

Grace Miller Elementary

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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 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/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](#) 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.

Deanne Spencer, Principal

 Principal, Grace Miller Elementary

About Our School

Grace Miller Elementary is a K-5 school with a solid record of achievement and a commitment to continuous improvements, has a staff that is professionally skilled and personally committed to meeting the learning needs of students, and a student body that is motivated and prepared to perform at a consistently high level of academic competence. Grace Miller is a school where all students, staff, parents, and community provide a positive educational environment and where effective student learning is our primary goal.

Contact

*Grace Miller Elementary
1629 Holly Oak St.
La Verne, CA 91750-1437*

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E-mail: spencer@bonita.k12.ca.us*

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)		School Contact Information (School Year 2016-17)	
District Name	Bonita Unified	School Name	Grace Miller Elementary
Phone Number	(909) 971-8200	Street	1629 Holly Oak St.
Superintendent	Christina Goennier	City, State, Zip	La Verne, Ca, 91750-1437
E-mail Address	goennier@bonita.k12.ca.us	Phone Number	909-971-8206
Web Site	www.bonita.k12.ca.us	Principal	Deanne Spencer, Principal
		E-mail Address	spencer@bonita.k12.ca.us
		Web Site	http://gm.bonita.k12.ca.us/
		County-District-School (CDS) Code	19643296011829

Last updated: 1/17/2017

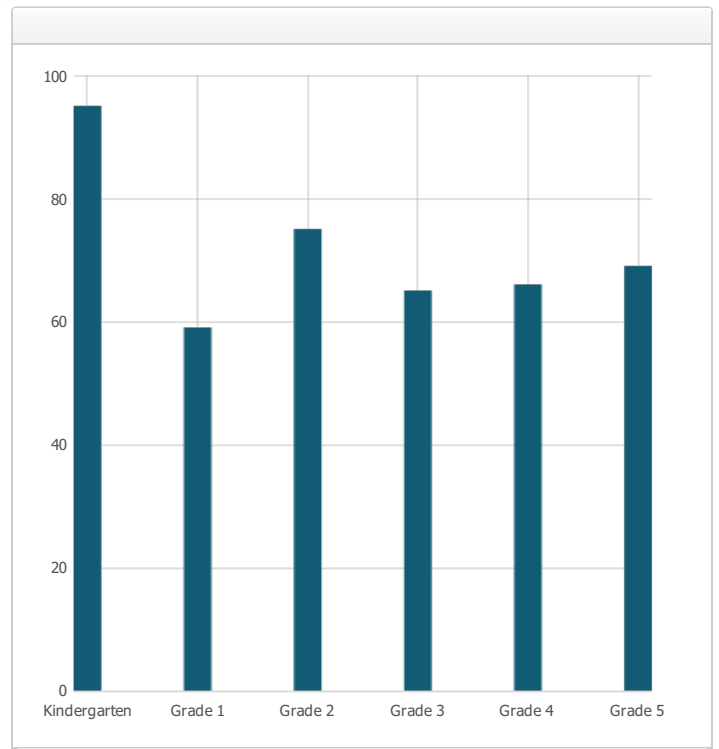
School Description and Mission Statement (School Year 2016-17)

The mission of Grace Miller Elementary School is to ensure that all students acquire the knowledge, skills and attitudes essential to become productive members of society and to become college and career ready. Our community of learners will foster academic achievement, creativity, independence, and responsibility on the way to becoming positive and contributing citizens. To accomplish this mission, we provide an accepting environment which allows students to feel safe and engaged. Children are met at their individual instructional levels and are motivated to grow.

Last updated: 1/17/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	95
Grade 1	59
Grade 2	75
Grade 3	65
Grade 4	66
Grade 5	69
Total Enrollment	429



Last updated: 1/17/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	2.3 %
American Indian or Alaska Native	0.0 %
Asian	6.1 %
Filipino	2.6 %
Hispanic or Latino	52.4 %
Native Hawaiian or Pacific Islander	0.9 %
White	29.6 %
Two or More Races	4.2 %
Other	1.9 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	48.7 %
English Learners	6.8 %
Students with Disabilities	11.4 %
Foster Youth	0.5 %

