Boulder Creek

School Accountability Report Card
Reported Using Data from the 2018—19 School Year
California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC).The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/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).

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.

Tina Croes, Principal

⚲ Principal, Boulder Creek

About Our School

Boulder Creek is an excellent place for students to excel academically, socially, emotionally, and physically. Boulder Creek serves students in preschool through eighth grades. A strong partnership between parents and the school staff has been instrumental in developing a school community where students excel in a safe, fun and challenging environment. We pride ourselves in the fact that an outstanding education is provided for every child. Our highly-qualified and dedicated staff works tirelessly to provide the best possible education for students. We believe students are most successful and learn best when they are encouraged and recognized for their unique qualities. The staff at Boulder Creek does an amazing job of creating a positive environment where we celebrate student success. We believe in catching students doing the right thing, and that celebrating positive choices encourages all students to strive toward that goal.

One of our unique annual events is our reading incentive program. This school-wide program encourages home reading. For nearly 20 years, we as a school have celebrated the power of reading. Students love the weekly reading incentives and the positive energy created by the staff. We have added the family component of Family Literacy Night as a kick-off to our reading incentive weeks. Other family involvement events include Family Moth Night and Family Game Night. Boulder Creek also has a weekly math challenge, caught being good character recognition program, and the "Golden Bear" recognition program to honor students for making positive choices. These are only a few examples of the many motivational and fun learning connections at our school.

As a result of the continued requests and desires of students and parents, the Boulder Creek Middle School Program was established in 2008. Our middle school staff places a sharp focus on the students themselves in order to cultivate confident, willing learners in the sixth, seventh and eighth grades. Teachers are capitalizing on the curiosity and interests of our students by helping them master subjects by connecting the core content to current, real-world events so that students want to ask more questions, find the answers, read more, and write about what they've learned. Accomplishing this, Boulder Creek will ensure our students are equipped to graduate high school and proceed to college or technical training. In addition to core academics, our middle school offers a wide variety of electives, clubs, sports, and extracurricular activities to enrich the all-around experience of our students.

An important area of focus throughout Boulder Creek School is to introduce students to the many college and career possibilities available to them and to inspire students to dream of extending their education beyond high school. We began taking these steps to connect 'cradle to college' many years ago, and we make college and career awareness and preparedness a continual focus. Our goal is to provide all students with the early tools necessary to attend college so students will be inspired and encouraged to dream of graduating from college with a degree that allows them to pursue a career that will provide them with opportunities and satisfaction for a lifetime. In a recent survey, 97% of Boulder Creek

4th-8th grade students expressed that they felt college was a possibility for them.

- Tina Croes, Principal

Contact

Boulder Creek
505 Springer Dr.
Redding, CA 96003-4592

Phone: 530-224-4140
Email: tcroes@eesd.net

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Enterprise Elementary
Phone Number	(530) 224-4100
Superintendent	Brian Winstead
Email Address	bwinstead@eesd.net
Website	www.eesd.net

School Contact Information (School Year 2019—20)	
School Name	Boulder Creek
Street	505 Springer Dr.
City, State, Zip	Redding, Ca, 96003-4592
Phone Number	530-224-4140
Principal	Tina Croes, Principal
Email Address	tcroes@eesd.net
Website	bouldercreek.eesd.net
County-District-School (CDS) Code	45699716111470

Last updated: 12/23/2019

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

MISSION STATEMENT
Boulder Creek is dedicated to creating a loving community united to help students become confident, respectful, caring, responsible, and educated citizens. Boulder Creek will strive to:
1. celebrate student success;
2. provide students with the necessary tools to meet challenges;
3. foster the love of learning;
4. value each child's uniqueness and differences;
5. provide opportunities for each child to reach his/her full potential;
6. develop the child's feeling of self-worth and accomplishment; and
7. create a safe, loving, respectful environment. Strive to provide a safe and supportive place to learn.

