

# Ernest Kimme Charter Academy for Independent Learning

## 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.

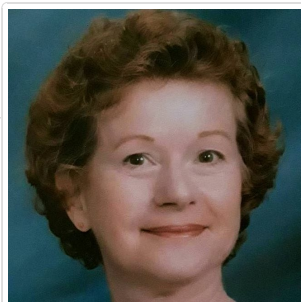
- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the 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 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.



### Lois Chancellor, Principal

📍 Principal, Ernest Kimme Charter Academy for Independent Learning

#### About Our School

Thank you for your interest in Ernest Kimme Charter Academy for Independent Learning. We are a VUSD dependent charter school, offering grade 7-12 instruction through a blended learning format. We offer on-site classes, independent learning with one on one instruction, intervention and support for core subjects, social-emotional supports, study hall, Makers Space and other project-based opportunities, to engage students in a customized educational program that fits their needs. I am excited about our direction in education as we strive to support student learning and social skills in a safe and respectful school environment, helping our students grow into productive citizens. Our School Accountability Report Card (SARC) is designed to provide an overview of our school program. It is our ultimate goal to work with students and families to promote academic and social success for all students at Kimme Charter Academy.

#### Contact

*Ernest Kimme Charter Academy for Independent Learning*  
1949 Peabody Rd.  
Vacaville, CA 95687-6287

Phone: 707-469-2305  
Email: [bisc@vacavilleusd.org](mailto:bisc@vacavilleusd.org)

## About This School

### Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
<b>District Name</b>	Vacaville Unified
<b>Phone Number</b>	(707) 453-6117
<b>Superintendent</b>	Jane Shamieh
<b>Email Address</b>	<a href="mailto:janes@vusd.solanocoe.k12.ca.us">janes@vusd.solanocoe.k12.ca.us</a>
<b>Website</b>	<a href="http://www.vacavilleusd.org">http://www.vacavilleusd.org</a>

School Contact Information (School Year 2019—20)	
<b>School Name</b>	Ernest Kimme Charter Academy for Independent Learning
<b>Street</b>	1949 Peabody Rd.
<b>City, State, Zip</b>	Vacaville, Ca, 95687-6287
<b>Phone Number</b>	707-469-2305
<b>Principal</b>	Lois Chancellor, Principal
<b>Email Address</b>	<a href="mailto:loisc@vacavilleusd.org">loisc@vacavilleusd.org</a>
<b>Website</b>	<a href="http://isp.schoolloop.com/">http://isp.schoolloop.com/</a>
<b>County-District-School (CDS) Code</b>	48705730135095

*Last updated: 1/30/2020*

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

#### Vision, Mission, and Expected Schoolwide Learning Results (ESLRs)

##### Vision

Ernest Kimme Charter Academy for Independent Learning provides an alternative education model designed to meet the individual academic and social needs of students through a focus on a personalized learning plan.

##### Mission Statement

Ernest Kimme Charter Academy for Independent Learning will:

- Provide a rigorous standards-based instructional program so that students are equipped for success in college and career in the 21st Century.
- Provide all students with a Personal Learning Plan (PLP) that responds to the unique needs of every learner, fostering critical thinking, creativity, collaboration, and presentation skills by using blended learning options including but not limited to projects, online classes, independent study, traditional classroom interaction, and student support.
- Provide a safe learning environment that supports social responsibility, cultural understanding, and the well-being of each student.

##### Expected Schoolwide Learning Results (ESLRs)

Ernest Kimme Charter Academy strives to offer a rigorous educational program which fosters uniquely positive personal attributes in its students. Through the independent study strategy and augmented by direct instruction support, blended learning options, as well as clubs, the school's Essential School-wide Learning Results (ESLRs) provide a description of the student our school produces. The five categories and descriptors also detail what we believe it is to be an educated person in the 21st Century.

1. Complex Thinkers who:

- Complete tasks using effective problem-solving techniques and a variety of resources.
- Apply learned skills, complex problem-solving processes and critical thinking to new problems and real-life scenarios.

2. Self-Directed Learners who:

- Accept personal responsibility for their own learning; including completed school work and effective time management.
- Use effective goal setting strategies to determine priorities and meet educational and personal goals and standards.

