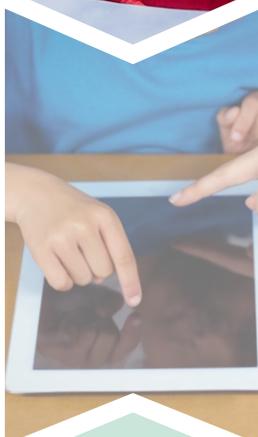
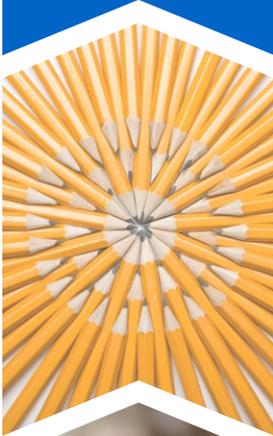


SARC

2015-16
School Accountability
Report Card

Published in 2016-17



Delphic Elementary School

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CDS Code: 47-70227-6050694

Delphic ESD



Principal's Message

Delphic Elementary School is a small rural school located in Northern California's lovely Shasta Valley, 3 miles from Yreka, nestled among many cow pastures. Delphic School was established in 1916 to provide an education for students living between Yreka and Montague. When translated, "Delphic" means, "The place where God was believed to give answers to Apollo at Delphi." The school tries to continue in that role, providing for local students and providing an alternative for students living in neighboring school districts.

We are a K-8 grade school with an average daily attendance of 50 students. The student population is made up of 99 percent Caucasian families who are English fluent or proficient. Approximately 72 percent of the students receive free or reduced-price school lunches.

Since Delphic School is small, we are able to provide a more personal educational program for our students. The school population is generally stable and, economically, lower-middle class. The economy is agricultural based, with some fading timber industry.

Delphic Elementary School is a coordinated-program school. Its mission is to create a learning environment of excellence-producing individuals with high standards that are inspired to become lifelong learners and contributing members of our society.

A major role of Delphic School is to establish a caring, accepting school environment that helps build trust, foster the development of positive social skills, and enhance each student's ability to make wise and healthy decisions.

The Delphic School program meets students' needs by focusing on common concerns that are not always addressed in the traditional school program. This further promotes a positive perception of the classroom and school. Students come to regard school as a place where they are understood, thus, they become more motivated to learn.

We believe:

- Children are our most important resource.
- The family is the foundation of a child's life.
- Education is the foundation of our country.
- All people can learn.
- People deserve the opportunity to reach their full potential in a clean, safe, nurturing environment.
- Hard work, self-discipline, and respect for yourself and others are necessary to succeed.
- High expectations lead to greater achievement.
- Self-worth is important for success.
- People who are taught and allowed to succeed will continue to reach their potential.
- People are responsible for their own behavior.
- A balanced education contributes to the development of a whole person.
- People must respect and accept individual differences.

Parental Involvement

Delphic Elementary School is committed to communicating with and engaging parents as partners in their children's education. A parent-volunteer program offers parents an opportunity to help teachers with classroom preparation and presentation. We continue to use a student-teacher-parent-administrator contact to promote academic achievement and to provide an excellent learning environment through a team effort. Communication between home and school ensures all concerns are addressed in the best way possible. We celebrate the academic and social accomplishments of Delphic students.

Because parents are the only source of transportation for Delphic students, there is strong parental support and commitment. The school describes expectations for parent communications and involvement at the school, classroom and home levels. We are also committed to obtaining community resources for our school and invite all constituencies within our community to assist us in the education of our students.

Parents have additional opportunities to be involved at their child's school site (for example, governance committees, special events, fundraising events, parent organizations and in classrooms). We encourage parents to support their children at home by discussing their education expectations and creating a positive homework and learning environment.

Delphic parents volunteer to assist teachers in the classroom and on field trips. They serve on the School Site Council, help at school events and serve as valuable resources to our entire school community.