SCHOOL DESCRIPTION
Boulder Creek, built in 1993, is located comfortably next to Boulder Creek, our neighborhood stream. Boulder Creek serves approximately 1,000 students with 42 classrooms. Most classrooms have a shared space available with cooking, art, and storage facilities. In addition to the classrooms, Boulder Creek has a gym and a cafeteria with a stage for performances. Using technology to enhance student learning is a focus. Interwrite® technology has been added in every classroom with the most recent updates in 2016. Every 2nd-8th grade student has a Chromebook available for student use. Students in Kindergarten and 1st grades have one Chromebook for every 3 students. We have recently added document cameras to every classroom. Our speech and language development specialist, school psychologist, school counselor, and health specialist have their own rooms or offices in which to work with students. The library is centrally located within the school, and it features an online computer-based checkout system with updated resources for students. Our outdoor facilities include a large playground with a variety of playground equipment, swings, and a climbing wall. One visit to our school and you will see why we are so proud of "Boulder Creek Bear Country."

ACADEMIC ACHIEVEMENTS
Boulder Creek continues to achieve high academic success and is one of the highest academically achieving schools in Shasta County. Boulder Creek School's most recent API score was 867. In addition, Boulder Creek is a California Distinguished School and has received the Title 1 High Academic Achievement Award multiple times. Recently (2016, 2017 and 2018), our school received California Star Honor Roll honors from the Campaign for Business and Education Excellence for demonstrating consistently high levels of student academic achievement, improvement in achievement over time, and reduction in achievement gaps. Finally, one of our favorites is a local honor, 2016, 2017, and 2018 Best of the North State (elementary school category), which is voted on by members of our region. These awards are a reflection of the dedication of our staff and our families coming together to create a loving community to empower our students to become confident, respectful, caring, responsible, and educated citizens.

AFTER SCHOOL PROGRAM
Boulder Creek offers after-school tutoring for students in K-8th grades. Students are provided with additional opportunities to learn. Students also have access to online intervention opportunities to extend their learning at home.

The Shasta Family YMCA offers an outstanding after-school child care program at Boulder Creek. The YMCA has been in partnership with Boulder Creek since Boulder Creek opened 26 years ago. The YMCA after-school program provides activities including sports, games, arts and crafts, science projects, homework support, and much more. The YMCA offers after-school care for children in grades K-8 from the end of the school day until 6:00 p.m. This outstanding program is a collaboration between the Enterprise School District and the Shasta Family YMCA. The Boulder Creek YMCA after-school program builds strong kids, strong families, and strong communities

Last updated: 12/23/2019

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

Grade Level	Number of Students
Kindergarten	103
Grade 1	115
Grade 2	112
Grade 3	113
Grade 4	119
Grade 5	118
Grade 6	90
Grade 7	95
Grade 8	91
Total Enrollment	956
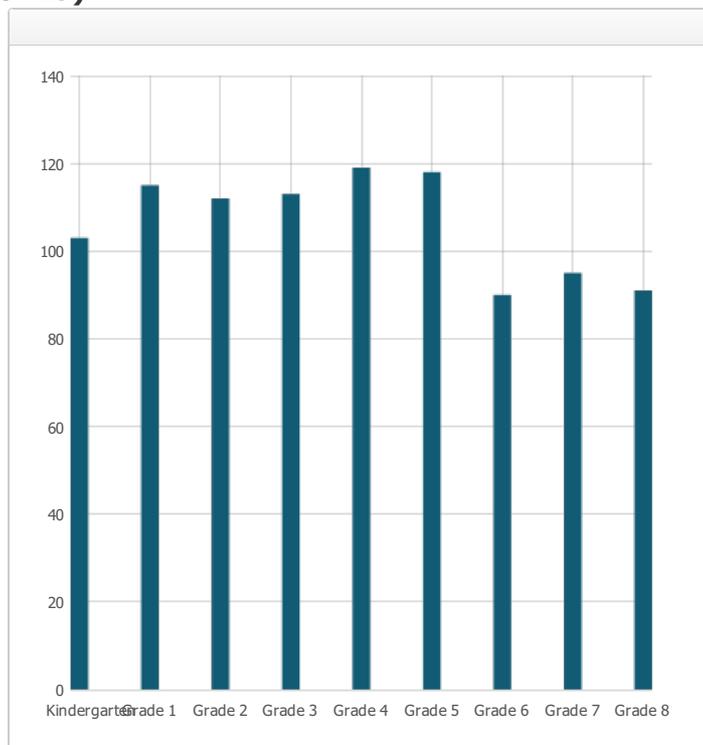
Last updated: 12/19/2019