3. Responsible Citizens who:

- Respect individual differences and demonstrate skills to resolve conflicts using positive tools and actions.

4. Productive Workers who:

- Exhibit confidence as an effective leader/team member to achieve mutually significant goals.

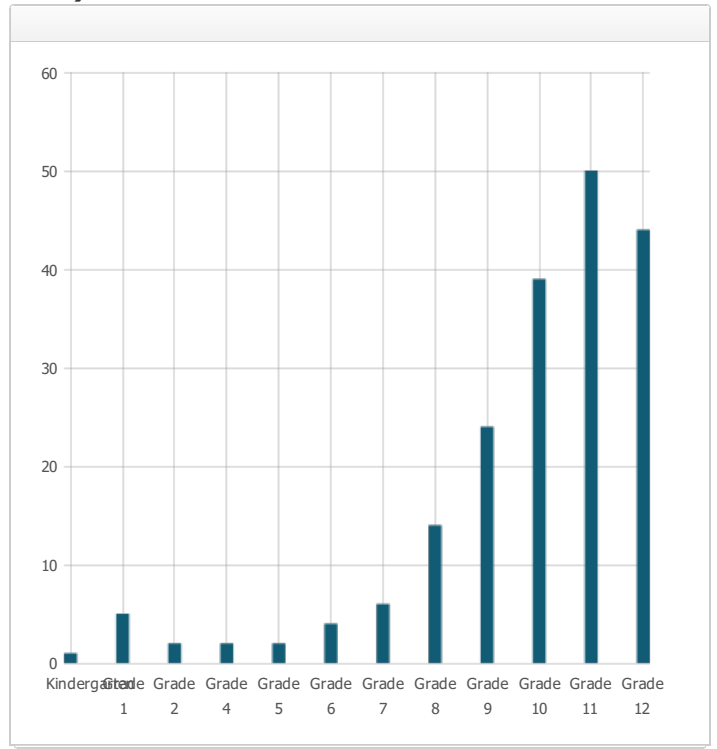
5. Effective Communicators who:

- Analyze and convey complex ideas through written, verbal, or visual mediums.

*Last updated: 1/30/2020*

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

Grade Level	Number of Students
Kindergarten	1
Grade 1	5
Grade 2	2
Grade 4	2
Grade 5	2
Grade 6	4
Grade 7	6
Grade 8	14
Grade 9	24
Grade 10	39
Grade 11	50
Grade 12	44
<b>Total Enrollment</b>	<b>193</b>



Last updated: 1/30/2020

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

Student Group	Percent of Total Enrollment
Black or African American	8.30 %
American Indian or Alaska Native	0.50 %
Asian	1.00 %
Filipino	2.10 %
Hispanic or Latino	38.30 %
Native Hawaiian or Pacific Islander	1.00 %
White	40.90 %
Two or More Races	7.30 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	42.50 %
English Learners	1.00 %
Students with Disabilities	3.60 %
Foster Youth	1.00 %
Homeless	0.50 %

