

# SARC

2019-20

School Accountability  
Report Card

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## Delphic Elementary School

Grades K-8  
CDS Code 47-70227-6050694

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## Delphic Elementary School District

1420 Delphic Road Montague, CA 96064 ▪ (530) 842-3653 ▪ [www.delphic.k12.ca.us](http://www.delphic.k12.ca.us)



### Principal's Message

Delphic Elementary School is a small, rural school located in Northern California's lovely Shasta Valley, three 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 school with an average daily attendance of 61 students. 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 agriculture-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.

### School Mission Statement

- To develop intellectual curiosity and eagerness for lifelong learning.

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.

- All teachers work hard to see that all students get a high-quality education at Delphic Elementary School.

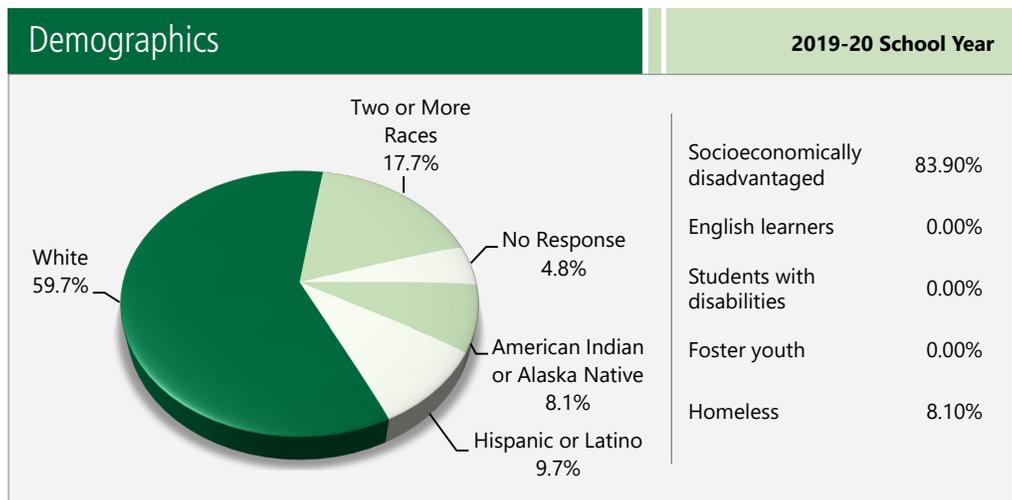
### School Safety

Delphic Elementary School has a Crisis Response file that includes its state-mandated comprehensive school safety plan that 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 in March 2021.

This plan is currently under review and being updated by administration. 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. 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.

### Enrollment by Student Group

The total enrollment at the school was 62 students for the 2019-20 school year. The pie chart displays the percentage of students enrolled in each group.



### 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.

### 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

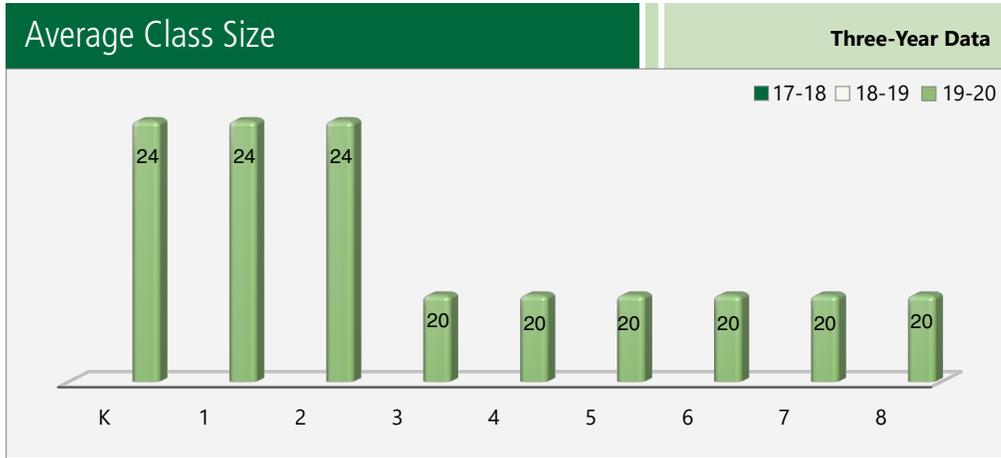
### Governing Board

- Mrs. Stacey Brooks, President
- Mrs. Candace Mott, Clerk
- Mr. Rick Brooks, Board Member