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

Student Group	Percent of Total Enrollment
Black or African American	1.60 %
American Indian or Alaska Native	1.70 %
Asian	3.90 %
Filipino	0.10 %
Hispanic or Latino	9.90 %
Native Hawaiian or Pacific Islander	0.20 %
White	69.90 %
Two or More Races	7.60 %

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	51.50 %
English Learners	4.30 %
Students with Disabilities	5.20 %
Foster Youth	0.20 %
Homeless	0.20 %

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	39	39	37	157
Without Full Credential	0	0	0	4
Teachers Teaching Outside Subject Area of Competence (with full credential)	2	2	2	4
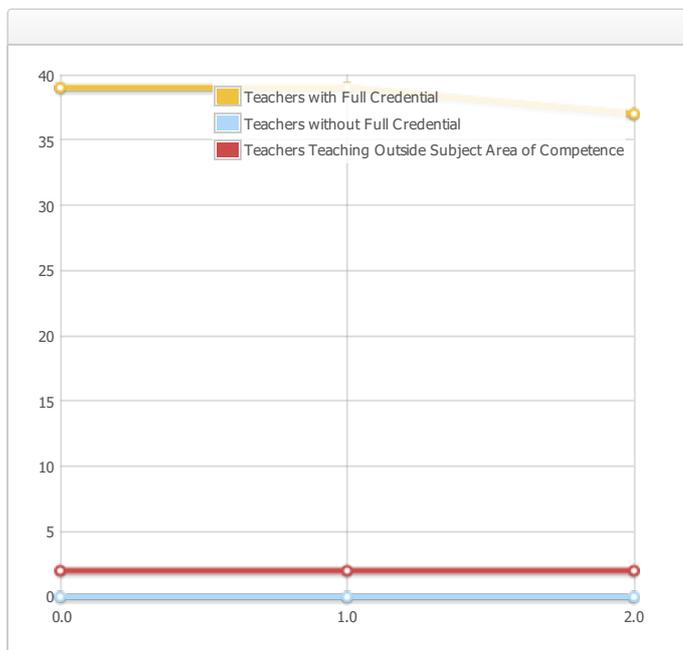
Last updated: 1/8/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0
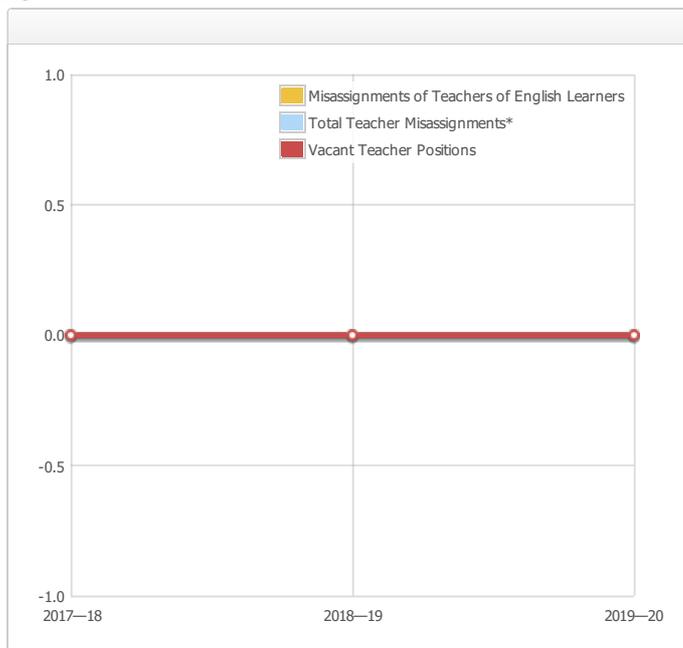
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 12/30/2019