Last updated: 1/17/2017

A. Conditions of Learning

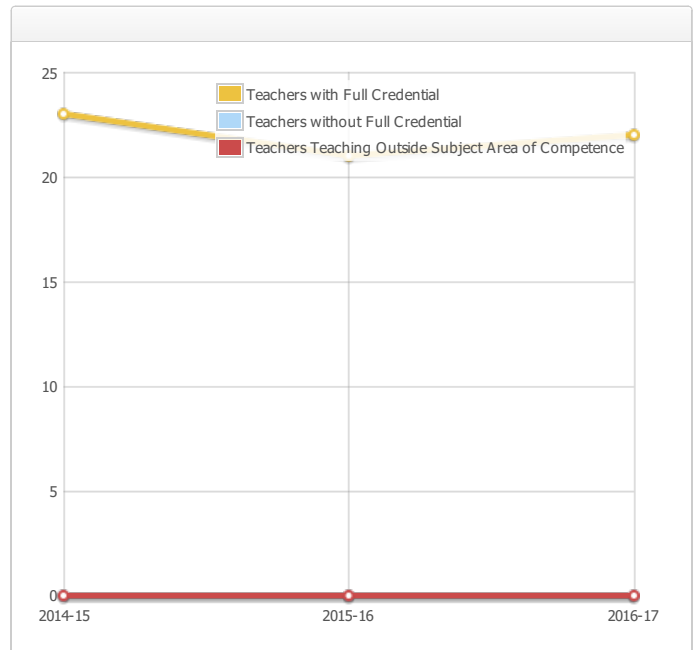
State Priority: Basic

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

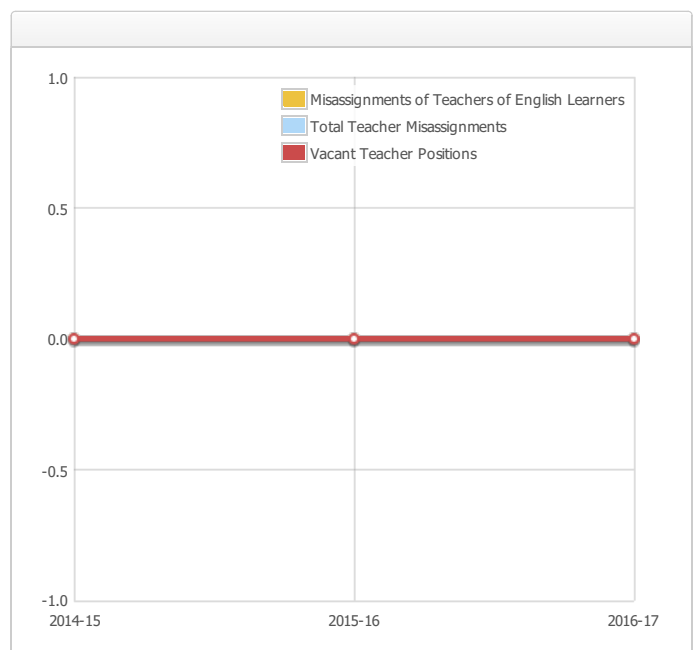
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	23	21	22	442
Without Full Credential	0	0	0	5
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	26



Last updated: 1/17/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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: 1/17/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	99.0%	1.0%
High-Poverty Schools in District	99.0%	1.0%
Low-Poverty Schools in District	99.0%	1.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/17/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: December 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Adopted 2003 Kindergarten – Grade 5 Houghton Mifflin Houghton Mifflin Publishing Company	No	0.0 %
Mathematics	Adopted 2013 Kindergarten – Grade 5 Go Math Houghton Mifflin Harcourt Publishers	Yes	0.0 %
Science	Adopted 2008 Kindergarten – Grade 5 Houghton Mifflin California Science, 2007 Houghton Mifflin Publishing Company	Yes	0.0 %
History-Social Science	Adopted 2007 Kindergarten – Grade 5 History-Social Science for California 2006 Scott Foresman Publishing Company	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			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: 1/19/2017

School Facility Conditions and Planned Improvements

Grace Miller Elementary School is one of thirteen schools in the Bonita Unified School District, which serves students in both La Verne and San Dimas, California. The school campus is situated on 9 acres of land and contains the following facilities: 16 regular education classrooms, 3 special education classrooms, 2 Special Education pre-schools, 1 library, 1 computer lab, 1 day care center, 1 kitchen/cafeteria, 1 psychologist annex, 1 intervention room, 1 administration building, playground facilities for kindergarten students and students in Grades 1-5, 1 storage trailer, 4 storage containers, and on-site parking. Solar panels were put in place this year and are operational. Planned improvements include expansion of the library into a media center by dismantling the computer lab and sending the computers to the classrooms. This will provide opportunities for better family engagement, staff resources, and maker space for classes. Also included in the improvement plan is fencing of the entire campus for better security.

