

Visions In Education

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.

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	San Juan Unified
Phone Number	(916) 971-7700
Superintendent	Kent Kern
Email Address	kkern@sanjuan.edu
Website	http://www.sanjuan.edu

School Contact Information (School Year 2019—20)	
School Name	Visions In Education
Street	5030 El Camino Ave.
City, State, Zip	Carmichael, Ca, 95608-4650
Phone Number	916-883-1626
Principal	Dr. Jody Graf, Superintendent
Email Address	bbrady@viedu.org
Website	http://www.viedu.org
County-District-School (CDS) Code	34674473430717

Last updated: 1/28/2020

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

Visions In Education Charter School (Visions), a transitional kindergarten through twelfth grade (TK-12) independent study charter school, is currently in its 20th year of operation. Visions is chartered through the San Juan Unified School District in Sacramento County and is accredited through the Western Association of Schools and Colleges (WASC). Visions serves students in Sacramento County and its eight adjacent counties, including Amador, Contra Costa, El Dorado, Placer, San Joaquin, Solano, Sutter, and Yolo. Visions serves students who seek an alternative educational model that provides opportunities for greater flexibility in terms of time and delivery of instruction.

Mission Statement:

As an independent study/home school program, Visions In Education Charter School utilizes a standards-based education that addresses individual differences and learning styles. We empower students to take ownership and responsibility for their present and future learning by developing their academic, personal, interpersonal, and technological skills.

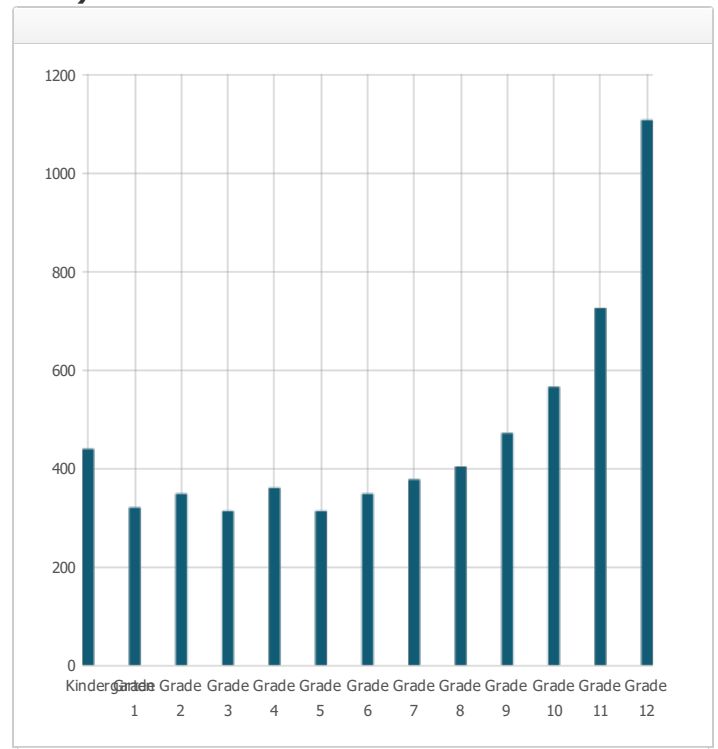
Vision Statement:

Preparing each student to succeed in a rapidly changing world.

Last updated: 1/28/2020

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

Grade Level	Number of Students
Kindergarten	439
Grade 1	320
Grade 2	348
Grade 3	313
Grade 4	360
Grade 5	313
Grade 6	348
Grade 7	377
Grade 8	403
Grade 9	471
Grade 10	565
Grade 11	725
Grade 12	1107
Total Enrollment	6089



Last updated: 1/28/2020

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

Student Group	Percent of Total Enrollment
Black or African American	8.40 %
American Indian or Alaska Native	1.40 %
Asian	4.40 %
Filipino	2.50 %
Hispanic or Latino	21.40 %
Native Hawaiian or Pacific Islander	0.70 %
White	54.60 %
Two or More Races	5.30 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	49.90 %
English Learners	6.30 %
Students with Disabilities	13.60 %
Foster Youth	0.20 %
Homeless	3.50 %