A weekly bulletin lets the school community know what is happening at Delphic Elementary School. Recognition awards are given yearly for fine arts, academics and physical education. Our superintendent/principal and teachers confer with parents and address any problematic behaviors. Students are encouraged to be prompt and attend class every day. Efforts to improve attendance include daily phone calls, conferences and school attendance review board (SARB) letters to parents. Students are also rewarded monthly for perfect attendance. Parents have acted on our concerns that their children's regular attendance is essential to optimum learning, and attendance has improved.

Parents are always welcome to contact Superintendent/Principal Debbie Faulkner at (530) 842-3653 for more information on how to become involved. Parents may also contact Kari Libby, School Site Council president, at (530) 842-3653 for more information.



School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

District Mission Statement

The mission of the Delphic Elementary School District is to create a learning environment of excellence-producing individuals with high standards that are inspired to become lifelong learners and contributing members of our society.

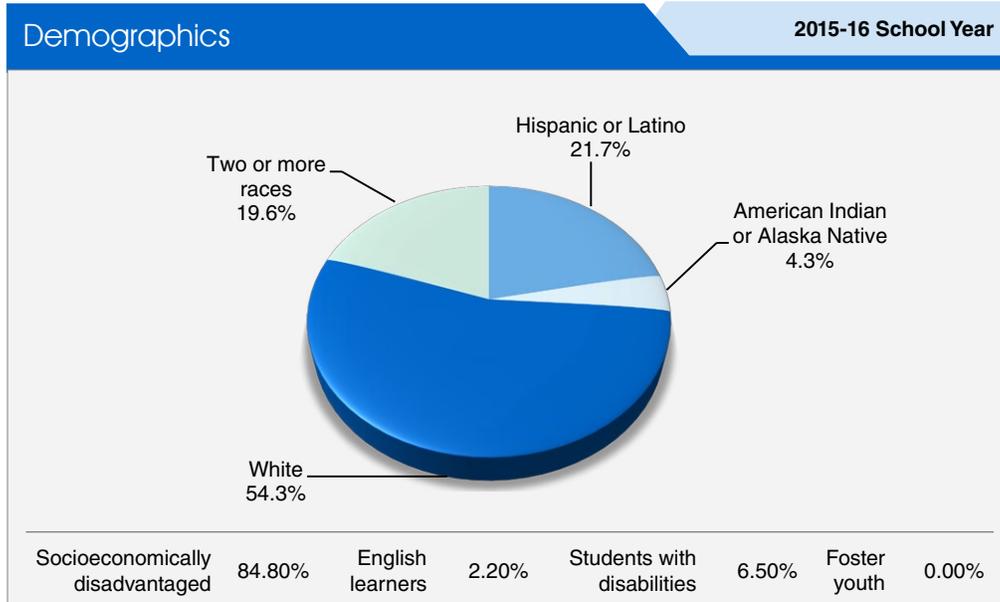
School Goals

- To develop high standards of accountability and excellence.
- To provide students with a focused, comprehensive, rich, integrated and articulated curriculum.
- To provide an atmosphere for growth, respect and success.
- To develop lines for communication and partnerships among students, staff, parents and community.
- To continue to plan for present and future growth and facility needs.
- To develop intellectual curiosity and eagerness for lifelong learning.
- All teachers work hard to see that all students get a high-quality education at Delphic Elementary School.



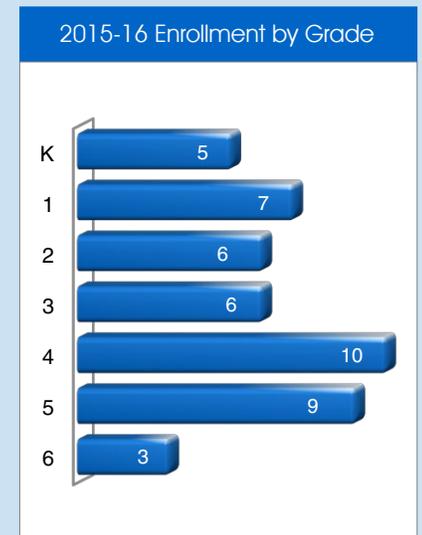
Enrollment by Student Group

The total enrollment at the school was 46 students for the 2015-16 school year. The pie chart displays the percentage of students enrolled in each group.