### Class Size Distribution

The bar graph displays 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	2017-18			2018-19			2019-20		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	▲	▲	▲	▲	▲	▲		1	
1	▲	▲	▲	▲	▲	▲		1	
2	▲	▲	▲	▲	▲	▲		1	
3	▲	▲	▲	▲	▲	▲	1		
4	▲	▲	▲	▲	▲	▲	1		
5	▲	▲	▲	▲	▲	▲	1		
6	▲	▲	▲	▲	▲	▲	1		
7	▲	▲	▲	▲	▲	▲	1		
8	▲	▲	▲	▲	▲	▲	1		

### Parental Involvement

Delphic Elementary School is committed to communicating with and engaging parents as partners in their children's education. 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.

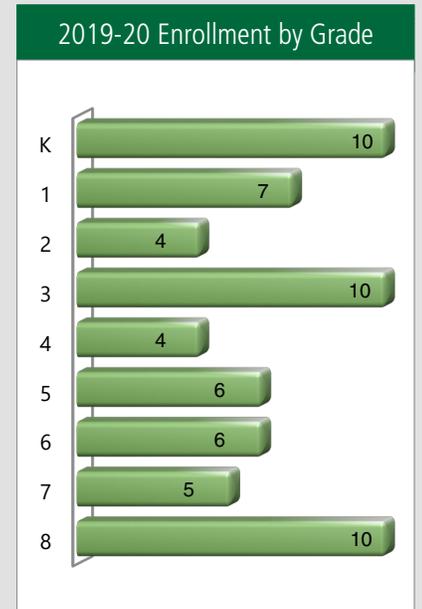
Because parents are the only source of transportation for Delphic students, there is strong parental support and commitment. The school describes expectations for parent communications and involvement at the school, classroom and home levels. We are also committed to obtaining community resources for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

A weekly bulletin lets the school community know what is happening at Delphic Elementary School. Our superintendent/principal and teachers confer with parents to 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. Parents have acted on our concerns that their children's regular attendance is essential to optimum learning, and attendance has improved. For more information on how to become involved, please contact the school at (530) 842-3653.

▲ Class size data not available for 2017-18 and 2018-19.

### Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2019-20 school year.



### 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.





### CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The new California Science Test (CAST) was first administered operationally during the 2018–19 school year. The table below shows the percentage of students meeting or exceeding the state standards.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
Subject	Delphic ES		Delphic ESD		California	
	18-19	19-20	18-19	19-20	18-19	19-20
Science	17%	◇	17%	◇	30%	◇

### CAASPP Test Results in ELA and Mathematics for All Students (grades 3-8 and 11)

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

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
Subject	Delphic ES		Delphic ESD		California	
	18-19	19-20	18-19	19-20	18-19	19-20
English language arts/literacy		◇		◇	51%	◇
Mathematics		◇		◇	40%	◇

### 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. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf](http://www.cde.ca.gov/ta/tg/pf).

California Physical Fitness Test	2019-20 School Year	
	Delphic ES	
	Grade 5	Grade 7
Four of six standards	◇	◇
Five of six standards	◇	◇
Six of six standards	◇	◇

◇ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.

### California Assessment of Student Performance and Progress (CAASPP)

For the 2019–20 school year, the CAASPP consists of several key components, including:

**California Alternate Assessments (CAA)** test includes both ELA/literacy and mathematics in grades 3–8 and 11 and science in grades 5, 8 and high school. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

**Smarter Balanced Assessments** include ELA/literacy and mathematics 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](http://www.cde.ca.gov/ta/tg/ca).



### CAASPP by Student Group: Science, English Language Arts and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in science, English language arts/literacy and mathematics for the school by student groups.

The "percentage 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 on the CAA divided by the total number of students who participated in both assessments.

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.



### CAASPP Results by Student Group: Science (grades 5 and 8)

Percentage of Students Meeting or Exceeding State Standards					2019-20 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
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	◇	◇	◇	◇	◇
Homeless	◇	◇	◇	◇	◇

◇ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.

