

# Design39Campus

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
<b>School Name</b>	Design39Campus
<b>Street</b>	17050 Del Sur Ridge Road
<b>City, State, Zip</b>	San Diego
<b>Phone Number</b>	858-676-6639
<b>Principal</b>	Joe Erpelding
<b>Email Address</b>	jerpelding@powayusd.com
<b>Website</b>	<a href="http://design39campus.com">http://design39campus.com</a>
<b>County-District-School (CDS) Code</b>	37-68296-0129056

Entity	Contact Information
District Name	Poway Unified
Phone Number	858-521-2800
Superintendent	Marian Kim-Phelps, Ed.D.
Email Address	mphelps@powayusd.com
Website	www.powayusd.com

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

At Design39Campus, learning experiences are designed with the individual learner in mind. As a collaborative community, we nurture creative confidence, practice design thinking, learn through inquiry, connect globally, use technology and real world tools, and promote the courage and growth mindset necessary to change the world.

The curriculum at D39C is designed around students being at or above grade level through the interaction of Knowledge, Skills and Dispositions with great emphasis on collaboration, creativity, and critical thinking in all subject areas. The curricular pathways provide a cohesive TK-8 experience which builds upon fluencies and skills as students progress. Integration of subject areas is a key part of our process as we help students make connections in their learning. Design39Campus has eight guiding principles:

1. Design thinking is a creative, problem-solving process which helps people design meaningful solutions. At its heart is the ability to see a situation from someone else's point of view, engineer a solution, and test it out to see how your solution works for them. The empathy required in the process is an essential skill for people working through any type of design process. Through design thinking, students understand their world by being able to see how it is put together and how the parts of any system or problem can be reinvented.
2. Personalization: To move away from a one-size-fits-all model of educations, schools must become adaptive, fluid, and agile so we can meet the needs of our diverse group of students. Personalization allows each child the freedom to progress forward at their own rate, and in ways that they learn best, as they pursue their passions and prepare for their future. At D39C, we are rethinking pedagogy and leveraging current technologies that will aid us in helping to create an adaptive learning environment for our students.
3. Inquiry: We create a culture of curiosity through inquiry-driven learning. Inquiry is about engagement and involvement of students in active sense-making in meaningful acts of learning. Classroom lessons and activities are designed around connecting students to ideas and content in a way that helps them see why the study matters. In addition, students will be asking their own questions and answering them in ways that are meaningful to them. Our focus is on setting the stage for students to understand. We help students see how context drives decisions, ask questions to clarify an issue, probe deeper to understand why things work the way they do, and discover the forces at work in our natural world and how they impact life on this planet.
4. Collaboration & Communication: We learn together at D39C and we know that the outcome of any learning experience is better when we work in teams. The ability to listen and communicate clearly are vital to the success of group work. At D39C we practice the art of collaboration using skills from Adaptive Schools. We explicitly teach and monitor active listening and collaboration skills across our campus and include everyone in the on-going training. All learners will continue to grow and develop into confident communicators in written and oral forms of communication plus visual forms of communication such as images, video, and animation.
5. Creative Confidence: Creativity and imagination are our most powerful tools as humans. All innovation springs from the ability to see the world differently and connect the dots between ideas in a way others have not. At D39C we nurture the creative confidence in all students through student-driven projects and enriching experiences. Our goal is to develop the creativity and self-efficacy in all students. We believe everyone has creative capacity and our job is to amplify what students bring.

