

Deep Creek Academy
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	Deep Creek Academy
Street	281 S. Farmersville Blvd.
City, State, Zip	Farmersville, CA
Phone Number	(559) 747-6205
Principal	Erika I. Gonzalez-DeLaCruz
Email Address	edelacru@farmersville.k12.ca.us
Website	www.farmersville.k12.ca.us/Domain/8
County-District-School (CDS) Code	5430277

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Farmersville Unified School District
Phone Number	559-592-2010
Superintendent	Dr. Paul Sevillano
Email Address	psevillano@farmersville.k12.ca.us
Website	https://www.farmersville.k12.ca.us/Domain/4

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

Deep Creek Academy is one of six schools serving student needs in the Farmersville Unified School District. DCA opened its doors in 1999; one year after the comprehensive high school was established. It is the only alternative education school in the district that currently houses two unique programs. We serve continuation high school students during the day and we serve adult students during the evening with a total population of about 115 students. At DCA each program, is meant to meet the unique needs of the community of Farmersville, CA.

During the day, in our continuation high school program we have multiple schedules to accommodate our student's various needs, which include a Main/Full Day Schedule from 8:00 am to 2:52 pm; a Flexible Schedule A that runs from 8:00 am to 12:50 pm; a Flexible Schedule B that runs from 9:01 am to 1:51 pm; a Flexible Schedule C that runs from 10:02 am to 2:52 pm and we also have an Independent Study program where students are required to attend once a week. DCA has two full time Teachers and Special Education support for 30 minutes each week. DCA has classified staff which includes one school secretary, one part time campus aide, an on call school nurse and one custodian. The Principal also serves as the School Counselor for all students. During the evening, twice a week we have our adult education program with multiple pathways to meet our student's various needs, which include a GED pathway, High School Diploma pathway and an English as a Second Language (ESL) pathway. DCA has an annual School Plan for Student Achievement to provide services in a more equitable manner to benefit all students. In our adult education program, DCA has classified staff which includes one six hour per week secretary/clerk and two eight hour per week teachers. The Principal also serves as the School Counselor for all students in both programs.

Deep Creek Academy is located in the small rural community of Farmersville in Tulare County which is located in the central San Joaquin Valley, approximately 45 miles southwest of the metropolitan area of Fresno. Deep Creek Academy (DCA) opened its doors in 1999; one year after the new comprehensive high school was established. The length of the school year is one hundred and eighty days and DCA meets the state instructional minute requirement for continuation high school and the adult education program.

The current student population mirrors the community as a whole. 92% of the students are Hispanic and 8% are White/Non-Hispanic which includes Native American, African American or Asian. We have a small migrant population. Generally, students come to DCA as transfers from the comprehensive site--Farmersville High School. Students are referred and transferred for a variety of reasons, primarily for insufficient credits. This insufficiency may be the result of poor attendance, behavioral issues, social anxieties, parenthood, or late entry into the school program. In addition, parents who wish to place their students in a smaller school setting may request a transfer. The Juvenile Court may make referrals, as well.

All courses at DCA are through APEX Learning which is an online curriculum. APEX Learning is CDE approved with A-G courses, AP courses, and some remediation courses as options. Each student is assigned courses based on needed requirements and interests. Students complete courses at their pace with the assistance of instructors. Students are provided one on one instruction and can be set in groups to address specific academic needs. Guest speakers, presenters, and workshops provide students with CTE and college exposure.

Deep Creek Academy is WASC accredited. We provide students with quality education that fits their academic goals, at their pace, with a customized schedule to fit their unique needs. We strive to ensure that their specific goals are being met. Examples of these goals include credit recovery and transferring back to the comprehensive site, graduating early and entering a community college, going directly to a 4-year university, completing a career/technical program to enter the workforce skilled and prepared, or serving our county in the military.

Deep Creek Academy's Mission Statement: Providing a nurturing environment, individualized curriculum, and acquiring essential skills for career readiness.

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

Grade Level	Number of Students
Grade 10	1
Grade 11	11
Grade 12	35
Total Enrollment	47

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

Student Group	Percent of Total Enrollment
Hispanic or Latino	95.7
White	4.3
Socioeconomically Disadvantaged	95.7
English Learners	31.9
Students with Disabilities	10.6
Foster Youth	2.1
Homeless	6.4

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	1	2	2	116
Without Full Credential	1	0	0	17
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	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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: August 25, 2020

The school district held a public hearing on August 25, 2020 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

The table displays information collected in August 2020 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

At Deep Creek Academy, APEX Learning serves as our curriculum and is online. The courses included coursework that is A-G approved (which is on our UC Doorways approved list) and foundations courses to assist with credit recovery. Within APEX Learning there is digital text where students can access full novels and text related to the content area they are working on. Textbooks are used in the classroom to enhance education and reference when needed.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	APEX 2017 McGraw Hill 2017	Yes	0
Mathematics	APEX 2017 CPM 2015	Yes	0
Science	APEX 2017 Houghton Mifflin 2019	Yes	0
History-Social Science	APEX 2017 SAAVAS (Pearson) 2019	Yes	0
Foreign Language	APEX 2017 Holt, Rinehart & Winston (Ven Conmigo, Level 1-3) 2005	Yes	0
Health	APEX 2017 Prentice Health 1999	Yes	0

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

School Facility Conditions and Planned Improvements

Deep Creek Academy's facilities were built in 2012. The campus consists of one permanent classroom, three portable classrooms, a staff room, and an eating area.