Safety and cleanliness is a priority. Daily inspections of buildings and grounds are made to ensure that facilities are in good repair and are ready for students and staff. Work orders are prioritized according to conditions most affecting student safety and are processed immediately. Facilities are cleaned daily after student use. The head custodian oversees the cleaning and maintenance schedules to ensure safety, cleanliness, and upkeep of the school and reports directly to the site administrator.

Last updated: 1/17/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	District is renovating the library and computer lab.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: December 2016

Overall Rating	Good
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Last updated: 1/17/2017

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	54.0%	60.0%	56.0%	62.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	50.0%	55.0%	45.0%	48.0%	34.0%	36.0%

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.

Last updated: 1/17/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	66	65	98.5%	47.7%
Male	31	30	96.8%	36.7%
Female	35	35	100.0%	57.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	37	36	97.3%	47.2%
Native Hawaiian or Pacific Islander	--	--	--	--
White	22	22	100.0%	50.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	36	35	97.2%	31.4%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/17/2017

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	65	65	100.0%	52.3%
Male	37	37	100.0%	40.5%
Female	28	28	100.0%	67.9%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	37	37	100.0%	46.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	17	17	100.0%	58.8%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	34	34	100.0%	44.1%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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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: 1/17/2017

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	72	71	98.6%	77.1%
Male	31	30	96.8%	69.0%
Female	41	41	100.0%	82.9%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	34	34	100.0%	76.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	24	23	95.8%	82.6%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	41	41	100.0%	70.0%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/17/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	66	65	98.5%	63.1%
Male	31	30	96.8%	60.0%
Female	35	35	100.0%	65.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	37	36	97.3%	63.9%
Native Hawaiian or Pacific Islander	--	--	--	--
White	22	22	100.0%	54.6%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	36	35	97.2%	51.4%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/17/2017

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	65	65	100.0%	38.5%
Male	37	37	100.0%	35.1%
Female	28	28	100.0%	42.9%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	37	37	100.0%	29.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	17	17	100.0%	58.8%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	34	34	100.0%	32.4%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/17/2017

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	72	70	97.2%	62.9%
Male	31	29	93.6%	65.5%
Female	41	41	100.0%	61.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	34	34	100.0%	55.9%
Native Hawaiian or Pacific Islander	--	--	--	--
White	24	23	95.8%	78.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	41	40	97.6%	45.0%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/17/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	77.0%	73.0%	86.0%	81.0%	77.0%	79.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: 1/17/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	71	69	97.2%	85.5%
Male	30	28	93.3%	82.1%
Female	41	41	100.0%	87.8%
Black or African American	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	34	34	100.0%	76.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	24	22	91.7%	100.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	40	39	97.5%	79.5%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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: 1/17/2017

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 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18.8%	34.8%	31.9%

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.

Last updated: 1/17/2017

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 schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

Grace Miller Elementary School has parent and community members that participate in all aspects of the school operation. Parents support a variety of school-sponsored activities. Volunteers actively participate on the PTA and the School Site Council, and they also assist in the classrooms. The special skills that our parents, community members, and senior volunteers bring to Grace Miller School, continually broadens the educational horizons for all of our students.