A. Conditions of Learning

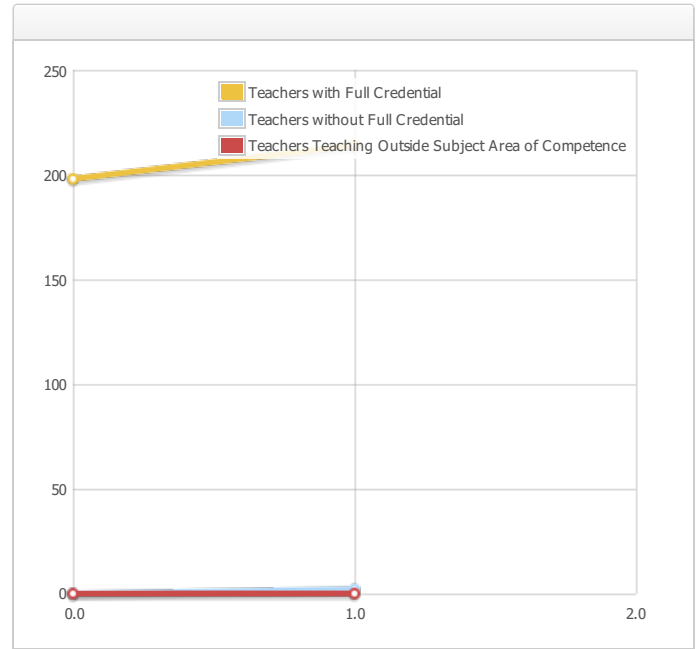
State Priority: Basic

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

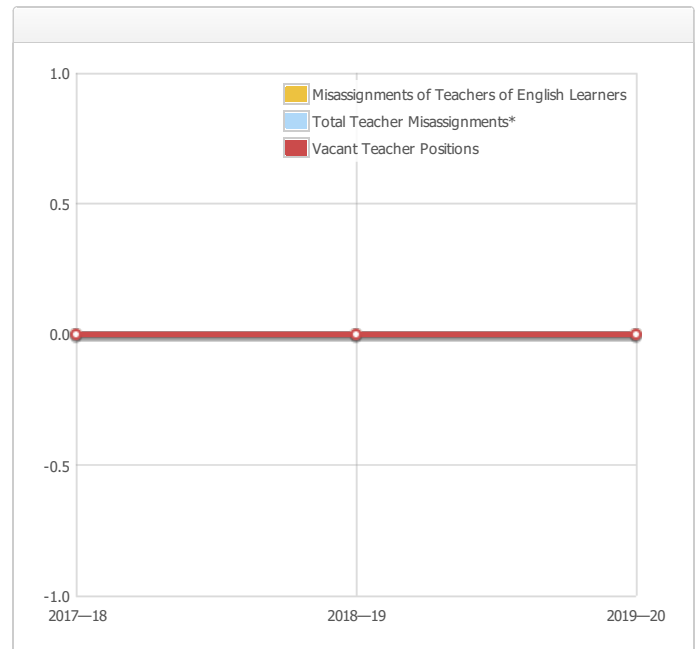
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	198	214		
Without Full Credential	0	2		
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0		



Last updated: 1/28/2020

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: 1/28/2020

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

Visions In Education has determined that each student has sufficient access to 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 their 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 Visions School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the Visions Resource Center prior to adoption. The table displays information collected about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. If you would like more information on the textbooks and instructional materials please contact our Visions Resource Center at 916-883-1619.

In July 2009, EC Section 60200.7, delayed all instructional materials adoptions and the development of curriculum frameworks and evaluation criteria until the 2015-16 school year. Since then the State Board of Education has adopted frameworks for ELA/ELD, Math, Social Sciences, Science and has identified an approved list of instructional materials available for adoption.

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Framework: 2014 K-8 Matrix: 2015 Next Adoption: 2023	Yes	0.00 %
Mathematics	Framework: 2013 K-8 Matrix: 2014 Next Adoption: 2021	Yes	0.00 %
Science	Science Framework: 2016 K-8 Matrix: 2018 Adoption: 2018	Yes	0.00 %
History-Social Science	Framework: 2016 K-8 Matrix: 2017 Adoption: 2018	Yes	0.00 %
Foreign Language	Framework: 2019 Adoption: 2021	Yes	0.00 %
Health	Health Framework: 2019 Next Adoption: 2020	Yes	0.00 %
Visual and Performing Arts	Framework: 2019 Adoption: 2021	Yes	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: 1/28/2020

School Facility Conditions and Planned Improvements

The central program of Visions In Education Charter School occupies and owns an office building in Carmichael, CA at 5030 El Camino Avenue. The facility is well maintained and provides adequate space for administrators and office staff members. Parking is excellent.

