<div style="border: 2px solid navy; text-align: center;">

Millikin Basics+ Elementary School
School Accountability Report Card
Reported Using Data from the 2017-18 School Year
Published During 2018-19

</div>

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 2018-19)

School Contact Information	
School Name	Millikin Basics+ Elementary School
Street	615 Hobart Terrace
City, State, Zip	Santa Clara CA, 95051
Phone Number	(408) 423-1800
Principal	Robert Moss
E-mail Address	rmoss@scusd.net
Web Site	www.mbe-scusd-ca.schoolloop.com
CDS Code	43-69674-6048920

District Contact Information	
District Name	Santa Clara Unified School District
Phone Number	(408) 423-2000
Superintendent	Stanley Rose III, Ed.D.
E-mail Address	communications@scusd.net
Web Site	www.santaclarausd.org

School Description and Mission Statement (School Year 2018-19)

Millikin Basics+ School is centrally located in the Santa Clara Unified School District (SCUSD) at 615 Hobart Terrace. This became the new location for Millikin Basics+ Elementary School on August 2012. Millikin School is a K-5 alternative school, providing a program which stresses the teaching of basic education fundamentals, using established teaching techniques in a structured environment. The instructional mode for students is through direct group instruction. Extension and remediation activities are provided for students through cooperative parent involvement under teacher direction. The school philosophy is committed to major daily emphasis on reading, math, and language arts taught at grade level. Instruction is sequenced to progress from basic skills knowledge to content and application. Higher level thinking skills are incorporated into all areas of the curriculum. Teachers are committed to quality time on task, and high expectations are reflected in daily class and homework assignments. Students adhere to a dress code and follow a specific discipline plan with rules, rewards, and consequences. Self-esteem of students is high as evidenced by their behavior. Classroom interruptions are kept to a minimum in order to support maximum learning time.

As an alternative program, Millikin does not utilize instructional assistants except to assist special needs students, and pullout programs are kept to a minimum. Teachers differentiate instruction in the classroom to meet the needs of each student. After school clubs such as Math Olympiad and Drama Club also extend and enrich student learning. In accordance with district guidelines, state and federal law, the school provides Special Education and English Language Development programs.

Students are tested, enrolled, serviced and exited from these programs according to district, state, and federal criteria. Identified students receive assistance as needed each week from a resource specialist, a speech and language therapist, and counselor.

Parent visitations are limited to a formal visitation schedule in the month of January. With communication as a central focus of the program, student progress is articulated through formal and informal parent conferencing via phone, written notes or letters, e-mail, or person-to-person on a scheduled basis.

Millikin Basics+ has consistently ranked at the top of our district elementary schools, among the top 5% of schools in the county and top 100 schools in the state. Currently, Millikin School is ranked in the top 10% of schools in the state of California based on STAR test results. Also, recently Millikin School received the prestigious National Blue Ribbon School Award for 2012. The program is noted for its excellent parent support, consistency, organization, and total staff commitment for student achievement, reporting of student progress, and student/parent/staff responsibility. Student performance is consistently excellent. Students at Millikin have positive attitudes, and they enjoy being at school.

Enrollment in the school is open to all parents in SCUSD wishing to have their children in the program. Classes are designed for 30 students in grades K-3. There are 33 students enrolled per class in grades 4 - 5. Demand for entrance into the school is high.

Millikin serves a wide range of district students and families from all socio-economic levels. The school is in a lower-tomiddleclass residential area. The student population mirrors our district as over 60% of our students are minority. Single parents and families with two working parents are common.

Millikin's staff consists of 15 classroom teachers, a library media assistant, a computer technology assistant, a science lab assistant one-two days a week, an on-site counselor one day a week, a psychologist one day a week, a speech and language therapist one day a week, and a resource specialist for four hours each morning. It is our vision that given appropriate instruction and support, our students will be committed to learning, achieve at their full potential, attain a positive self concept, experience consistent academic success, and be responsible school and community members.