State Priority: Pupil Engagement

Last updated: 1/17/2017

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

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

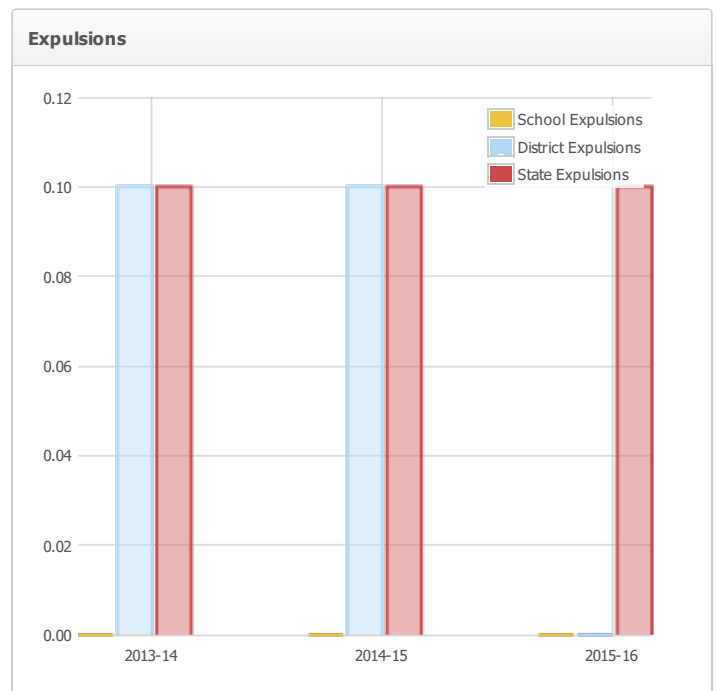
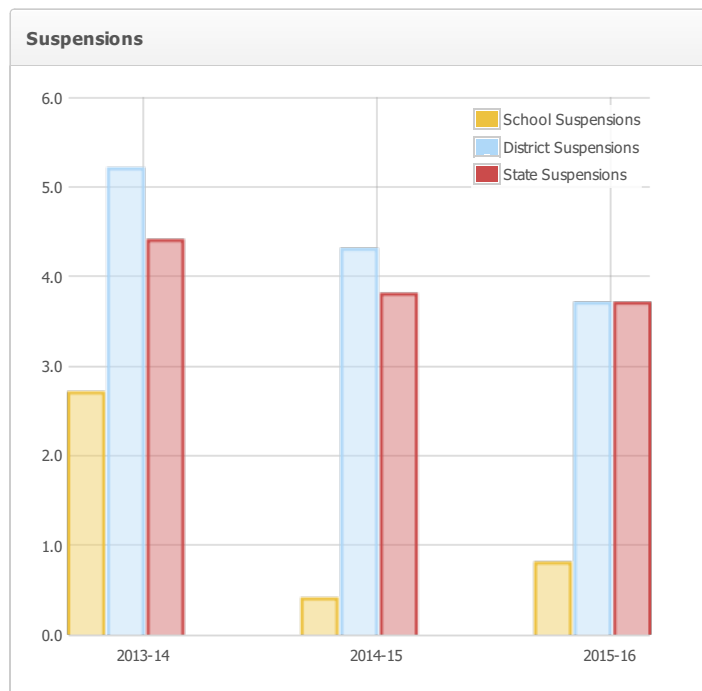
State Priority: School Climate

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	2.7	0.4	0.8	5.2	4.3	3.7	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.1	0.1	0.0	0.1	0.1	0.1



Last updated: 1/17/2017

School Safety Plan (School Year 2016-17)

Our primary objective is to ensure that our students and staff are safe, as well as to preserve property in the event of a disaster. The Grace Miller Emergency Preparedness Plan has been prepared to present information and direction in a manner that provides the overall picture of preparedness and response to all disaster situations. It has been updated to be in compliance with the California Administrative Code which requires all public schools, kindergarten through junior college, to have a written preparedness plan which is reviewed on an annual basis. Key elements of the Safety Plan include: monthly emergency drills, emergency supplies, safe evacuation routes, disaster team responsibilities, assignment of duties to staff, disposition of students, procedures and policies for all safety situations, and the Grace Miller Safety Handbook. Grace Miller staff, parents, and administration all took an active part in the development of our Safety Plan.

Last updated: 1/17/2017

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	30.0%

Note: Cells with NA values do not require data.

Last updated: 1/17/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	18.0	2	2	0	15.0	4	0	0	17.0	2	2	0
1	23.0	0	3	0	23.0	0	3	0	20.0	2	2	0
2	20.0	1	3	0	18.0	1	3	0	22.0	1	3	0
3	23.0	0	3	0	23.0	0	3	0	21.0	1	2	0
4	36.0	0	0	2	34.0	0	0	2	33.0	0	1	1
5	35.0	0	0	2	36.0	0	0	2	35.0	0	0	2
6	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Other	0.0	0	0	0	0.0	0	0	0	22.0	0	2	0

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

Last updated: 2/1/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)	0.9	N/A
Psychologist	0.8	N/A
Social Worker		N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	1.6	N/A
Resource Specialist (non-teaching)		N/A
Other	1.8	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.

