska Native	0.20 %
Asian	61.30 %
Filipino	2.30 %
Hispanic or Latino	20.60 %
Native Hawaiian or Pacific Islander	%
White	8.50 %
Two or More Races	5.30 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	32.20 %
English Learners	24.00 %
Students with Disabilities	6.30 %
Foster Youth	%
Homeless	0.50 %

## A. Conditions of Learning

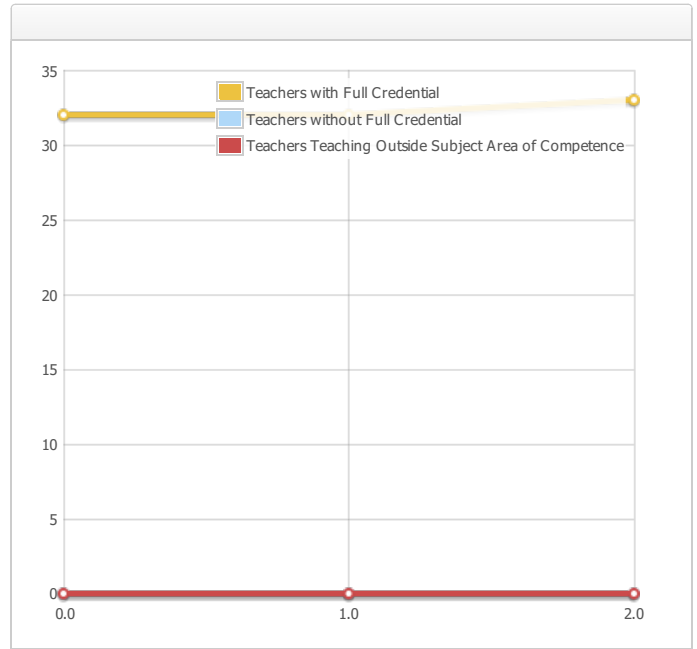
### State Priority: Basic

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	32	32	33	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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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: 4/23/2020

## 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: December 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	Poor	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Fair	
<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: December 2019

Overall Rating	Good
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*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)	70.0%	66.0%	59.0%	58.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	68.0%	66.0%	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: 1/26/2020*

**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	486	484	99.59%	0.41%	65.50%
Male	267	266	99.63%	0.37%	62.41%
Female	219	218	99.54%	0.46%	69.27%
Black or African American	--	--	--	--	
American Indian or Alaska Native	--	--	--	--	
Asian	305	304	99.67%	0.33%	73.03%
Filipino	--	--	--	--	
Hispanic or Latino	107	107	100.00%	0.00%	42.99%
Native Hawaiian or Pacific Islander					
White	30	30	100.00%	0.00%	60.00%
Two or More Races	27	26	96.30%	3.70%	76.92%
Socioeconomically Disadvantaged	187	187	100.00%	0.00%	56.68%
English Learners	216	215	99.54%	0.46%	64.19%
Students with Disabilities	27	26	96.30%	3.70%	26.92%
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: 1/26/2020*



**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	486	485	99.79%	0.21%	65.98%
Male	267	267	100.00%	0.00%	68.16%
Female	219	218	99.54%	0.46%	63.30%
Black or African American	--	--	--	--	
American Indian or Alaska Native	--	--	--	--	
Asian	305	305	100.00%	0.00%	79.67%
Filipino	--	--	--	--	
Hispanic or Latino	107	107	100.00%	0.00%	32.71%
Native Hawaiian or Pacific Islander					
White	30	30	100.00%	0.00%	53.33%
Two or More Races	27	26	96.30%	3.70%	65.38%
Socioeconomically Disadvantaged	187	187	100.00%	0.00%	55.08%
English Learners	216	216	100.00%	0.00%	72.22%
Students with Disabilities	27	26	96.30%	3.70%	34.62%
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: 1/26/2020*

**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: 1/26/2020*

**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
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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: 1/26/2020

## 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)

Sunset Lane Elementary School provides opportunities for all parents to be active partners in their child’s education. Parents are invited to participate in the following committees and functions at the school site, as well as opportunities for collaboration, input, and planning: Team Seahawk school sponsored events, PTA, Sunset Lane Education Foundation, English Language Advisory Committee (ELAC), District English Language Advisory Committee (DELAC), School Site Council (SSC), Safety Committee, classroom/school volunteers, Back to School Night and Open House, SHINE assemblies and trimester awards assemblies, parent education nights, and community events.

### State Priority: Pupil Engagement

*Last updated: 1/26/2020*

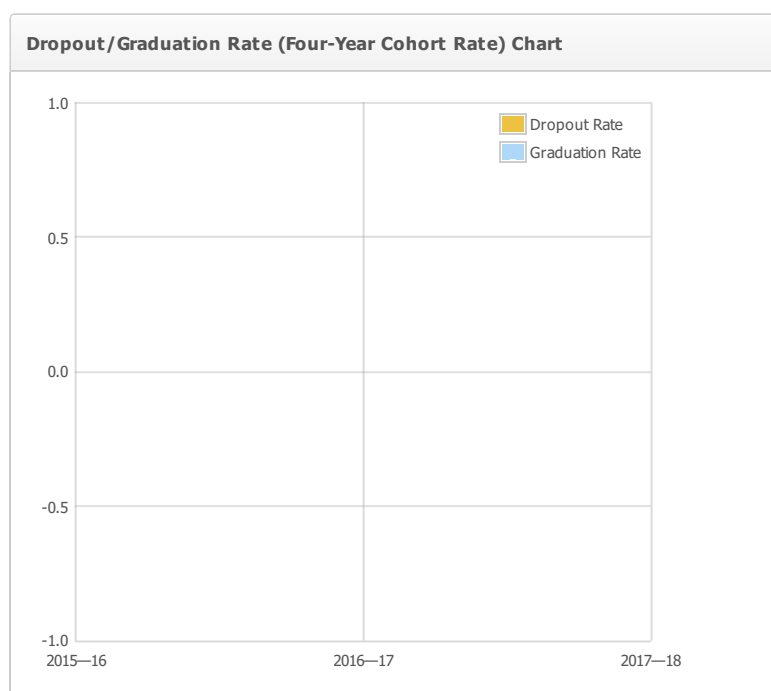
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- 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%



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: 1/26/2020*

# 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	0.00%	0.10%	0.20%	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: 1/26/2020*

## 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 March 1. 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 has 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.