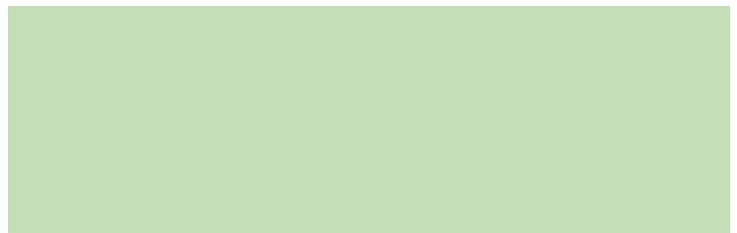




### CAASPP Results by Student Group: English Language Arts (grades 3-8)

Percentage of Students Meeting or Exceeding State Standards					2019-20 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
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	◇	◇	◇	◇	◇
Homeless	◇	◇	◇	◇	◇

◇ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.





### CAASPP Results by Student Group: Mathematics (grades 3-8)

Percentage of Students Meeting or Exceeding State Standards					2019-20 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
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	◇	◇	◇	◇	◇
Homeless	◇	◇	◇	◇	◇

◇ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.





### Textbooks and Instructional Materials

Delphic Elementary adopts state-approved curriculum through a collaborative process with all stakeholders.

Textbooks and Instructional Materials List		2020-21 School Year
Subject	Textbook	Adopted
Reading/language arts	<i>Wonders</i> , McGraw-Hill (K-5)	2016
Reading/language arts	<i>Study Sync</i> , McGraw- Hill (6-8)	2016
Mathematics	<i>Everyday Mathematics</i> , McGraw-Hill (K-5)	2015
Mathematics	CPM (6-8)	2015
Science	<i>Mystery Science</i>	2018
Science	<i>Science</i> , Harcourt	2007
History/social science	<i>Studies Weekly</i> (K-5)	2018
History/social science	<i>Social Studies</i> , Harcourt (6-8)	2007
Foreign Language	American Sign Language	2018
Health	<i>Second Steps</i>	2018
Health	<i>Positive Prevention</i>	2018

### Quality of Textbooks

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

Quality of Textbooks		2020-21 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	



### 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 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.

### 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	
2020-21 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%



### 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	
2020-21 School Year	
Data collection date	9/16/2020





### School Facility Good Repair Status

The table shows the results of the school’s most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. 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		2020-21 School Year
Items Inspected	Repair Status	
<b>Systems:</b> Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
<b>Interior:</b> Interior surfaces (floors, ceilings, walls and window casings)	Good	
<b>Cleanliness:</b> Pest/vermin control, overall cleanliness	Good	
<b>Electrical:</b> Electrical systems	Good	
<b>Restrooms/fountains:</b> Restrooms, sinks and drinking fountains	Good	
<b>Safety:</b> Fire safety, emergency systems, hazardous materials	Good	
<b>Structural:</b> Structural condition, roofs	Good	
<b>External:</b> Windows/doors/gates/fences, playgrounds/school grounds	Good	
<b>Overall summary of facility conditions</b>	Exemplary	
<b>Date of the most recent school site inspection</b>	11/3/2020	
<b>Date of the most recent completion of the inspection form</b>	11/3/2020	

### School Facilities

Delphic Elementary School is a picturesque little red schoolhouse that is kept in good repair. Student safety is considered the highest priority by the entire Delphic community. Regular inspection and quick repair of deficiencies is a consistent practice. Delphic Elementary utilizes an ongoing maintenance priority list to ensure all issues are addressed in a timely manner that is cost effective for the district. The facility has recently had many updates including a solar array, updated HVAC systems and new LED lighting. These updates were funded with modernization and Proposition 39 dollars. In the summer of 2018, a new fire suppression system was installed in the kitchen over the stove to increase fire protection measures. In 2019, our playground was updated with new swings and basketball hoops.

### Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates. The 2019-20 suspension and expulsion rate data are not comparable to prior year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to prior years. Note: Students are only counted one time, regardless of the number of suspensions.

Suspensions and Expulsions	Three-Year Data					
	Delphic ES		Delphic ESD		California	
	17-18	18-19	17-18	18-19	17-18	18-19
<b>Suspension rates</b>	0.0%	1.5%	0.0%	1.5%	3.5%	3.5%
<b>Expulsion rates</b>	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%
Suspensions and Expulsions	Delphic ES		Delphic ESD		California	
	19-20		19-20		19-20	
	<b>Suspension rates</b>		0.0%		2.5%	
<b>Expulsion rates</b>		0.0%		0.1%		

### 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
- 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
- District administration

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



### California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California’s new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California’s diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.