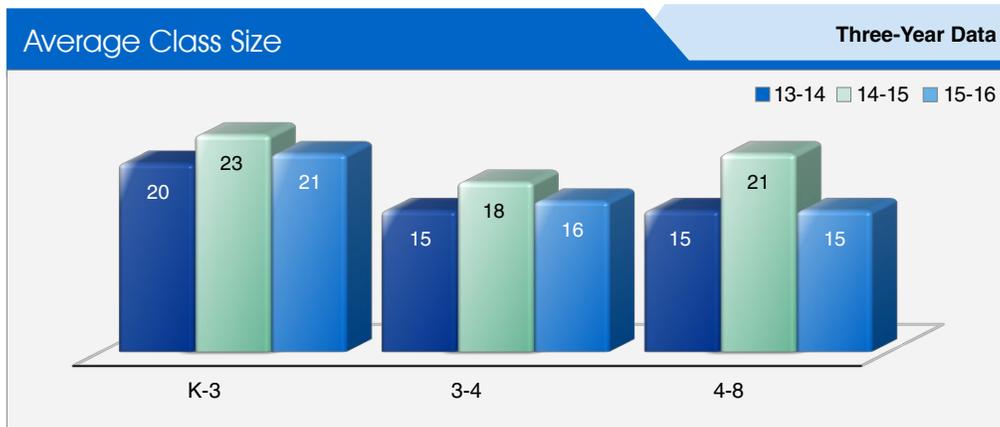
Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2015-16 school year.



Class Size Distribution

The bar graphs display the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The 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.



Number of Classrooms by Size **Three-Year Data**

Grade	2013-14			2014-15			2015-16		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K-3	1				1			1	
3-4	1			1			1		
4-8	1			1			1		

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates

Delphic ES			
	13-14	14-15	15-16
Suspension rates	9.0%	0.0%	14.1%
Expulsion rates	0.0%	0.0%	0.0%
Delphic ESD			
	13-14	14-15	15-16
Suspension rates	9.0%	0.0%	14.1%
Expulsion rates	0.0%	0.0%	0.0%
California			
	13-14	14-15	15-16
Suspension rates	4.4%	3.8%	3.7%
Expulsion rates	0.1%	0.1%	0.1%



Professional Development

At Delphic Elementary School, ongoing support is provided to empower teachers in encouraging and promoting students' optimal behavior and learning. Our teachers are offered in-service training which broadens teachers' understanding of the applications and advantages of addressing character development in all aspects of learning.

The entire staff focuses on improving the understanding and use of the language of encouragement, improving its ability to redirect student behavior where necessary, and supporting students in a positive learning atmosphere.

The teachers and administrator are involved in ongoing professional development to improve teaching and learning in the areas of literacy, mathematics, science, social science, visual and performing arts, physical education, health, educational technology, and Gifted and Talented Education (GATE). Each year, the staff and administrator identify a schoolwide professional-development focus, as well as determine areas of individual need.

The staff participates in as many additional staff-development days as we can afford. Each teacher and aide has previously traveled to approximately five professional-development days a year to help meet the needs of all types of learners.

Professional Development Days	Three-Year Data		
	2014-15	2015-16	2016-17
Delphic ES	10 days	3 days	3 days

School Safety

Delphic Elementary School has a Crisis Response file that includes its state-mandated comprehensive school safety plan which meets state requirements as described in California Education Code Section 35294. The safety plan is continually updated and includes disaster procedures, procedures for safe entry and exit of students, procedures for serious disciplinary problems, a sexual harassment policy, child-abuse reporting procedures, school dress codes, and school discipline policies. The school safety plan was last reviewed and discussed with the school faculty and finalized and posted in November 2016.

Adult supervision is provided in the classrooms, during recess and lunch, and in outside areas before and after school. Under the direction of the superintendent/principal, specific school procedures are implemented by the staff. Also, one schoolwide disaster drill and monthly fire drills are conducted during the academic school year. Visitors are requested to check in at the school office. To help ensure the safety of our students, students are required to wait inside the school until the parent or guardian comes into the school to pick them up.