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: December 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Students in grades K-5 use Treasures, published by McGraw-Hill and adopted for first use in the 2010/2011 school year. Students in grades 2-5 use Ready Writing, published by Curriculum Associates and adopted for use during the 2015/2016 school year. Students in grades K-8 use Ready Reading, published by Curriculum Associates and adopted for use during the 2015/2016 school year. Students in grades 6-8 use Study Sync, published by McGraw-Hill and adopted for first use during the 2017/2018 school year.	Yes	0.00 %
Mathematics	Students in grades K-5 use Everyday Math, published by McGraw-Hill and adopted for use during the 2015/2016 school year. Students in grades 6-8 use Core Connections College Preparatory Mathematics adopted in the 2015/2016 school year.	Yes	0.00 %
Science	Students in grades K-5 use California Science, published by McGraw-Hill and adopted for first use in 2007/2008. Students in grades 6-8 use California Focus On Science, published by Glencoe and adopted for first use in 2007/2008.	Yes	0.00 %
History-Social Science	Students in grades K-5 use Studies Weekly, published by American Legacy Publishing and adopted for first use in 2019/2020. Students in grades 6-8 use California Social Studies, published by Holt and adopted for first use in 2006/2007.	Yes	0.00 %
Foreign Language			0.00 %
Health			0.00 %
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: 12/17/2019

School Facility Conditions and Planned Improvements

The Boulder Creek campus has 42 classrooms, a multipurpose building (cafeteria), a gymnasium, a library, and administrative offices. The school's main campus was constructed in 1993. Bond funds financed new construction to accommodate growth as we expanded to serve students in grades K-8.

In the 2012/2013 school year, track and field improvements were made, additional playground bark was added and a new railing was installed at the playground steps. Throughout the campus, parking lines, curbs, and handicapped areas were repainted, concrete walkway ruptures were repaired, and to increase safety, shatterproof security window tinting was applied to all windows.

In 2015/2016 additional lighting and security cameras were added to the parking areas around the campus.

In 2018-2019 a classroom was retrofitted as a STEM classroom and lab. Students from Kindergarten through 8th grade have STEM lesson opportunities in this classroom.

Boulder Creek's security fencing project was completed in 2018-19 which gave the campus security fencing around the entirety of the perimeter of the school.

Also in 2018-19, additional paved parking and a second drop-off/pick-up loop were added at the northeast (back) of the school.

Last updated: 12/23/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: November 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Repairs performed as needed. Filters changed biannually. Coils cleaned biannually. HVAC system replacement planned.
Interior: Interior Surfaces	Good	Daily inspections/cleaning. Repairs performed as needed. Cafeteria seating repaired. Preventative maintenance performed on bleachers annually. Gym floor re-sealed. District maintains carpet replacement schedule where some rooms are replaced each year.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Daily cleaning and inspections. Pest control company performs monthly applications.
Electrical: Electrical	Good	Monthly inspections performed. Repairs performed as needed. Burglar alarms modified/updated. A/V system in gym upgraded. AED (defibrillator) installed in gym.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Daily cleaning and inspections performed. Repairs performed as needed. Drinking fountain bubblers being replaced with freeze resistant cartridges.Water bottle filling station added.
Safety: Fire Safety, Hazardous Materials	Good	Continuing staff training at monthly safety meetings. Fire training performed annually. Hazardous materials stored in appropriate locking cabinets. Fire extinguishers and emergency lighting checked monthly. Fire extinguishers recharged annually.
Structural: Structural Damage, Roofs	Good	Repairs performed as needed. Routine roof inspections performed. Misc. exterior painting completed.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Repaired/recoated rubber playground surfaces. Improvements made to campus grounds.