Facility modifications are underway and will be completed by December 2019, including lighting and HVAC upgrades, utilizing Prop 39 funds.

Last updated: 1/28/2020

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	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

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

Overall Rating	Good
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Last updated: 1/28/2020

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)	48.0%	47.0%	45.0%	46.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	24.0%	24.0%	34.0%	35.0%	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: 1/28/2020

**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	2906	2690	92.57%	7.43%	47.25%
Male	1393	1297	93.11%	6.89%	42.04%
Female	1513	1393	92.07%	7.93%	52.10%
Black or African American	249	228	91.57%	8.43%	31.28%
American Indian or Alaska Native	37	34	91.89%	8.11%	39.39%
Asian	141	132	93.62%	6.38%	65.91%
Filipino	82	80	97.56%	2.44%	60.76%
Hispanic or Latino	607	570	93.90%	6.10%	37.72%
Native Hawaiian or Pacific Islander	23	21	91.30%	8.70%	40.00%
White	1560	1437	92.12%	7.88%	52.76%
Two or More Races	167	154	92.22%	7.78%	37.25%
Socioeconomically Disadvantaged	1376	1265	91.93%	8.07%	38.03%
English Learners	270	255	94.44%	5.56%	28.29%
Students with Disabilities	405	347	85.68%	14.32%	17.37%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	78	68	87.18%	12.82%	27.94%

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: 1/28/2020

**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	2906	2683	92.33%	7.67%	23.73%
Male	1393	1293	92.82%	7.18%	26.07%
Female	1513	1390	91.87%	8.13%	21.56%
Black or African American	249	230	92.37%	7.63%	8.00%
American Indian or Alaska Native	37	34	91.89%	8.11%	12.12%
Asian	141	131	92.91%	7.09%	50.38%
Filipino	82	80	97.56%	2.44%	36.71%
Hispanic or Latino	607	566	93.25%	6.75%	17.83%
Native Hawaiian or Pacific Islander	23	21	91.30%	8.70%	25.00%
White	1560	1434	91.92%	8.08%	26.35%
Two or More Races	167	153	91.62%	8.38%	18.30%
Socioeconomically Disadvantaged	1376	1259	91.50%	8.50%	15.19%
English Learners	270	255	94.44%	5.56%	14.74%
Students with Disabilities	405	344	84.94%	15.06%	10.00%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	78	66	84.62%	15.38%	6.06%

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: 1/28/2020

**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: 1/28/2020

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

Visions students have the opportunity to participate in Career Technical Education (CTE) in Contra Costa, Placer, Sacramento and San Joaquin counties.

Students complete CTE pathways through coursework at the Community College. The most developed program is the automotive technology partnership through American River College.

Community College/Advanced Ed programs leads to a certificate/industry skill sheet or license if applicable. The program also provides the student with academic and technical knowledge and skill through integrated academic and technical instruction. The programs prepare students to enter current or emerging careers for further training within the career path for which there is gainful employment. Students enrolled in the programs are provided strong experiences in all aspects of an industry.

Visions also provides students career preparation through our independent study courses leading to CTE and post-secondary educational options. We offer the following courses:

- Child Development
- Clothing and Fashion Design
- Foods and Nutrition
- Crime Science
- Digital Media
- Hospitality / Tourism
- Entrepreneurship
- Health Science (Allied Health Tech)
- Introduction to Business (International)
- Introduction to Video Production
- Marketing (Sports & Entertainment)
- Veterinary Science

Visions maintains several internship relationships with local business, providing students an opportunity to have real-world work experience. The school currently partners with Old Navy (retail) and with SeaQuest (Aquarium).

Through the Individualized Educational Plan (IEP) process special education students may also be scheduled into CTE courses. Students are provided the support and necessary curriculum modification as outlined in the IEP. CTE provides extended testing time, extra assignment time and support where appropriate. Since our CTE courses work to integrate and support the academic standards, the students will be exposed to "hands on" activities and participate in solving real life problems.

Last updated: 1/28/2020

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

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1502
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/28/2020

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	46.34%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	10.37%

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	21.10%	24.30%	29.10%
7	19.80%	26.10%	20.30%
9	22.70%	26.80%	23.50%

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: 1/28/2020

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)

Visions In Education strongly believes that active parental involvement is a key component to student success. Parents facilitate their child's learning in the Home School Academy with the assistance of a credentialed teacher. Credentialed teachers facilitate student learning in each the College and Career and the University Preparatory Academies with assistance from the parents. In addition, Visions provides parent events, throughout our nine-county region, to share teaching strategies and effective practices with parents and guardians.