Federal Intervention Program

Schools and districts will not be newly identified for Program Improvement (PI) in the 2016-17 school year under the Every Student Succeeds Act (ESSA) that became law in December 2015, which reauthorized the Elementary and Secondary Education Act (ESEA). Schools and districts receiving Title I, Part A funding for the 2015-16 school year and were "In PI" in 2015-16 will retain their same PI status and placement year for 2016-17. Schools and districts receiving Title I, Part A funding for the 2015-16 school year and either had a status of "Not in PI" for the 2015-16 school year or did not receive Title I, Part A funding in the 2014-15 school year will have a status of "Not in PI" for the 2016-17 school year. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2016-17 Program Improvement status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program	2016-17 School Year	
	Delphic ES	Delphic ESD
Program Improvement status	Not Title I	Not in PI
First year of Program Improvement	◇	◇
Year in Program Improvement	◇	◇
Number of schools currently in Program Improvement	0	
Percentage of schools currently in Program Improvement	0.00%	

◇ Not applicable. The school is not in Program Improvement.



California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram® is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. To protect student privacy, scores are not shown when the number of students tested is 10 or fewer. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.





CAASPP Test Results for All Students: Science (grades 5, 8 and 10)

Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA) in grades 5, 8 and 10. The tables show the percentage of students scoring at proficient or advanced.

Percentage of Students Scoring at Proficient or Advanced									Three-Year Data
Subject	Delphic ES			Delphic ESD			California		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	38%	❖	❖	38%	❖	❖	60%	56%	54%

CAASPP Test Results by Student Group: Science (grades 5, 8 and 10)

Science test results include CSTs, CMA, and CAPA in grades 5, 8, and 10. The "Proficient or Advanced" is calculated by taking the total number of students who scored proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Percentage of Students Scoring at Proficient or Advanced					2015-16 School Year
Group	Total Enrollment	Number of Students with Valid Scores	Percentage of Students with Valid Scores	Percentage Proficient or Advanced	
All students	❖	❖	❖	❖	
Male	❖	❖	❖	❖	
Female	❖	❖	❖	❖	
Black or African-American	❖	❖	❖	❖	
American Indian or Alaska Native	❖	❖	❖	❖	
Asian	❖	❖	❖	❖	
Filipino	❖	❖	❖	❖	
Hispanic or Latino	❖	❖	❖	❖	
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	
White	❖	❖	❖	❖	
Two or more races	❖	❖	❖	❖	
Socioeconomically disadvantaged	❖	❖	❖	❖	
English learners	❖	❖	❖	❖	
Students with disabilities	❖	❖	❖	❖	
Students receiving Migrant Education services	❖	❖	❖	❖	
Foster youth	❖	❖	❖	❖	

CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA) and literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards						Two-Year Data
Subject	Delphic ES		Delphic ESD		California	
	14-15	15-16	14-15	15-16	14-15	15-16
English language arts/literacy	18%	18%	18%	18%	44%	48%
Mathematics	19%	21%	19%	21%	33%	36%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



California Assessment of Student Performance and Progress (CAASPP)

For the 2015-16 school year, the CAASPP consists of several key components, including:

California Alternate Assessment (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with significant cognitive disabilities which prevent them from taking the Smarter Balanced Assessments with universal tools, designated supports or accommodations.

Smarter Balanced Assessments include ELA/literacy in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

CAASPP by Student Group: English Language Arts/Literacy and Mathematics

Due to low enrollment CAASPP test scores by student group are not shown. When the number of students tested is 10 or fewer, scores are not displayed either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.



Textbooks and Instructional Materials

The district adopts the most recent state-approved textbooks and instructional materials based on the implementation cycle established by the state. It provides sufficient textbooks for all students in the subject areas of reading/English language arts, science, history/social science and mathematics.