Millikin's vision was first articulated by the parents and teachers who collaboratively defined this alternative school. The vision includes clear emphasis on a strong foundation of academic skills and high expectations for all students - habits and behaviors that will enable them to be successful when they leave Millikin. This vision is based on the premise that all students can learn and achieve at grade level. The vision defines school expectations at the highest levels for all members of the school community: for student academic effort and progress, behavior, and responsibility; for staff commitment to supporting and meeting the needs of all students; for parent support of their child's educational experience. The clarity and consistency of this vision is a fundamental strength of the Millikin program. Understanding of and commitment to this vision are communicated to all parents and teachers as they enter the school community, and they are continually reinforced.

The mission of Millikin Basics+ School is to provide a safe, caring, engaging academic environment in which all students develop the abilities, skills, and confidence to be successful learners and problem solvers. Interaction and shared commitment between families and the school have always been a priority at Millikin. Parent involvement is a fundamental part of the program. Our PTA boasts over 100% membership. This organization plans, implements, and evaluates an enormous range of programs and activities for children, families, and staff which provide a sense of family to the school. Activities include parent education, new parent orientation, social functions, fundraising, and volunteer help in the computer and science labs and in the library. In line with the District's Master Plan for Parent/School Partnerships, we have implemented the Parent/Student/Teacher Agreement Program. An agreement contract is on file for each student that guarantees each member's commitment to the child's educational program.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	88
Grade 1	90
Grade 2	90
Grade 3	90
Grade 4	90
Grade 5	84
Total Enrollment	532

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.6
Asian	84.0
Filipino	1.3
Hispanic or Latino	2.3
Native Hawaiian or Pacific Islander	0.2
White	7.7
Socioeconomically Disadvantaged	3.0
English Learners	15.4
Students with Disabilities	2.6
Foster Youth	0.0

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			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	24	27	26	934
Without Full Credential	0	0	1	7
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

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

Year and month in which data were collected: May 2018

All textbooks and materials were adopted by the board of trustees in 2018 and are current, in good condition, and available to all students. A full list of core and supplemental textbooks and materials can be found on the District website at: http://www.santaclarausd.org/InstructionalResources.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	www.santaclarausd.org/InstructionalResources Board adopted: May 2018	Yes	0
Mathematics	www.santaclarausd.org/InstructionalResources Board adopted: May 2018	Yes	0
Science	www.santaclarausd.org/InstructionalResources Board adopted: May 2018	Yes	0
History-Social Science	www.santaclarausd.org/InstructionalResources Board adopted: May 2018	Yes	0
Foreign Language	www.santaclarausd.org/InstructionalResources Board adopted: May 2018	Yes	0
Health	www.santaclarausd.org/InstructionalResources Board adopted: May 2018	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Visual and Performing Arts	www.santaclarausd.org/InstructionalResources Board adopted: May 2018	Yes	0
Science Laboratory Equipment (grades 9-12)	www.santaclarausd.org/InstructionalResources Board adopted: February 2016	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

General
Santa Clara Unified School District (SCUSD) takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, SCUSD uses a facility survey instrument developed by the State of California OPSC. The results of this survey are available by request made to the SCUSD's Facilities department at (408) 423-2061.

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.

Maintenance and Repair
SCUSD 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.

Cleaning Process and Schedule
The governing board has adopted cleaning standards for all schools in SCUSD, Board Policy 3514. The policy can be found online at www.santaclarausd.org/BoardPolicies. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance
SCUSD participates in the State School Deferred Maintenance Program 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 or exterior painting, and floor systems.