Last updated: 2/1/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$5106.6	\$111.1	\$4995.4	\$84273.1
District	N/A	N/A	\$6747.8	\$77644.2
Percent Difference – School Site and District	--	--	-26.0%	13.1%
State	N/A	N/A	\$5677.0	\$71517.0
Percent Difference – School Site and State	--	--	-12.0%	17.8%

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

Last updated: 2/1/2017

Types of Services Funded (Fiscal Year 2015-16)

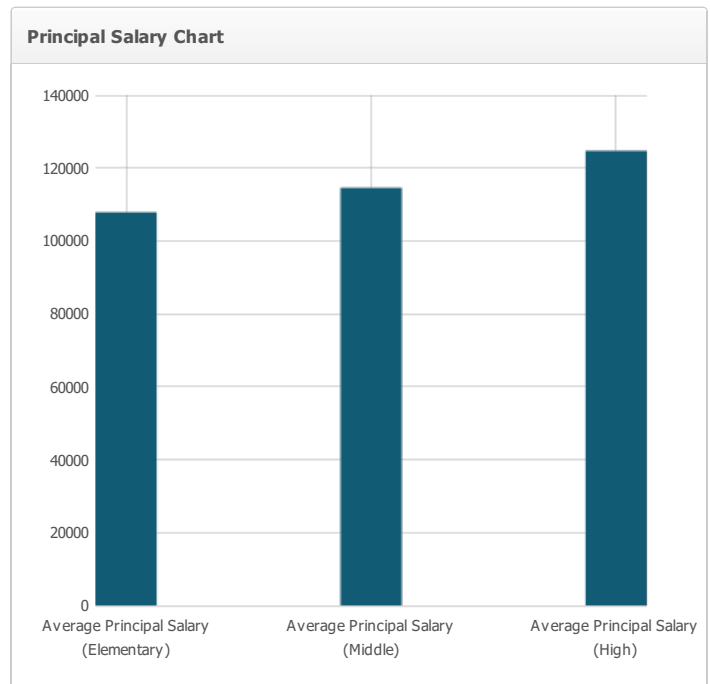
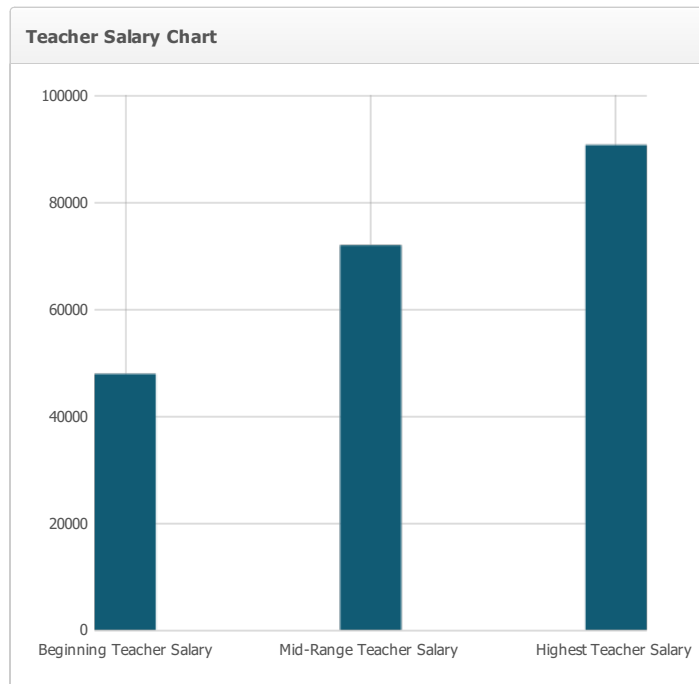
Services meeting categorical program requirements are provided to students via Special Education, Title I, LCFF – General Funds and Restricted Funds.

Last updated: 1/17/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,871	\$43,821
Mid-Range Teacher Salary	\$71,947	\$69,131
Highest Teacher Salary	\$90,681	\$89,259
Average Principal Salary (Elementary)	\$107,856	\$108,566
Average Principal Salary (Middle)	\$114,588	\$115,375
Average Principal Salary (High)	\$124,716	\$125,650
Superintendent Salary	\$288,084	\$198,772
Percent of Budget for Teacher Salaries	40.0%	37.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

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



Last updated: 1/19/2017

Professional Development

Each year teachers identify their professional goals. Staff members are afforded opportunities for professional development to support district and site goals. Teacher training helps in the implementation of Common Core State Standards, (including reading, writing, and math skills) integrating technology in the classroom, science, social studies, brain compatible learning, classroom management, grading and reporting programs, and use of various assessments and analysis systems.

Last updated: 1/17/2017