The teachers and students continue using standards-based instructional materials in mathematics, reading/English language arts, history/social studies and science. They also continue to use previously adopted materials in health. Teachers are trained on how to utilize all new curricula. We also utilize funds from our library grant to increase our library collection.

On an annual basis at a public hearing, the Board of Education adopts a resolution certifying that the district has provided each pupil textbooks or instructional materials, or both, to use in class and to take home to complete any required homework assignments. The board also ensures these materials are consistent with the content and cycles of the curriculum frameworks adopted by the state board in the core curriculum areas.

In visual and performing arts, Delphic Elementary School offers vocal and art classes. All students in these classes have access to the appropriate textbooks and instructional materials.

Textbooks and Instructional Materials List		2016-17 School Year
Subject	Textbook	Adopted
English language arts	Wonders, McGraw Hill (K-5)	2016
English language arts	Study Sync, McGraw Hill (6-8)	2016
Mathematics	<i>Everyday Math</i> , McGraw Hill (K-5)	2015
Mathematics	CPM (6-8)	2015
Science	Mystery Science Series – Cycles in Nature: The Life Cycle, the Water Cycle	2007
Science	ScienceWorks for Kids Series: <i>Geology</i> , Taking Off With Flight	2007
Science	ScienceWorks for Kids Series: <i>Exploring Space</i> , Dinosaurs; primary (1-2)	2007
Science	<i>Science</i> , Harcourt (2)	2007
Science	Science Studies Weekly, North Mountain Publishing (3-5)	2007
Science	<i>Science</i> , Harcourt (3-5)	2007
Science	<i>Science Voyages</i> , Glencoe (6)	2007
Science	<i>Science Explorer</i> , Prentice Hall (7-8)	2007
History/social science	<i>Social Studies</i> , Harcourt (2-6)	2006
History/social science	Holt, Rinehart and Winston (7-8)	2006

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks		2016-17 School Year
Criteria	Yes/No	
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes	
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes	
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes	

Availability of Textbooks and Instructional Materials

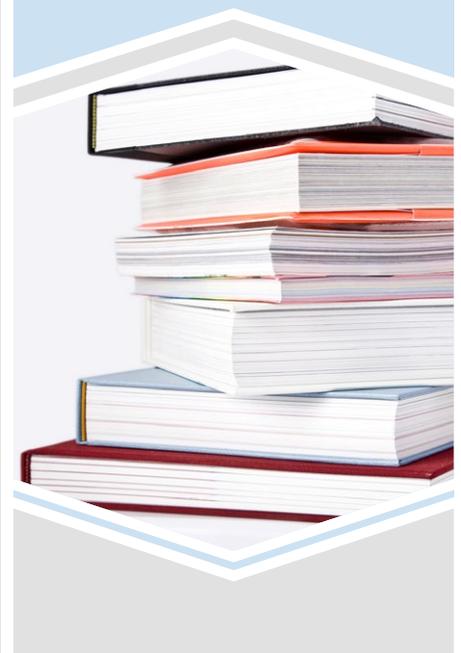
The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2016-17 School Year	
Reading/language arts	0%
Mathematics	0%
Science	◇
History/social science	◇
Visual and performing arts	◇
Foreign language	◇
Health	◇
◇ Not applicable.	

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2016-17 School Year	
Data collection date	1/18/2017





School Facility Items Inspected

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas systems and pipes, sewer, mechanical systems (heating, ventilation and air-conditioning)
- **Interior:** Interior surfaces (floors, ceilings, walls and window casings)
- **Cleanliness:** Pest/vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
- **Electrical:** Electrical systems (interior and exterior)
- **Restrooms/fountains:** Restrooms, sinks and drinking fountains (interior and exterior)
- **Safety:** Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)
- **Structural:** Structural condition, roofs
- **External:** Windows/doors/gates/fences, playgrounds/school grounds

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status		2016-17 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall summary of facility conditions			Good
Date of the most recent school site inspection			1/18/2017
Date of the most recent completion of the inspection form			1/18/2017

School Facilities

Delphic Elementary School is an attractive little red schoolhouse. We keep a well-maintained school. The facilities currently provide adequate space for our staff and students. A scheduled maintenance program is administered by the district to ensure all classrooms and facilities are maintained to a degree of adequacy that provides for good learning.