Modernization Projects
SCUSD strives to be a model of financial responsibility, making every effort to spend taxpayer dollars wisely. At the same time, ongoing bond programs are necessary in a district this large, with so many students, teachers, and facilities needs. Bond funds allow the District to maintain safe, modern school facilities and bring in updated technology essential to student achievement. Measure B 1997 improvements included new elementary school play structures, new high school science classrooms and outdoor athletic facilities, the major renovation of eleven elementary schools, an ambitious roof replacement program, and two high school performing arts buildings. Measure J 2004 generated funds to modernize buildings and classrooms for middle schools, high schools, and the adult education campus. Measure H 2010 upgraded fire, safety and security systems, renovated and reopened a closed elementary school, installed solar panels to decrease energy costs, purchased the Agnews campus property, and expanded overcrowded schools. Measure H 2014 funds construction of three new schools on the Agnews campus, expands overcrowded schools, and addresses critical facility needs such as replacing roofs and adding air conditioning to elementary school classrooms. Measure BB 2018 funds the construction of three new schools, reconstructs fields, replaces aging play structures and playground paving, adds shade structures, and upgrades fencing and gates, among many other crucial projects. More: www.santaclarausd.org/bond

Age of School Buildings
Measure J Bond monies funded a total remodeling of the Mariposa campus in 2012, which became the new Millikin Elementary School campus. Millikin was moved to this new site due to growing enrollment. The latest advances in facility design and technology have been incorporated into the new campus. The campus is extremely beautiful and is located in a quiet neighborhood. Solar panels provide 80% of the power to the school. A new administration building is currently under construction on the new site. It will also be a state-of-theart facility when completed.

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: April 2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Any necessary remediation was minor and addressed immediately or during routine maintenance over the summer 2018 break.
Interior: Interior Surfaces	Good	Any necessary remediation was minor and addressed immediately or during routine maintenance over the summer 2018 break.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Any necessary remediation was minor and addressed immediately or during routine maintenance over the summer 2018 break.
Electrical: Electrical	Good	Any necessary remediation was minor and addressed immediately or during routine maintenance over the summer 2018 break.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Any necessary remediation was minor and addressed immediately or during routine maintenance over the summer 2018 break.
Safety: Fire Safety, Hazardous Materials	Good	Any necessary remediation was minor and addressed immediately or during routine maintenance over the summer 2018 break.
Structural: Structural Damage, Roofs	Good	Any necessary remediation was minor and addressed immediately or during routine maintenance over the summer 2018 break.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Any necessary remediation was minor and addressed immediately or during routine maintenance over the summer 2018 break.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: April 2018	
Overall Rating	**Exemplary**

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 English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	90.0	90.0	58.0	58.0	48.0	50.0
Mathematics (grades 3-8 and 11)	90.0	89.0	49.0	51.0	37.0	38.0

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	254	252	99.21	90.08
Male	127	127	100.00	91.34
Female	127	125	98.43	88.80
American Indian or Alaska Native	--	--	--	--
Asian	213	211	99.06	91.00
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	20	20	100.00	80.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	94	93	98.94	89.25
Students with Disabilities	--	--	--	--

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.

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	254	252	99.21	88.89
Male	127	127	100	92.13
Female	127	125	98.43	85.6
American Indian or Alaska Native	--	--	--	--
Asian	213	211	99.06	91.94
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	20	20	100	60
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	94	93	98.94	89.25
Students with Disabilities	--	--	--	--

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.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

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 areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	**Five of Six Standards**	**Six of Six Standards**
5	29.3	32.9	6.1

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 State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2018-19)

Family involvement and interaction with the daily activities of the school is a crucial part of the Millikin program. Each Millikin family signs a Parent/Student/Teacher Agreement guaranteeing commitment to their child's educational program at the beginning of the school year. Parents at every grade level are encouraged to read aloud to their children and to model independent reading for pleasure. Students are encouraged to take home math games to play with parents in order to practice math skills. Families are required to volunteer at least 10 hours per child per year in support of the school programs and activities. This level of commitment puts parents and staff in contact on a constant basis.

In keeping with the Basics+ philosophy, parents do not volunteer in the classrooms, but they may volunteer in the library, computer lab, and science lab in order to assist students and teachers.