## A. Conditions of Learning

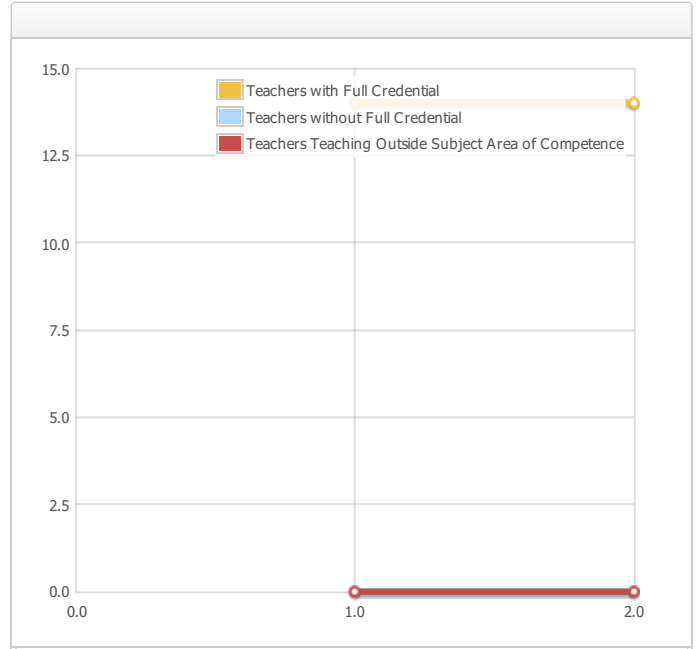
### State Priority: Basic

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

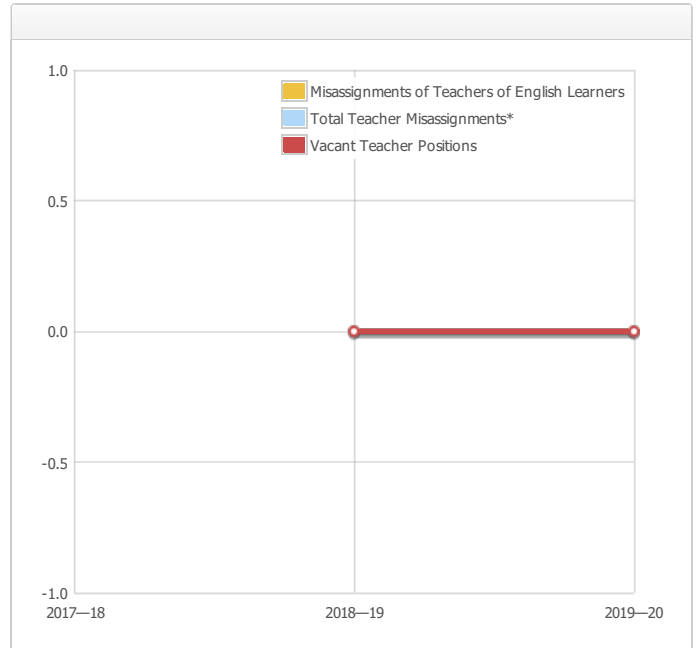
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential		14	14	583
Without Full Credential		0	0	30
Teachers Teaching Outside Subject Area of Competence (with full credential)		0	0	14



Last updated: 1/30/2020

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners		0	0
Total Teacher Misassignments*		0	0
Vacant Teacher Positions		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: 1/30/2020

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

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

<b>Subject</b>	<b>Textbooks and Other Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	GR 7-11 SpringBoard, CollegeBoard	Yes	0.00 %
Mathematics	Core Connections Integrated Math, CPM	Yes	0.00 %
Science	Eartj Science CA Edition, Prentice Hall	Yes	0.00 %
History-Social Science	World History: Connections to Today, Prentice Hall US History: The American Vision Modern Times, Glencoe Economics Principles in Action, Prentice Hall American Government, Prentice Hall	Yes	0.00 %
Foreign Language	Avancemos 1-3, Holt-McDougal, Adopted: 2012 Discovering French 1-3, Holt-McDougal, Adopted: 2013	Yes	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: 1/30/2020

## School Facility Conditions and Planned Improvements

- Ernest Kimme AIL is in a small commercial building that was built in 2017
- Ernest Kimme AIL is being properly maintained and the site is in good working order and good repair.
- Ernest Kimme AIL receives ongoing preventive maintenance activities including annual FIT inspections and subsequent repairs generated from this activity. The scheduled preventive maintenance services are in all divisions of maintenance including electrical, grounds, mechanical and structural.