Our school has received upgrades thanks to modernization money. We have also used our savings to increase our enrollment and build a new third classroom. At our school, upgrades have included new lighting, new sinks and toilets, parking-lot lights, resurfacing asphalt, replacing damaged fencing, improved access for the physically disabled, technology and electrical upgrades, and painting throughout the facility.

Good repair is determined by a Facility Inspection Tool developed by the State Office of Public School Construction and means that a facility is clean, safe and functional. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal. Providing a safe and well-maintained school is a top priority for our district.

Delphic Elementary School employs one custodian for two hours every evening after school for the purpose of cleaning the facilities. Delphic Elementary School District has existed for more than 100 years. The oldest part of our main building is over 40 years old and qualified for modernization money. We added a library 27 years ago, larger restrooms and a larger office to that building 28 years ago. The kitchen was renovated and equipped with new appliances approximately 25 years ago. Because Delphic has maintained a waiting list of students wanting to attend our school, we brought in a third teacher and built an additional classroom this year.



Types of Services Funded

The district's general fund includes money for the following.

- General operations: salaries, benefits, services, materials and support to general education
- Special education: programs offering appropriate, individualized education to students with special needs
- Gifted and Talented Education (GATE): specialized learning assistance for students with high ability, achievement or potential is granted to the school which is used to offer enrichment to all students enrolled in our school
- Special projects: money earmarked for specific services
- Maintenance and operations
- District administration

The school has an instructional budget based on enrollment and programs determined by education policy, state law and agreements with employees.

Public 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.



Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information	Three-Year Data			
	Delphic ESD	Delphic ES		
Teachers	16-17	14-15	15-16	16-17
With a full credential	3	5	2	3
Without a full credential	1	0	1	1
Teaching outside subject area of competence (with full credential)	1	0	1	1

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Delphic ES		
Teachers	14-15	15-16	16-17
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers

High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced-priced meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced-priced meals program. For more information about ESEA teacher requirements, visit www.cde.ca.gov/nclb/sr/tq.

Highly Qualified Teachers	2015-16 School Year	
	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Delphic ES	100.00%	0.00%
All schools in district	100.00%	0.00%
High-poverty schools in district	100.00%	0.00%
Low-poverty schools in district	0.00%	0.00%

✦ Not applicable.



Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2015-16 School Year	
Academic Counselors	
FTE of academic counselors	0.0
Average number of students per academic counselor	✦
Support Staff	
Social/behavioral counselor	FTE 0.0
Career development counselor	0.0
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	0.5
Psychologist	0.0
Social worker	0.0
Nurse	0.0
Speech/language/hearing specialist	0.0
Resource specialist (nonteaching)	0.2



Financial Data

The financial data displayed in this SARC is from the 2014-15 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at 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 www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

District Salary Data		2014-15 Fiscal Year
	Delphic ESD	Similar Sized District
Beginning teacher salary	◇	\$41,085
Midrange teacher salary	◇	\$59,415
Highest teacher salary	◇	\$75,998
Average elementary school principal salary	⊕	\$100,438
Superintendent salary	◇	\$116,069
Teacher salaries: percentage of budget	28%	33%
Administrative salaries: percentage of budget	18%	7%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2014-15 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Delphic ES	\$9,502	\$50,823
Delphic ESD	\$9,502	\$50,823
California	\$5,677	\$60,985
School and district: percentage difference	◆	◆
School and California: percentage difference	+67.4%	-16.7%

◇ Information is not available at this time.

⊕ The principal and superintendent are combined as one position.

◆ The percentage difference does not apply to single-site districts.

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2014-15 Fiscal Year	
Total expenditures per pupil	\$10,537
Expenditures per pupil from restricted sources	\$1,035
Expenditures per pupil from unrestricted sources	\$9,502
Annual average teacher salary	\$50,823

Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.



Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of January 2017.

School Accountability Report Card

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