6. **Growth Mindset:** At D39C our work springs from the belief that everyone can learn and grow and become more intelligent. You are not simply born smart or not. We nurture a growth mindset in order to strengthen natural curiosity and the tenacity it takes to accomplish something difficult. People who have a growth mindset seek out challenges. They see failure as a chance to learn from mistakes. They celebrate the success of others because they see an opportunity to learn from the journey of others. A person with a growth mindset has the courage to seek challenge knowing that persistence is the key to achieving.
7. **Technology:** The use of technology at D39C goes beyond the traditional use of apps and websites for obtaining knowledge. Students are creators of digital content. Starting in the youngest grades, students will be taught how to think like a designer of digital media. All students will work with video, audio, and computer coding. To be literate in our world no longer means just reading, writing, and math. Our students must be digitally literate to be able to move creatively into their future careers. Our emphasis is on doing and making so all students are expected to play in the digital sandbox and learn what it takes to be a digital citizen.
8. **Connecting globally** is a strategy we use at D39C to help students understand their place in the world in both time and space. Starting at the earliest ages, students explore people, places, ideas, artifacts, and events on a global scale and become more international in their understanding. Students explore the cultures, languages, and customs of people around the world finding connections between cultures and civilizations as part of our integrated global studies. This perspective helps students appreciate the uniqueness of the United States in history and students develop an understanding of the ideas and courage that shaped the American experience in the past and now. The integrated global studies perspective will emphasize the need for leadership, ethics, cultural competence, and personal responsibility.

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

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	148
<b>Grade 1</b>	122
<b>Grade 2</b>	139
<b>Grade 3</b>	129
<b>Grade 4</b>	114
<b>Grade 5</b>	120
<b>Grade 6</b>	117
<b>Grade 7</b>	114
<b>Grade 8</b>	131
<b>Total Enrollment</b>	1,134

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

Student Group	Percent of Total Enrollment
Black or African American	1
Asian	31.1
Filipino	6.3
Hispanic or Latino	7.8
Native Hawaiian or Pacific Islander	0.4
White	43.7
Two or More Races	7.1
Socioeconomically Disadvantaged	11.7
English Learners	12.1
Students with Disabilities	8.1
Homeless	0.3

## 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	48	51	51	1,562
Without Full Credential	0	0	0	12
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	0	0	

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

Year and month in which data were collected: 1/16/2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Each pupil, including English learners, has a textbook or reading language arts material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California State Standards and approved for use by the State and the Poway Unified Board of Education. K-3 Benchmark LA and digital access 4-8 HMH digital access through Think Central (MyPlan) LA	Yes	0
<b>Mathematics</b>	Each pupil, including English learners, has a textbook or math material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California State Standards and approved for use by the State and the Poway Unified Board of Education. K-5 Math Expressions we have consumables and digital access. K-5 uses digital Ten Marks (site purchased) 6-8 Math digital and paper. We use a combo of what all PUSD middle and high school use.	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Science</b>	<p>Each pupil, including English learners, has a textbook or science/health material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California State Standards and approved for use by the State and the Poway Unified Board of Education.</p> <p>K-5 science fusion paper and digital. As well as Discovery Ed in MyPlan</p> <p>6-8 Discovery Ed textbook in MyPlan</p>	Yes	0
<b>History-Social Science</b>	<p>Each pupil, including English learners, has a textbook or History/Social Science material or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California State Standards and approved for use by the State and the Poway Unified Board of Education.</p> <p>K-5 Social Studies paper consumables from adoption yearly</p> <p>6-8 TCI online for LEDs and students. One half class of textbooks (we have not received the other 1/2)</p>	Yes	0
<b>Health</b>	<p>Comprehensive sexual health education and HIV prevention education shall be offered to all students in grades 7-12, including at least once in junior high or middle school and at least once in high school. (Education Code 51934).</p> <p>The district's curriculum shall support the purposes of the California Healthy Youth Act as specified in Education Code 51930-51939, be unbiased and inclusive of all students in the classroom, and be aligned with the state's content standards.</p>	Yes	0

## School Facility Conditions and Planned Improvements (Most Recent Year)

The Poway Unified School District ensures that students attend clean and safe facilities. In accordance with Education Code Section 17070.75(e), the District uses a School Facilities Inspection System developed by the State of California to ensure that each of its schools is maintained in good repair. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Daily cleaning schedules ensure that classrooms, offices and bathrooms are clean and well maintained. Playgrounds and fields are ample and well maintained. A full time custodian is on every campus throughout every school day. A night custodial crew cleans classrooms, restrooms and offices daily. The district has adopted cleaning standards for all schools. A summary of these standards is available at the district offices.

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report: 06/2019**

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	

## 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)	84	81	74	76	50	50
Mathematics (grades 3-8 and 11)	73	73	67	70	38	39

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.

