

Marian A. Peterson Middle School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

| Entity | Contact Information |
|-----------------------------------|----------------------------------|
| School Name | Marian A. Peterson Middle School |
| Street | 1380 Rosalia Ave |
| City, State, Zip | Sunnyvale CA, 94087 |
| Phone Number | (408) 423-2800 |
| Principal | Chandra Henry |
| Email Address | chenry@scusd.net |
| Website | www.pms-scusd-ca.schoolloop.com |
| County-District-School (CDS) Code | 43-69674-6101760 |

District Contact Information (School Year 2020-2021)

| Entity | Contact Information |
|----------------|-------------------------------------|
| District Name | Santa Clara Unified School District |
| Phone Number | (408) 423-2000 |
| Superintendent | Stella M. Kemp, Ed.D. |
| Email Address | communications@scusd.net |
| Website | www.santaclarausd.org |

School Description and Mission Statement (School Year 2020-2021)

Marian A. Peterson Middle School is one of four middle schools in Santa Clara Unified School District (SCUSD). Peterson Middle School is dedicated to academic excellence and to the personal, social, and physical development of each student. Peterson students participate in a rigorous curriculum, demonstrate respect for others, communicate effectively, practice critical thinking skills, and appreciate cultural diversity in a community that promotes a sense of belonging, positive self-image, and social and environmental responsibility.

As part of Santa Clara Unified School District, Peterson Middle School is located in the center of Silicon Valley serving students from Santa Clara, Sunnyvale, San Jose, and Cupertino. Located in Sunnyvale, our 48-acre campus includes an established 2-acre Nature Center, an 11-acre district-run farm, and is surrounded by private homes. Peterson's spacious playing fields provide a setting for physical education classes and after school sports. Peterson makes extensive use of its classrooms, swimming pools, gymnasiums, and tennis courts. Our parent population spans the continuum of diversity. There are 23 different languages spoken and careers that include white-collar engineers, migrant workers, blue-collar workers, and doctors.

Student Enrollment by Grade Level (School Year 2019-2020)

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 6 | 316 |
| Grade 7 | 299 |
| Grade 8 | 291 |
| Total Enrollment | 906 |

Student Enrollment by Student Group (School Year 2019-2020)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 1.7 |
| American Indian or Alaska Native | 0.6 |
| Asian | 41.8 |
| Filipino | 3 |
| Hispanic or Latino | 24.8 |
| Native Hawaiian or Pacific Islander | 0.7 |
| White | 22.2 |
| Two or More Races | 5.1 |
| Socioeconomically Disadvantaged | 28.1 |
| English Learners | 19.9 |
| Students with Disabilities | 12.4 |
| Homeless | 0.3 |

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 2018-19 | School 2019-20 | School 2020-21 | District 2020-21 |
|--|----------------|----------------|----------------|------------------|
| With Full Credential | 49 | 52 | 50 | 941 |
| Without Full Credential | 0 | 0 | 0 | 7 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2018-19 | 2019-20 | 2020-21 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 1 | 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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: December 2020

All textbooks and materials were adopted by the board of trustees in 2020 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: www.santaclarausd.org/InstructionalResources.

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---|---|----------------------------|--|
| Reading/Language Arts | www.santaclarausd.org/InstructionalResources Board adopted: October 2020 | Yes | 0 |
| Mathematics | www.santaclarausd.org/InstructionalResources Board adopted: October 2020 | Yes | 0 |
| Science | www.santaclarausd.org/InstructionalResources Board adopted: October 2020 | Yes | 0 |
| History-Social Science | www.santaclarausd.org/InstructionalResources Board adopted: October 2020 | Yes | 0 |
| Foreign Language | www.santaclarausd.org/InstructionalResources Board adopted: October 2020 | Yes | 0 |
| Health | www.santaclarausd.org/InstructionalResources Board adopted: October 2020 | Yes | 0 |
| Visual and Performing Arts | www.santaclarausd.org/InstructionalResources Board adopted: October 2020 | Yes | 0 |
| Science Laboratory Equipment (grades 9-12) | www.santaclarausd.org/InstructionalResources Board adopted: October 2020 | Yes | 0 |

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

School Facility Conditions and Planned Improvements

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

The main campus of Peterson Middle School was built in 1964 and consists of 48 acres of land. Additional buildings were constructed in 1964 and 1966. There are 53 classrooms, a multipurpose room, a kitchen, a music room, an office administration/library building, a textbook room, three gym facilities, locker rooms, an exercise room, one swimming pool, a wood shop, a culinary arts room (professional standard), and an art room with a kiln. We also have a 2.3-acre Nature Center and access to an 11-acre district-run Farm used for outdoor education in Science, English, Health, and Culinary Arts. Peterson recently modernized the gyms. Renovation and planned improvements are occurring in our locker rooms, pool area, landscape, and fencing around our campus. Planned upgrades include improved lighting, heating, pool house (filter, hot water heater, etc.), pools, water fountains, and more.