## 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](http://www.ctc.ca.gov).

Teacher Credential Information	Three-Year Data			
	Delphic ESD	Delphic ES		
	20-21	18-19	19-20	20-21
<b>Teachers</b>				
<b>With a full credential</b>	1	2	2	1
<b>Without a full credential</b>	2	1	1	2
<b>Teaching outside subject area of competence (with full credential)</b>	0	0	0	0

## 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		
	18-19	19-20	20-21
<b>Teachers</b>			
<b>Teacher misassignments of English learners</b>	0	0	0
<b>Total teacher misassignments</b>	0	0	0
<b>Vacant teacher positions</b>	0	0	0



## 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).

### Ratio of Pupils to Academic Counselors and School Support Staff Data

2019-20 School Year

	Ratio
<b>Pupils to Academic counselors</b>	30:1
<b>Support Staff</b>	<b>FTE</b>
<b>Counselor (academic, social/behavioral or career development)</b>	0.4
<b>Library media teacher (librarian)</b>	0.0
<b>Library media services staff (paraprofessional)</b>	0.2
<b>Psychologist</b>	0.1
<b>Social worker</b>	0.0
<b>Nurse</b>	0.1
<b>Speech/language/hearing specialist</b>	0.1
<b>Resource specialist (nonteaching)</b>	0.2

## Professional Development

At Delphic Elementary School, ongoing support is provided to empower teachers and staff in encouraging and promoting students' optimal behavior and learning. Our teachers and classified staff are offered in-service trainings through a variety of ways including Siskiyou County Office of Education, onsite collaboration and curriculum training. The entire staff sets annual professional goals and utilizes professional development to reach those goals under the supervision and support of administration. Through MTSS grant dollars received in 2018, more professional development opportunities have been made available to Delphic Staff including Positive Behavioral Interventions and Supports (PBIS), system improvement tool-use, assessment implementation and intervention curriculum training.

Professional Development Days	Three-Year Data		
	2018-19	2019-20	2020-21
	<b>Number of school days dedicated to staff development and continuous improvement</b>	3	3



### Financial Data

The financial data displayed in this SARC is from the 2018-19 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](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 [www.cde.ca.gov/ds/fd/cs](http://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](http://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.

Salary Data	2018-19 Fiscal Year	
	Delphic ESD	Similar Sized District
<b>Beginning teacher salary</b>	\$50,823	\$46,965
<b>Midrange teacher salary</b>	\$50,823	\$67,638
<b>Highest teacher salary</b>	\$69,072	\$88,785
<b>Average elementary school principal salary</b>	⊕	\$112,524
<b>Superintendent salary</b>	\$85,629	\$128,853
<b>Teacher salaries: percentage of budget</b>	21%	30%
<b>Administrative salaries: percentage of budget</b>	13%	6%

### 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	2018-19 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
<b>Delphic ES</b>	\$495	\$54,826
<b>Delphic ESD</b>	\$13,381	\$54,826
<b>California</b>	\$7,750	\$71,448
<b>School and district: percentage difference</b>	-96.3%	+0.0%
<b>School and California: percentage difference</b>	-93.6%	-23.3%

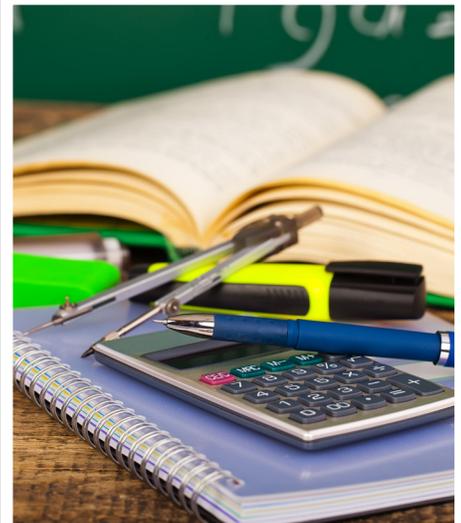
⊕ The principal and superintendent are combined as one position.

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://dq.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 December 2020.

### 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	
2018-19 Fiscal Year	
<b>Total expenditures per pupil</b>	\$13,381
<b>Expenditures per pupil from restricted sources</b>	\$12,886
<b>Expenditures per pupil from unrestricted sources</b>	\$495
<b>Annual average teacher salary</b>	\$54,826



### 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.