*Last updated: 1/30/2020*

## School Facility Good Repair Status

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	100%
<b>Interior:</b> Interior Surfaces	Good	92.00% Broken, stained and/or loose ceiling tiles to be replaced.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	100% Items stored too high have been removed.
<b>Electrical:</b> Electrical	Good	100%
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	98.75% Leak in faucet repaired.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	100%
<b>Structural:</b> Structural Damage, Roofs	Good	100%
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	100%

## Overall Facility Rate

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

Overall Rating	Good
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*Last updated: 1/30/2020*

## 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)	39.0%	53.0%	52.0%	53.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	8.0%	19.0%	39.0%	38.0%	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: 1/30/2020*



**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	97	83	85.57%	14.43%	53.01%
Male	38	33	86.84%	13.16%	45.45%
Female	59	50	84.75%	15.25%	58.00%
Black or African American	--	--	--	--	
American Indian or Alaska Native	--	--	--	--	
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	40	35	87.50%	12.50%	40.00%
Native Hawaiian or Pacific Islander					
White	37	31	83.78%	16.22%	64.52%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	44	34	77.27%	22.73%	52.94%
English Learners	--	--	--	--	
Students with Disabilities	--	--	--	--	
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: 1/30/2020*

**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	98	83	84.69%	15.31%	19.28%
Male	38	32	84.21%	15.79%	21.88%
Female	60	51	85.00%	15.00%	17.65%
Black or African American	--	--	--	--	
American Indian or Alaska Native	--	--	--	--	
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	40	35	87.50%	12.50%	8.57%
Native Hawaiian or Pacific Islander					
White	38	31	81.58%	18.42%	29.03%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	44	35	79.55%	20.45%	8.57%
English Learners	--	--	--	--	
Students with Disabilities	--	--	--	--	
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: 1/30/2020*

**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: 1/30/2020*

### Career Technical Education (CTE) Programs (School Year 2018—19)

Kimme Charter Academy offers interest based electives and the utilization of Naviance to support Career exploration. Maker Space offers hands-on projects in building, gardening and STEM. Students in grades 11 and 12 are eligible to take courses in World of Work and earn Work Experience credit through dual enrollment at the traditional high schools, for the hours they work at an approved job or volunteer position in our community. Work permits are issued and maintained by students who continue to reach academic goals, maintaining a qualifying GPA of 2.0 or higher. Project Inspire participation allows 8th and/or 10th graders to explore careers in our community through hands-on learning experience. Additional career exploration is offered through our school counselor and RSP teacher. Beginning with the 2020-2021 school year we plan to add a Career and Technical Academy under our charter. This academy will provide an advisory period for all students, career exploration, shadowing and internships with local businesses. Student and parent feedback allow KCAIL to evaluate the effectiveness of our CTE opportunities as we continue to grow our community partnerships.

*Last updated: 1/30/2020*

### Career Technical Education (CTE) Participation (School Year 2018—19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	91
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100.00%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

*Last updated: 1/30/2020*

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

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	80.93%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	2.74%

# 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

## 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)

Monthly Student-Parent Orientations are provided for incoming students and their parents. At orientation, students and parents sign a Master Agreement which addresses sufficient attendance and progress requirements in order to remain at the Charter School. With any violation of the Master Agreement parents are notified. Following a second notification, parents and students participate in a Student Study and Success Team (SST) meeting to determine roadblocks to success and supports necessary to reach academic goals. An addendum to the Master Agreement outlines the SST plan to address the needs of each student. Parents are also contacted regularly by PLP and classroom teachers regarding student success and are expected to be involved as an integral part of the student's Academic Support Team. Parents and students access School Loop as a means of direct communication with teachers and other school staff. Parents are encouraged to support their students by allowing them extra time on campus to engage in extra-curricular and support opportunities. Parent feedback is collected by survey each year and analyzed with regard to our school improvement plan. Parents are invited to accompany their students to PLP meetings as they wish, in order to keep in touch with teachers, and the expectations for their students.