The table shows the results of the most recent school facilities inspection. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

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: August 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
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 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)	0	N/A	27	N/A	50	N/A
Mathematics (grades 3-8 and 11)	0	N/A	15	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
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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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)	0	N/A	11	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.

**CAASPP Test Results in Science 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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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.

Career Technical Education Programs (School Year 2019-2020)

At Deep Creek Academy (DCA), staff are in the planning and beginning to implement Career Technical Education (CTE) programs for our students and keeping in alignments with the programs offered at our district's comprehensive high school. The programs planned for implementation include: a) Welding and b) Business.

DCA staff is in the recruitment phases of our implementation plan and are looking to expand in spring of 2021. Our program for the Welding pathway will be offered at Farmersville High School (FHS, which is the comprehensive high school) with concurrently enrolled students who attend DCA during the first half of their day and then they will be transported to FHS for the remainder of the day to participate in the hands on/lab portion of the course/program. Our program for the Business pathway will be held on site at DCA and taught by a DCA teacher, in alignment and in partnership with the business pathway teacher from FHS.

Welding Course Sequence Offerings: 1) Welding 1, 2) Welding 2. Business Course Offerings:

Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	N/A
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	N/A
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	N/A

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

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	0

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)

Parents and guardians are informed of school activities through phone calls (both personal phone calls and parent square communication via phone, email and text messages), the school web site, our school social media page (Instagram), Letters/Notes sent home regarding specific events from the school site/district, school marquee announcements, the parent/student handbook and our the Aeries Parent Portal (district database). In addition, each year parents sign a parent compact agreement that outlines how they can support their child during the school year specific to our unique school site.

Parents are invited and expected to participate in Parent-Teacher-Student Conferences, Student Study Team Meetings, Individual Academic Plan (IEP) Meetings, Student Intervention/Progress Monitoring meetings, School Site Council Meetings, English Language Advisory Committee (ELAC) Meetings, Family Orientation, Back to School Night and Open House events. Parents are also continuously included in any meeting requested by the teachers or administration regarding academics, social/emotional, behavior/discipline and attendance. Teachers and the administration contact parents through personal phone calls, Blackboard All-Calls, the Remind texting app and/or emails.

For information regarding organized opportunities for parental involvement, please contact the Principal or Secretary in the main office at (559) 747-6205

State Priority: Pupil Engagement

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

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

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

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	38.5	30.6	63.3	6.1	5.4	9.7	9.1	9.6	9
Graduation Rate	26.9	22.2	16.7	88.4	86.1	85.9	82.7	83	84.5

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	8.6	10.7	5.1	4.2	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	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	18.3	7.0	
Expulsions	1.7	0.1	

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)

Safety of students and staff is a primary concern of Deep Creek Academy. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan is reviewed and updated every spring by the School Safety Committee. All revisions are communicated to both the classified and certificated staff. COVID-19 mitigation and safety procedures are also embedded within the school safety plan.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Adaptations of routine and emergency disaster procedures for pupils with disability have been communicated to all site staff. A procedure to allow public agencies, including, but not limited to the American Red Cross, etc. to use school buildings, grounds and equipment for mass care and welfare shelters during disasters or other emergencies have been established. Lock-down drills are held as needed. Students are supervised before school, during lunch and after school by administration, campus aide, and teaching staff. There is a designated area for student drop off and pick up at the front of the school. We also have a secure campus with one access point of entry for all students, staff and visitors. All visitors must sign in at the front office.

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												
Mathematics												
Science												
Social Science												

*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*	94

*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)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.16
Social Worker	
Nurse	0.16
Speech/Language/Hearing Specialist	0.16
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	\$6,495.00	\$57.00	\$6,438.00	68,445.00
District	N/A	N/A	\$10,212.00	\$75,113
Percent Difference - School Site and District	N/A	N/A	-45.3	-9.3
State	N/A	N/A	\$7,750	\$75,706
Percent Difference - School Site and State	N/A	N/A	-18.5	-10.1

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

Types of Services Funded (Fiscal Year 2019-2020)

- Title I
- Title II
- Title III
- Title IV
- LCFF
- Special Education
- Comprehensive Support & Intervention (CSI)

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51,434	\$47,145
Mid-Range Teacher Salary	\$74,228	\$74,952
Highest Teacher Salary	\$93,256	\$96,092
Average Principal Salary (Elementary)	\$105,759	\$116,716
Average Principal Salary (Middle)	\$108,397	\$120,813
Average Principal Salary (High)	\$118,152	\$131,905
Superintendent Salary	\$143,721	\$192,565
Percent of Budget for Teacher Salaries	28.0	31.0
Percent of Budget for Administrative Salaries	5.0	6.0

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

Advanced Placement (AP) Courses (School Year 2019-2020)

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

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

Professional Development (Most Recent Three Years)

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

As part of the professional development growth process, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. The district offers three staff development days annually where staff members are offered professional growth opportunities in curriculum, teaching strategies and methodologies. Classified staff are offered professional growth in the areas of emergency response.

Professional Learning Communities (PLC) are embedded in the district wide schedule with late starts. Teachers and administrators work together every Wednesday for an hour to review data, student progress, interventions, and address any academic/behavioral concerns.