Approved: 1/7/20

Shared with staff: 1/13/20

*Last updated: 1/26/2020*

## 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	30.00		5	
1	32.00		3	
2	30.00		3	
3	27.00	1	4	
4	33.00		1	2
5	33.00		1	3
6	33.00		1	2
Other**	9.00	1		

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

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

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

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	31.00		5	
1	31.00		3	
2	32.00		3	
3	25.00	1	3	
4	33.00		1	3
5	31.00		4	
6	33.00		2	2
Other**	9.00	1		

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

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

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

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	32.00		5	
1	32.00		3	
2	32.00		3	
3	26.00	1	3	
4	33.00		2	2
5	32.00		4	
6	29.00	1		4
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: 1/26/2020

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

Title	Ratio**
Counselors*	2137.50

\*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: 1/26/2020*

**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)	0.60
Psychologist	0.60
Social Worker	0.00
Nurse	0.20
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	2.00
Other	0.00

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

*Last updated: 1/30/2020*



**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	\$5169.00	\$100.00	\$5069.00	\$94092.00
District	N/A	N/A	\$5297.28	\$91359.00
Percent Difference – School Site and District	N/A	N/A	-4.30%	3.00%
State	N/A	N/A	\$7506.64	\$82663.00
Percent Difference – School Site and State	N/A	N/A	-32.50%	13.80%

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

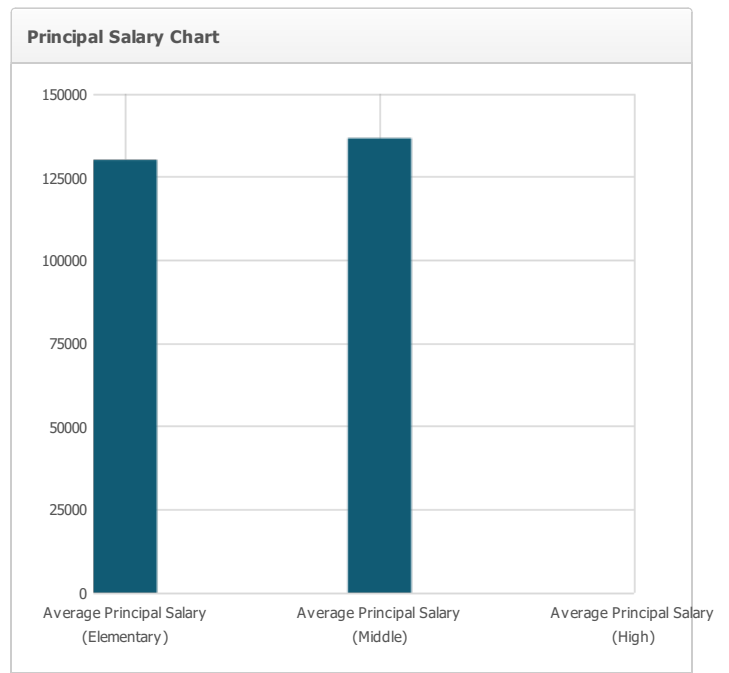
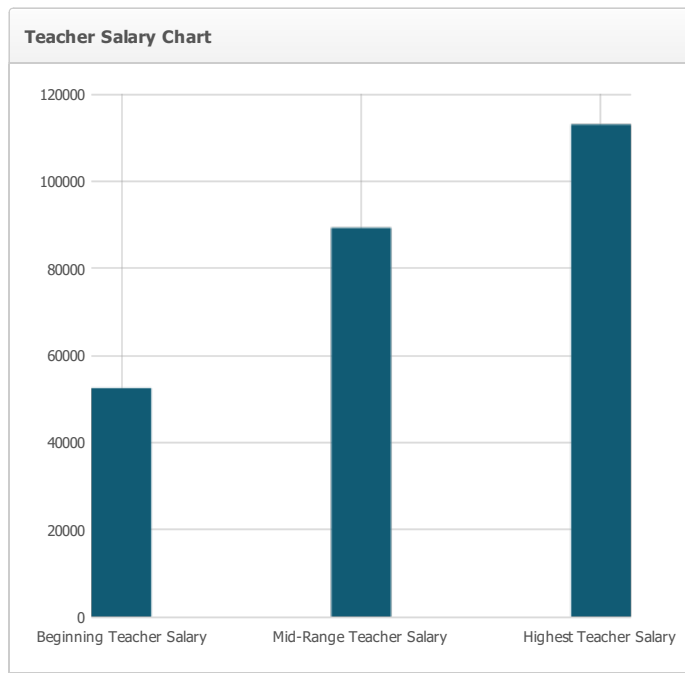
- Marzano Instructional Strategies
- Systematic ELD
- Response to Intervention
- Thinking Maps
- Writer's Workshop
- Mathematics Instructional Strategies
- English Language Arts Program

*Last updated: 2/1/2020*

### 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: 1/26/2020

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

<b>Subject</b>	<b>Number of AP Courses Offered*</b>	<b>Percent of Students In AP Courses</b>
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: 1/30/2020*

**Professional Development**

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