### State Priority: Pupil Engagement

*Last updated: 1/30/2020*

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

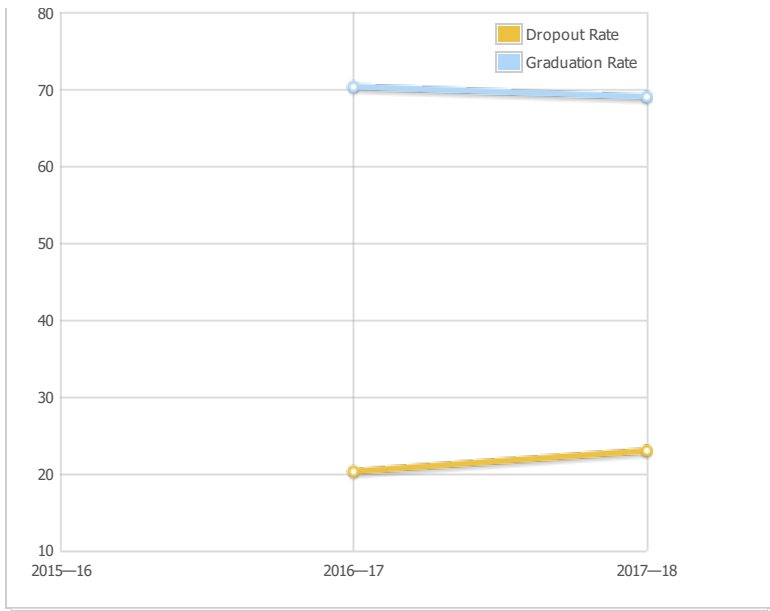
- High school dropout rates; and
- High school graduation rates

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

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	--	5.40%	9.70%
Graduation Rate	--	89.10%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	20.30%	23.00%	5.30%	6.50%	9.10%	9.60%
Graduation Rate	70.30%	69.00%	87.60%	87.30%	82.70%	83.00%

#### Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

*Last updated: 1/30/2020*

# 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	0.80%	0.80%	2.60%	4.60%	3.50%	3.50%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%	0.10%	0.10%	0.10%

*Last updated: 1/30/2020*

## School Safety Plan (School Year 2019—20)

Kimme Charter Academy School Safety plan is to be presented for approval in January, 2020 by the School Site Council/School Safety Plan Committee and presented at a public meeting in January 2020.

Our School Safety Plan is reviewed continually and updated formally each year. Our School Site Council and all stakeholders have input. Our local police, school administration and parent volunteers collaborate to provide a safe learning environment. Student safety is addressed by emphasizing school rules on a regular basis and a school discipline plan is in place utilizing the work of our PBIS team. Multiple staff members occupy all student spaces and continually monitor student activities. A comprehensive disaster response plan has been developed and reviewed annually. Routine safety checks of facilities are made. Monthly drills include reviews and de-briefings of potential disaster procedures and each staff member is assigned a role should a disaster occur.

*Last updated: 1/30/2020*

## **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 (Secondary) (School Year 2016—17)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes * 1-22</b>	<b>Number of Classes * 23-32</b>	<b>Number of Classes * 33+</b>
English	25.00	7		4
Mathematics	15.00	7	2	1
Science	19.00	5		2
Social Science	22.00	8		3

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

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

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes * 1-22</b>	<b>Number of Classes * 23-32</b>	<b>Number of Classes * 33+</b>
English	33.00	4	1	3
Mathematics	9.00	13		1
Science	17.00	5	1	1
Social Science	37.00	2	2	3

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

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

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes * 1-22</b>	<b>Number of Classes * 23-32</b>	<b>Number of Classes * 33+</b>
English	25.00	6		3
Mathematics	14.00	8		1
Science	12.00	8		
Social Science	26.00	3	2	3

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

*Last updated: 1/30/2020*

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

Title	Ratio**
Counselors*	193.00

\*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: 1/30/2020*

**Student Support Services Staff (School Year 2018—19)**

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

\*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: 1/30/2020*

**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	\$9501.50	\$113.86	\$9387.64	\$67173.15
District	N/A	N/A	\$6826.73	\$68575.09
Percent Difference – School Site and District	N/A	N/A	27.28%	-2.09%
State	N/A	N/A	\$7506.64	\$82031.00
Percent Difference – School Site and State	N/A	N/A	25.06%	-22.12%