Parent satisfaction surveys are provided electronically to all parents annually in the fall semester. Parents can also give stakeholder feedback through the LCAP survey which is sent out every February. Survey are developed specifically to assess parent input on the effectiveness of all aspects of Visions In Education from their perspective, related to their experience. The results of these surveys are reviewed along with information on program effectiveness from other assessments of effectiveness such as student engagement reports, test results, and student success to identify the key program areas that may require modification for the coming school year. The results of the LCAP survey are shared on the school's intranet.

Parents and guardians of Visions students are encouraged to participate on a parent committee made up of parents and guardians of the students of Visions, which acts in an advisory capacity to the Superintendent. They are also encouraged to participate in advisory board meetings. Each Visions academy also involves parents through parent organizations that are responsible for encouraging parent involvement in school activities, fundraising and working with charter school administrators on matters related to Visions' school community.

Please contact Betty Brady at 916-883-1626 to learn more about opportunities for parent involvement.

State Priority: Pupil Engagement

Last updated: 1/28/2020

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

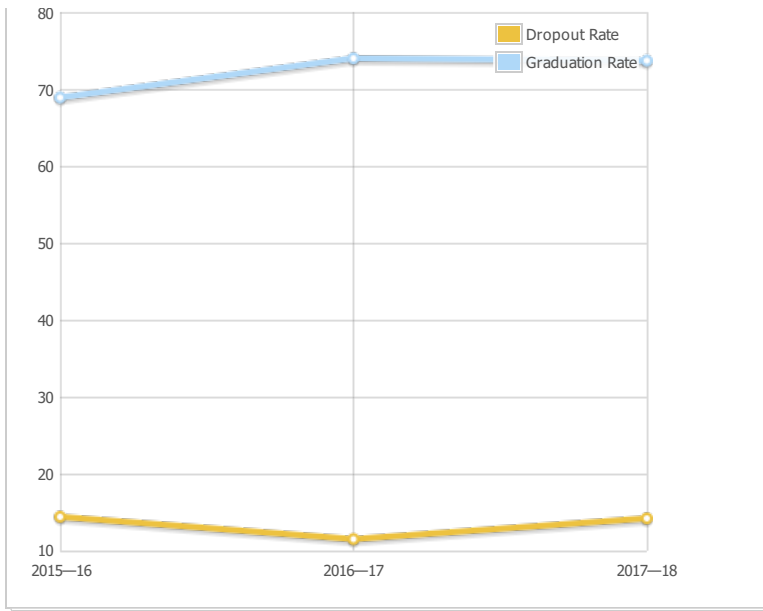
- High school dropout rates; and
- High school graduation rates

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

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	14.40%	8.80%	9.70%
Graduation Rate	68.90%	83.80%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	11.50%	14.20%	10.30%	11.70%	9.10%	9.60%
Graduation Rate	74.00%	73.70%	78.30%	76.60%	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: 1/28/2020

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	0.00%	0.00%	0.00%	5.80%	5.80%	4.90%	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: 1/28/2020

School Safety Plan (School Year 2019—20)

Visions In Education has a safety committee that meets regularly. All Visions staff members have been trained in the school's emergency policies and procedures. Visions has an emergency crisis notification line, lockdown and panic buttons, internal paging system and a text alert system. All staff members have been trained in the use of the paging system, lockdown and panic buttons and crisis phone line. This crisis emergency line works 24/7 and annual 2019/20 safety trainings were done in August 2019 for teachers and in October 2019 for staff.

Last updated: 1/28/2020

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				
1				
2				
3				
4				
5				
6				
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				
1				
2				
3				
4				
5				
6				
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				
1				
2				
3				
4				
5				
6				
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 (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	1.00	3422		
Mathematics	1.00	2163		
Science	1.00	2471		
Social Science	1.00	3419		

* 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	3.00	1124	1	6
Mathematics	3.00	984		4
Science	3.00	763	1	3
Social Science	4.00	1013	1	5

* 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	3.00	1325	2	6
Mathematics	3.00	1051		4
Science	3.00	919	1	5
Social Science	4.00	1096	1	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.