Overall Facility Rate

Year and month of the most recent FIT report: November 2019

Overall Rating	Good

Last updated: 1/8/2020

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
English Language Arts / Literacy (grades 3-8 and 11)	58%	54%	47%	44%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	42%	46%	34%	36%	38.0%	39.0%

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

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

Last updated: 12/30/2019

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	623	607	97.43%	2.57%	53.54%
Male	332	325	97.89%	2.11%	49.85%
Female	291	282	96.91%	3.09%	57.80%
Black or African American	--	--	--	--	
American Indian or Alaska Native	15	15	100.00%	0.00%	33.33%
Asian	26	24	92.31%	7.69%	41.67%
Filipino	--	--	--	--	
Hispanic or Latino	51	48	94.12%	5.88%	52.08%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	444	435	97.97%	2.03%	54.71%
Two or More Races	50	48	96.00%	4.00%	60.42%
Socioeconomically Disadvantaged	312	303	97.12%	2.88%	48.18%
English Learners	33	32	96.97%	3.03%	46.88%
Students with Disabilities	37	34	91.89%	8.11%	14.71%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	--	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/6/2020

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	625	609	97.44%	2.56%	46.47%
Male	333	325	97.60%	2.40%	46.77%
Female	292	284	97.26%	2.74%	46.13%
Black or African American	--	--	--	--	
American Indian or Alaska Native	15	15	100.00%	0.00%	26.67%
Asian	26	24	92.31%	7.69%	41.67%
Filipino	--	--	--	--	
Hispanic or Latino	51	48	94.12%	5.88%	43.75%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	446	437	97.98%	2.02%	47.60%
Two or More Races	50	48	96.00%	4.00%	52.08%
Socioeconomically Disadvantaged	314	304	96.82%	3.18%	38.16%
English Learners	33	32	96.97%	3.03%	46.88%
Students with Disabilities	37	34	91.89%	8.11%	14.71%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	--	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/9/2020

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 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/6/2020

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

	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	13.80%	24.10%	48.30%
7	31.20%	20.80%	18.80%

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

Last updated: 1/21/2020

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2019—20)

Boulder Creek takes great pride in the quality and amount of parent involvement. Every day you can see parents actively participating to assure that all children get the best possible education. Parents have the opportunity to participate in several capacities which include a highly active Parent Club. This club is responsible for numerous activities throughout the year such as the Boulder Bash (Fall Festival), Christmas Boutique, Book Fairs, Skate Nights, Family Dances, to name a few. Parents also have the opportunity to be involved in the School Site Council. The School Site Council helps provide direction in how money will be allocated. Parents are always welcome on campus, and we actively seek teamwork between parents and staff in order to best serve students. Bringing all of our families together to interact educationally as well as socially is a priority, and Boulder Creek offers a multitude of opportunities ranging from Back-to-School and Open House to Family Literacy, Family Math, and Game Nights to the aforementioned Parent Club sponsored activities. Please call the school office at (530) 224-4140, and leave a message for our Parent Club president for details on how to volunteer your time.

State Priority: Pupil Engagement

Last updated: 12/17/2019

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 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	3.50%	2.70%	3.80%	6.60%	6.40%	7.60%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.10%	0.00%	0.10%	0.10%	0.10%	0.10%

Last updated: 1/2/2020

School Safety Plan (School Year 2019—20)

Safety of our students and staff is a primary concern. Our Comprehensive School Safety Plan is updated on an annual basis. The plan includes all specific Education Codes and Board Policies as they relate to campus and student safety. All emergency and disaster procedures, campus maps, and site information have been updated. The emergency kit list is reviewed and revised annually through our district Safety Committee. The Incident Command System (ICS) ensures an accurate and timely flow of information and communication. It outlines a systematic chain of command and gives a detailed description of specific duties for each position within the ICS. Administration use the Safe and Orderly goals, as well as various student discipline data, to analyze and make adjustments to any site based protocols or procedures. There is an annual drill log, plan review, and section for School Site Council approval. The emergency flip charts are updated and posted throughout each campus.