### 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	708	674	95.20	4.80	81.31
Male	393	374	95.17	4.83	78.07
Female	315	300	95.24	4.76	85.33
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	201	199	99.00	1.00	88.94
Filipino	35	35	100.00	0.00	82.86
Hispanic or Latino	62	57	91.94	8.06	68.42
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	332	306	92.17	7.83	78.10

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	55	54	98.18	1.82	81.48
Socioeconomically Disadvantaged	89	85	95.51	4.49	61.18
English Learners	114	112	98.25	1.75	69.64
Students with Disabilities	69	60	86.96	13.04	48.33
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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

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

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

### 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	708	672	94.92	5.08	72.77
Male	393	373	94.91	5.09	75.34
Female	315	299	94.92	5.08	69.57
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	201	199	99.00	1.00	87.94
Filipino	35	35	100.00	0.00	60.00
Hispanic or Latino	62	57	91.94	8.06	35.09
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	332	305	91.87	8.13	70.82
Two or More Races	55	54	98.18	1.82	74.07
Socioeconomically Disadvantaged	89	84	94.38	5.62	48.81
English Learners	114	112	98.25	1.75	60.71
Students with Disabilities	69	59	85.51	14.49	32.20
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	--	--	--	--	--

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

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

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

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and Ten

#### 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.

## 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 areas 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	14.4	30.5	41.5
7	19.6	20.6	45.8

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.

## 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)

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1. Experience39 event to bring the community together prior to opening of school
2. The Collaborative: our parent organization designed to involve 100% of our families.
3. Numerous focus groups: Food Allergies, Reporting Progress, Electives, Special Education, etc.
4. LCAP Survey
5. Parent Workshops: Growth Mindset, Volunteering in the Classroom, Guiding Principles, California State Standards Maths, Reading, Writing
6. Grade Span Information Nights
7. Parent Teacher Conferences- 1:1 meetings with parents and LEDs, as needed.
8. Communicate with parents through face-to-face meetings and the use of email and social media including Facebook and Twitter

### 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	1.5	1.5	1.9	1.3	1.6	1.4	3.6	3.5	3.5
Expulsions	0.0	0.1	0.0	0.1	0.1	0.1	0.1	0.1	0.1

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

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School Safety plan

Last Reviewed:

11/9/2019

Last Updated:

12/9/2020

Discussed with Faculty:

11/5/2019

## Design39Campus

### Emergency Procedures

#### Earthquake Drill Procedures

##### (Duck, Cover & Hold)

When the ground begins shaking, a loud explosion is heard/felt, or a duck, cover & hold drill begins, - everyone- students, staff, and all others present take the following protective actions:

##### INDOORS:

**Duck:** Take cover under a nearby desk or table, positioning as much of the body as possible under cover.

**COVER** eyes by leaning the face against the arm.

**HOLD** on to the table legs or side of the desk. Remain in position until the ground stops shaking, objects stop falling, or the teacher indicates that this phase of the drill has ended.

If there is no table or desk nearby, but there are chairs.

**Duck, Cover, Hold:** take cover under the chairs, if possible, and/or between the rows of chairs, dropping to the floor, holding on, and protecting the eyes with the arm.

If there is no table or chair nearby (or not enough):

**Duck, Cover, Hold:** take cover by dropping to the floor, against an interior wall, if possible. Select the closest safe place: between tables or against wall. The “drop” position is preferred: on the floor, on the knees, leaning over to rest on the elbows, hands clasped behind the neck, face down for protection.

In the hallway:

**Duck, Cover, Hold:** take the “drop” position alongside the walls. Try to avoid earthquake hazards such as unsecured lockers, trophy cases, etc. Choose the closest safe place.

On stairs:

**Duck, Cover, and Hold:** sit down, hold onto handrail, and cover eyes.

#### Evacuation/Fire Drill Procedures

Teachers and students will exit the classroom as soon as possible following their prescribed route to the designated area on the grass fields.

Place the Red or Green card in the classroom door jamb when they evacuate their classroom:

**Green Tape**— everyone evacuated

Close the doors upon leaving your classroom and carry a roster with your backpack.