Last updated: 1/28/2020

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

Title	Ratio**
Counselors*	869.90

*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: 1/28/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	7.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	4.00
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	3.00
Resource Specialist (non-teaching)	14.50
Other	1.00

*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: 1/28/2020

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	\$9805.00	\$2721.00	\$7084.00	\$75000.00
District	N/A	N/A	\$7084.00	\$76673.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7506.64	\$82403.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/28/2020

Types of Services Funded (Fiscal Year 2018—19)

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Supplemental/Restricted expenditures come from apportionments whose use is controlled by law. Funds designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures, except for general guidelines, is not controlled by law or donor.

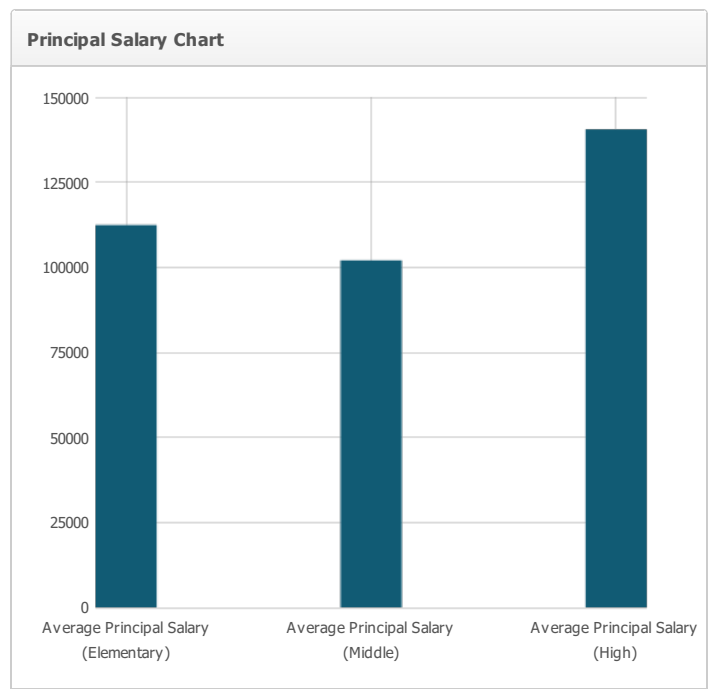
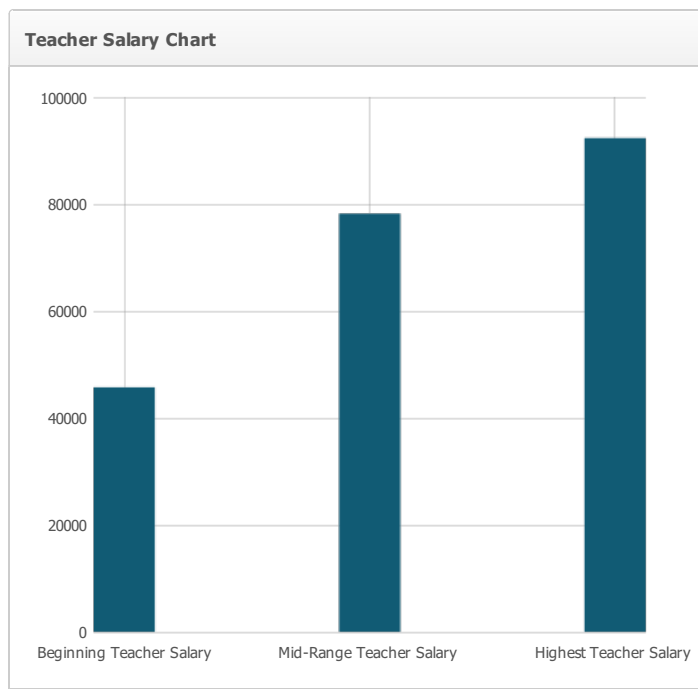
For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Last updated: 1/28/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,738	\$48,612
Mid-Range Teacher Salary	\$78,229	\$74,676
Highest Teacher Salary	\$92,352	\$99,791
Average Principal Salary (Elementary)	\$112,403	\$125,830
Average Principal Salary (Middle)	\$102,014	\$131,167
Average Principal Salary (High)	\$140,548	\$144,822
Superintendent Salary	\$279,178	\$275,796
Percent of Budget for Teacher Salaries	36.00%	34.00%
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: 1/28/2020

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: 1/28/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	36	45	

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