School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: June 2020

| System Inspected | Rating | 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 2020 break. |
| Interior: Interior Surfaces | Good | Any necessary remediation was minor and addressed immediately or during routine maintenance over the summer 2020 break. |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | Any necessary remediation was minor and addressed immediately or during routine maintenance over the summer 2020 break. |
| Electrical: Electrical | Good | Any necessary remediation was minor and addressed immediately or during routine maintenance over the summer 2020 break. |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | Any necessary remediation was minor and addressed immediately or during routine maintenance over the summer 2020 break. |
| Safety: Fire Safety, Hazardous Materials | Good | Any necessary remediation was minor and addressed immediately or during routine maintenance over the summer 2020 break. |
| Structural: Structural Damage, Roofs | Good | Any necessary remediation was minor and addressed immediately or during routine maintenance over the summer 2020 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 2020 break. |
| 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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2018-19 | School 2019-20 | District 2018-19 | District 2019-20 | State 2018-19 | State 2019-20 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 70 | N/A | 62 | N/A | 50 | N/A |
| Mathematics (grades 3-8 and 11) | 62 | N/A | 52 | N/A | 39 | N/A |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

| Subject | School 2018-19 | School 2019-20 | District 2018-19 | District 2019-20 | State 2018-19 | State 2019-20 |
|---------------------------------------|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science (grades 5, 8 and high school) | 52 | N/A | 39 | N/A | 30 | N/A |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 2019-2020)

| 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 |
|-------------|--|--|---|
| 5 | N/A | N/A | N/A |
| 7 | N/A | N/A | N/A |
| 9 | N/A | N/A | N/A |

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

Peterson’s parent community is a very active and supportive partner in developing a positive educational experience. Their participation in all aspects of the school plays an integral part in our ability to reach our educational goals. As members of the PTSA, ELAC (English Learners Action Committee), DELAC (District English Learners Action Committee), School Site Council (composed of parents, students, teachers, classified staff and administrators), CAC, and LCAP Advisory, parents volunteer countless hours in the service of providing an excellent educational program to our students.

Parent/teacher/study team conferences, orientation programs, Back to School Night/Open Houses, and fundraising opportunities continue to afford additional opportunities for community members to participate in the day-to-day life of Peterson Middle School. Our open-door policy encourages parents to visit the school to share their ideas with us. Parents can receive outside community group educational enrichment opportunities and events information through the district's flyer distribution system, Peachjar. Students also receive school flyers to take home to their parents informing them of current events, activities, and other information to keep them abreast of what is happening at Peterson. The School Loop and Blackboard systems allow our school to send out "phone blasts" and "email blasts" which have proved to be very effective in informing parents of activities, events, and ways to get involved at school. Our online grade reporting system (School Loop) and school website both allow for greater communication.

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

(data collected between July through June, each full school year respectively)

| Rate | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|-------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 3.5 | 3.6 | 2.9 | 3.4 | 3.5 | 3.5 |
| Expulsions | 0.0 | 0.2 | 0.1 | 0.1 | 0.1 | 0.1 |

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

| Rate | School 2019-20 | District 2019-20 | State 2019-20 |
|-------------|----------------|------------------|---------------|
| Suspensions | 0.0 | 0.0 | N/A |
| Expulsions | 0.0 | 0.0 | N/A |

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

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 2020.

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2017-18 | 2017-18 | 2017-18 | 2017-18 | 2018-19 | 2018-19 | 2018-19 | 2018-19 | 2019-20 | 2019-20 | 2019-20 | 2019-20 |
|-----------------------|--------------------|----------------------------|-----------------------------|---------------------------|--------------------|----------------------------|-----------------------------|---------------------------|--------------------|----------------------------|-----------------------------|---------------------------|
| | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ |
| English Language Arts | 27 | 6 | 12 | 6 | 25 | 7 | 14 | 4 | 25 | 6 | 14 | 5 |
| Mathematics | 27 | 3 | 12 | 7 | 25 | 6 | 13 | 4 | 24 | 9 | 12 | 4 |
| Science | 27 | 3 | 14 | 5 | 27 | 3 | 15 | 4 | 27 | 4 | 16 | 2 |
| Social Science | 31 | | 12 | 6 | 27 | 3 | 16 | 1 | 28 | 2 | 14 | 3 |

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

| Title | Ratio |
|----------------------|-------|
| Academic Counselors* | 181.2 |

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

Student Support Services Staff (School Year 2019-2020)

| Title | Number of FTE* Assigned to School |
|---|--------------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 5 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 1 |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | 1 |
| Resource Specialist (non-teaching) | |
| Other | |

*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 2018-2019)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$9,616 | \$1,524 | \$8,092 | 106761 |
| District | N/A | N/A | 8099 | \$111,914 |
| Percent Difference - School Site and District | N/A | N/A | -0.1 | -4.7 |
| State | N/A | N/A | \$7,750 | \$84,577 |
| Percent Difference - School Site and State | N/A | N/A | 4.3 | 23.2 |

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

Types of Services Funded (Fiscal Year 2019-2020)

Certificated salaries, Classified Salaries, Employee Benefits (does not include state payments to retirement systems on behalf of district), Books and Supplies, Equipment Replacement, Services, and Direct Support.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$73,103 | \$52,484 |
| Mid-Range Teacher Salary | \$110,509 | \$81,939 |
| Highest Teacher Salary | \$131,013 | \$102,383 |
| Average Principal Salary (Elementary) | \$163,065 | \$129,392 |
| Average Principal Salary (Middle) | \$181,340 | \$136,831 |
| Average Principal Salary (High) | \$181,671 | \$147,493 |
| Superintendent Salary | \$308,954 | \$254,706 |
| Percent of Budget for Teacher Salaries | 29.0 | 34.0 |
| Percent of Budget for Administrative Salaries | 5.0 | 5.0 |

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

Professional Development (Most Recent Three Years)

| Measure | 2018-19 | 2019-20 | 2020-21 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 5 | 4 | 3 |

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 School 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 three days dedicated to districtwide professional development in the 2020-2021 school year. There were four days of professional development in the 2019-2020 school year, and five days in the 2018-2019 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.