The Millikin PTA consistently has over 100% participation yearly. Parents and staff members work together to plan and to implement extracurricular programs such as choral music, parent education programs, noon sports, Drama Club, Family Math Nights, Science Fair, Family BBQ lunches, Talent Show, Harvest Festival, Play Day, Walk-a-Thon, and more. The PTA plans, implements, and evaluates a large range of programs that benefit the school and involve family and community members.

Rather than asking students to sell candy, magazines, etc, as annual fundraisers, Millikin asks parents to donate money to support the school programs and activities. Many parents request matching funds from their employer when they donate to the school. Five parents elected by the school community serve on the School Site Council and are important members of the school's leadership team. More information: (408) 423-1800

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			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.4	0.2	0.0	4.0	4.1	2.9	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.1	0.2	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

All California public schools kindergarten and grades one through twelve must develop a comprehensive school safety plan, per California Education Code sections 32280-32289. School safety plans assess school climate and safety, identifying goals and actions to improve safety and climate. The safety plan is written and developed with collaboration from students, parents, community, and law enforcement. It is reviewed and updated annually with the School Site Council (SSC).

We are committed to providing a safe, responsible and respectful school environment for all students, staff, and community. We support and promote building a sense of community and belonging where every child feels included and valued, teaching children positive social skills and attitudes including resolving conflicts without violence, and preparing for and responding appropriately to emergencies and disasters to keep children safe.

The school safety plan is available for review in the school office and was approved by the School Site Council in 2018.

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)

Grade Level	2015-16				2016-17				2017-18			
	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	22		4		22		4		22		4	
1	23		4		22		4		23		4	
2	30		3		28		3		23		4	
3	30		3		29		3		23		4	
4	33			3	30		3		30		3	
5	33			2	30		3		28		3	

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.

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist (non-teaching)	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	**Supplemental/ Restricted**	**Basic/ Unrestricted**	
School Site	$7,333	$451	$6,882	113541
District	N/A	N/A	7390	$100,971
Percent Difference: School Site and District	N/A	N/A	-7.1	11.7
State	N/A	N/A	$7,125	$79,665
Percent Difference: School Site and State	N/A	N/A	-3.5	35.1

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.

Types of Services Funded (Fiscal Year 2017-18)

Special Education services are provided through categorical funding. SIP funding supports the computer lab operation, literacy, math materials and the Multicultural Faire. The PTA and school fundraisers support extracurricular activities such as academic field trips, assemblies, science lab, computer lab, library, sports, family fun nights, etc. throughout the year.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$66,873	$49,512
Mid-Range Teacher Salary	$101,093	$77,880
Highest Teacher Salary	$119,850	$96,387
Average Principal Salary (Elementary)	$149,931	$123,139
Average Principal Salary (Middle)	$168,390	$129,919
Average Principal Salary (High)	$167,917	$140,111
Superintendent Salary	$274,577	$238,324
Percent of Budget for Teacher Salaries	38.0	36.0
Percent of Budget for Administrative Salaries	5.0	5.0

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)

Staff development activities and expenditures are tied to District and school goals including the SPSA, WASC, LCAP, and District Strategic Plan. Staff development time continues to support teachers in self-reflection, analysis of student achievement data, and collaboration activities designed to help reach achievement goals. We believe in modeling lifelong learning for our students by engaging in collaborative sessions and professional development opportunities that align with the school's Single Plan for Student Achievement (SPSA) goals and support student achievement in content standards and Expected Schoolwide Learning Results (ESLRs). District and school staff development programs support meeting the academic, social, and emotional needs of all students by providing opportunities for teachers to advance their skills, develop teaching strategies, and create curriculum. During staff in-service days, teachers share information about instructional practices, cognitive development and learning disabilities, and best practices for English Language Learners. These presentations and workshops help us understand who our students are so we can better support them with individual counseling, curriculum design, and instructional practices.

There are five days dedicated to professional development in the 2018-2019 school year. There were eight days of professional development in the 2017-2018 school year and there were eight days of professional development in the 2016-2017 school year. In addition, there is professional development happening on the school campus through professional learning communities, where teachers meet to discuss best practices while assessing student work.