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

*Last updated: 1/30/2020*

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

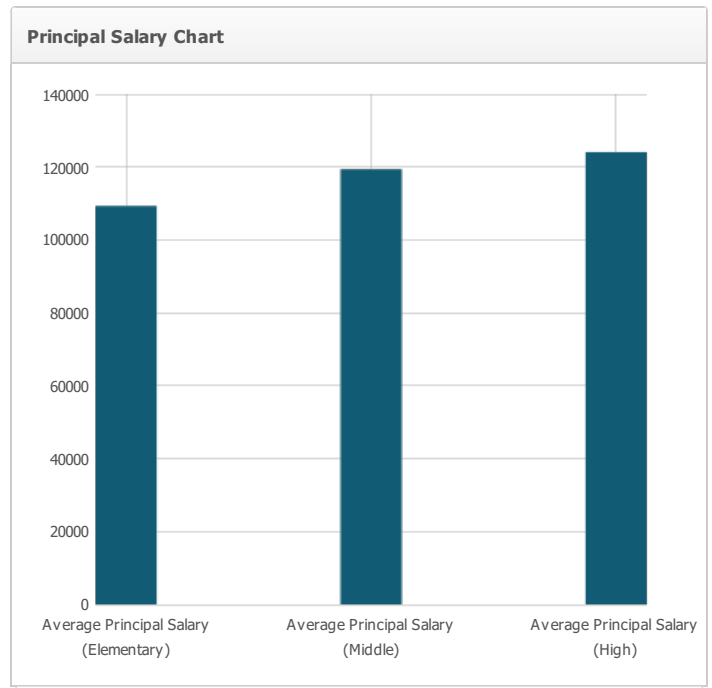
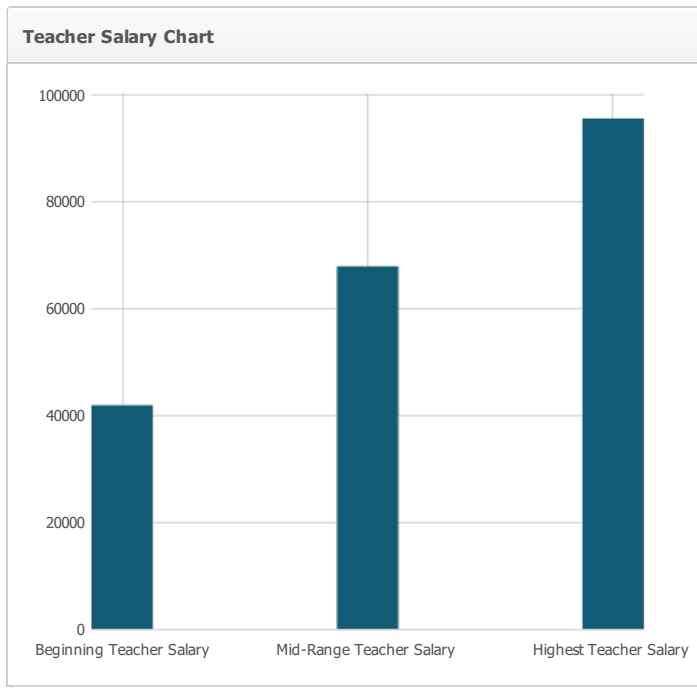
Object	Unrestricted	Restricted
<b>1000 Certificated Salaries</b>	<b>1,047,705.92</b>	---
<b>2000 Classified Salaries</b>	<b>94,577.33</b>	---
<b>3000 Benefits</b>	<b>394,627.69</b>	---
<b>4000 Materials &amp; Supplies</b>	<b>11,079.32</b>	<b>10,473.58</b>
<b>5000 Operating Expenses &amp; Services</b>	<b>354,210.91</b>	<b>11,764.22</b>

*Last updated: 1/30/2020*

### Teacher and Administrative Salaries (Fiscal Year 2017–18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,815	\$51,374
Mid-Range Teacher Salary	\$67,786	\$80,151
Highest Teacher Salary	\$95,445	\$100,143
Average Principal Salary (Elementary)	\$109,308	\$126,896
Average Principal Salary (Middle)	\$119,393	\$133,668
Average Principal Salary (High)	\$124,097	\$143,746
Superintendent Salary	\$197,672	\$245,810
Percent of Budget for Teacher Salaries	34.00%	35.00%
Percent of Budget for Administrative Salaries	6.00%	5.00%

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



Last updated: 1/30/2020

**Advanced Placement (AP) Courses (School Year 2018—19)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.00%

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

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

*Last updated: 1/30/2020*

**Professional Development**

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	6