Procedures were reviewed with all staff and students. These protocols are used throughout the year so that students have the procedures firmly in mind.

Fire, disaster, and lock-down/active shooter drills are conducted on a regular basis throughout the school year to ensure that students, teachers, and staff know what to do in case of an emergency.

All visitors must sign in at the front office, wear identification tags while on school grounds, and sign out upon departure.

Fencing, gates, and signage have been installed at all sites to funnel visitors to the front office during the school day, as well as to help deter trespassing and loitering during non-school hours.

Policies, including sexual harassment, suspension and expulsion, dress code, and discipline, are reviewed each year with staff and students.

Last updated: 1/8/2020

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	25.00		5	
1	25.00		5	
2	22.00		5	
3	25.00		5	
4	28.00		4	
5	30.00		4	
6	27.00	4	19	2
Other**				

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

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

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

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	26.00		5	
1	21.00	1	4	
2	24.00		5	
3	23.00		5	
4	31.00		4	
5	27.00		4	
6	27.00	5	20	
Other**				

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

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

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

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	21.00	3	2	
1	23.00		5	
2	22.00		5	
3	23.00		5	
4	30.00		4	
5	30.00		4	
6	25.00	6	20	1
Other**				

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

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

Last updated: 1/2/2020

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	31.00		12	
Mathematics	30.00		6	
Science	31.00		6	
Social Science	31.00		6	

* 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.

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

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	28.00	1	12	
Mathematics	30.00		6	
Science	31.00		6	
Social Science	30.00		6	

* 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.

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

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	27.00	2	12	
Mathematics	27.00	1	6	
Science	31.00		5	1
Social Science	31.00		5	1

* 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.

Last updated: 1/2/2020

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

Title	Ratio**
Counselors*	0.00

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

Last updated: 12/30/2019

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	1.60
Psychologist	0.50
Social Worker	0.00
Nurse	0.20
Speech/Language/Hearing Specialist	0.80
Resource Specialist (non-teaching)	1.47
Other	0.00

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

Last updated: 1/2/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$6136.00	$422.00	$5714.00	$75608.00
District	N/A	N/A	$6223.00	$71166.00
Percent Difference – School Site and District	N/A	N/A	-8.91%	5.87%
State	N/A	N/A	$7506.64	$77619.00
Percent Difference – School Site and State	N/A	N/A	-31.37%	-2.66%

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

Last updated: 1/8/2020

## Types of Services Funded (Fiscal Year 2018—19)

Title 1 and LCAP funds supported classroom instructional aides (CIA) who provided small-group, differentiated instruction to underachieving students in the areas of reading and math. Groupings are formed based upon on-going district assessments, which are used to target students' needs. Classroom teachers and CIAs are supported by our site literacy teacher. Title I funding provides the opportunity for students to work on reading fluency and beyond using the iReady, RAZZ Kids, Signature Reading, SIPPS, Phonics for Reading, and the Read Naturally programs to help accelerate student learning. In addition, English Language Learners (ELL) received support from an aide using ELL strategies. Our ELL students benefited from the Elements of Reading program. Extended day tutoring support was provided by both certificated and classified staff for students ranging from Kindergarten to eighth grade. Priority was given to low-income, ELL, foster youth, and under-achieving students. Three sessions totaling 21 weeks (three days per week/one hour each day) throughout the school year were offered. Our staff has created a formal system which allows us to quickly identify students who need additional support. Once needs are identified, we systematically provide interventions. Our goal is to provide students with supplemental instruction as soon as they demonstrate a need for additional support.