Teachers will line up their classes in the area according to the evacuation map. Direct your class to remain orderly and in line. Students may sit if they desire, but they are not to stray.

Take attendance once the whole class has arrived and complete the Emergency Attendance Form.

Teachers are to remain with their classes until dismissed or given other directions by administration.

**Lockdown Drill Procedures**

Ensure that the door is locked.

If, when locking the door a teacher notices that any students or staff is still outside, allow them into the classroom as quickly as possible.

Once everyone is in and the door is locked, the teacher will stop class, turn off the lights and lower the blinds.

Students are to remain away from the windows and quiet.

The door is not to be opened for any reason, even if the person knocking identifies him or herself as a police officer.

Teacher should email information from Emergency Attendance Form to:

brodriguez@powayusd.com, mheald@powayusd.com, tapping@powayusd.com

Teachers are responsible for the well-being and behavior of their students during the drill until dismissed or given other directions from the administration.

**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)**

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
<b>K</b>	23		9		24		8		25		6	
<b>1</b>	23		4		24		4		24		5	
<b>2</b>					27		2					
<b>3</b>	25		10		25		8		24		11	
<b>4</b>	29		3		31		4		29		4	
<b>5</b>	28		5		31		3	1	30		4	
<b>6</b>	32	3	7	13	29		4		32		16	2
<b>Other**</b>												

\*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.

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

Title	Ratio
Academic Counselors*	810.0

\*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.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.8
Social Worker	
Speech/Language/Hearing Specialist	1.5
Resource Specialist (non-teaching)	1.0
Other	3.2

\*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.

### 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	6,326.90	378.44	5,948.46	70,289.51
District	N/A	N/A	7,536.45	\$79,082.00
Percent Difference - School Site and District	N/A	N/A	-23.6	-11.8
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-23.2	-15.9

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

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

The district's general fund includes monies for:

1. General operations—salaries, benefits, services, materials, and support to the general education
2. Special education—programs offering appropriate, individualized education to students with special needs
3. Supplemental grants used to increase or improve services to unduplicated pupils
4. Special projects/grants
5. Transportation
6. Facilities, Maintenance and operations
7. District administration

Each school in the district receives an instructional budget based on enrollment, programs, and on formulas set by the Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding agencies.

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

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,046	\$48,612
Mid-Range Teacher Salary	\$74,420	\$74,676
Highest Teacher Salary	\$101,917	\$99,791
Average Principal Salary (Elementary)	\$131,931	\$125,830
Average Principal Salary (Middle)	\$143,470	\$131,167
Average Principal Salary (High)	\$151,598	\$144,822
Superintendent Salary	\$287,500	\$275,796
Percent of Budget for Teacher Salaries	37%	34%
Percent of Budget for Administrative Salaries	4%	5%

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

## Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

Professional Learning and Collaboration to build staff capacity:

- Daily collaboration (7:45-8:45) time for all Learning Experience Designers (Teachers) to focus on California State Standards, Competencies, Skills, Dispositions and learning experiences.
- Twice monthly All Staff Workshop to refine collaborative and facilitation skills, and for team building/relationship
- Safe School Ambassador training for ten staff members, which will, in turn, be shared with all staff
- Minimum day professional development: technology (MyConnect, hardware usage, Google Drive, etc), Maths, NGSS
- Professional Growth Days focusing on Competencies - California State Standards, learning experiences, Essential Questions.
- Focus on Knowledge, Skills and Dispositions in a Learner-Centered Environment.

Socially Embedded

*belonging, welcomed, relationships, collaborative, problem solver*

Agency

*capacity to articulate needs, adaptive, resourceful, confident, valued*

Open-Walled

*learning can happen anywhere-anytime, active participant, impact, leveraging "real world" expertise*

*Personalized/Relevant/Contextual prior knowledge connection, responsive to needs and strengths, relevant & applicable*

Competency-Based

*knowledge, skills and dispositions, each learner progresses on his/her own unique pathway; fundamental unit of learning, foundational core knowledge, self-reflection, goals*