Last updated: 12/17/2019

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$44,989	$49,378
Mid-Range Teacher Salary	$70,940	$77,190
Highest Teacher Salary	$92,374	$96,607
Average Principal Salary (Elementary)	$101,647	$122,074
Average Principal Salary (Middle)	$111,388	$126,560
Average Principal Salary (High)	$	$126,920
Superintendent Salary	$170,824	$189,346
Percent of Budget for Teacher Salaries	34.00%	36.00%
Percent of Budget for Administrative Salaries	5.00%	6.00%

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

Teacher Salary Chart

Principal Salary Chart
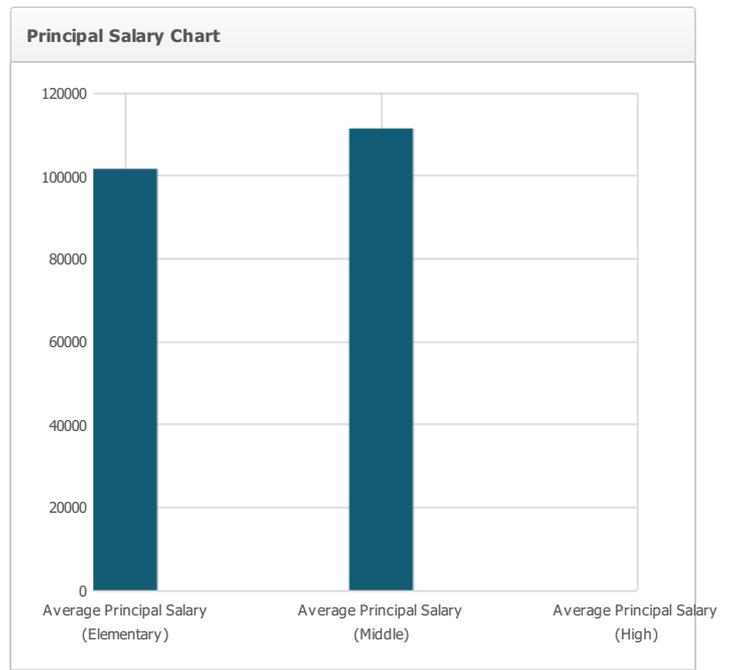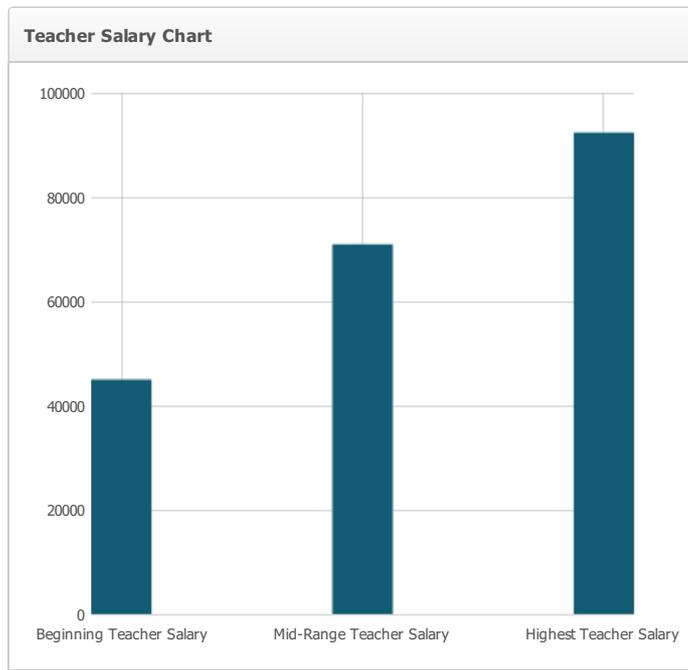
Last updated: 1/2/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

Last updated: 12/17/2019