

Miranda Junior High

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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

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

DataQuest

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

Internet Access

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

Cynthia Aguiar

Principal, Miranda Junior High

About Our School

Principal of South Fork High School, Miranda Junior High School, and Agnes Johnson Elementary School: Cyndi Aguiar

Contact

Miranda Junior High
6831 Avenue of the Giants, Miranda, CA
Miranda, CA 95553

Phone: 7079433144
E-mail: Cyndiaquiar@sohumusd.com

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Southern Humboldt Joint Unified
Phone Number	(707) 943-1789
Superintendent	Don Boyd
E-mail Address	donboyd@sohumusd.com
Web Site	http://apps.humboldt.k12.ca.us/sohumwp/

School Contact Information (School Year 2018—19)	
School Name	Miranda Junior High
Street	6831 Avenue of the Giants, Miranda, CA
City, State, Zip	Miranda, Ca, 95553
Phone Number	7079433144
Principal	Cynthia Aguiar
E-mail Address	Cyndiaguia@sohumusd.com
Web Site	.humboldt.k12.ca.us/sohumwp/miranda/
County-District-School (CDS) Code	12630400129114

Last updated: 1/25/2019

School Description and Mission Statement (School Year 2018—19)

MISSION STATEMENT

Miranda Junior High, a safe learning community, has as our mission to graduate all of our students as confident learners, who think choices, pursue goals, and become informed, active citizens. In partnership with our broader community, we will provide an innovative program that challenges students through a variety of learning experiences to reach their highest potential.

VISION STATEMENT

A Miranda Junior High graduate will have the skills to make responsible choices socially, personally, and educationally. Through an emphasize in literacy, creativity, critical thinking, and global and cultural awareness, graduates will be able to meet personal goals which making contributions to society. Miranda Junior High is committed to developing literate and functional citizens who are able to cope, thrive, and live in a changing world. Our decisions will be based on being 100%. 100% Prepared, Attentive, Respectful, and Responsible.

EXPECTED SCHOOL WIDE LEARNING RESULTS(ESLRs)

A Miranda Junior High graduate will be able to:

Demonstrate the critical thinking skills necessary to become a lifelong learner. Communicate respectfully and effectively to a variety of audiences for a variety of purposes.

Contribute to the school and greater community through service learning. The intent is creating active citizenship.

Create a person life plan to address social, educational, economic, and health goals. Demonstrate ability to use technology across the curriculum.

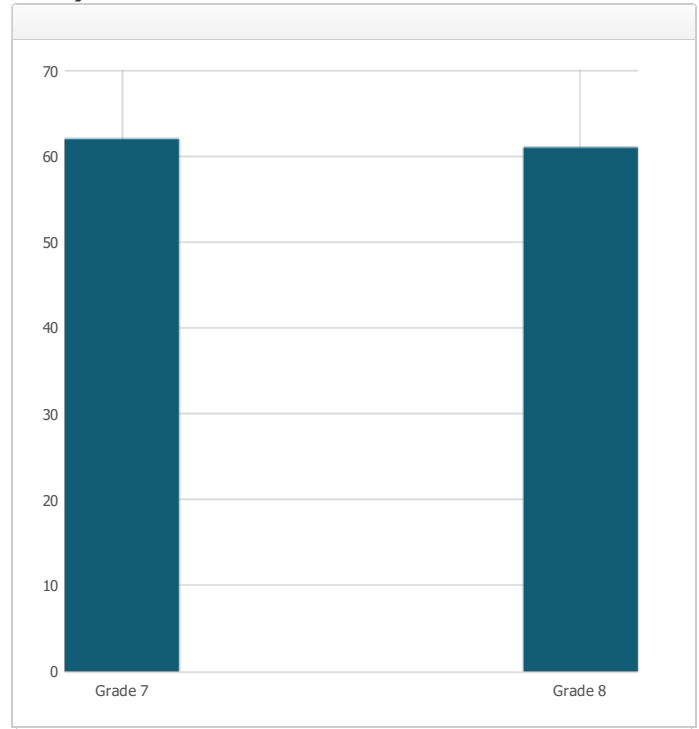
Demonstrate recognition of the inherent strength of a tolerant, diverse society.

Miranda is located on the Avenue of the Giants, a picturesque, rural area. It is part of a unified school district that serves communities spread out over 755 square miles. While the geographic area of the district is large, population of the 7-8 school is 126 students.

Last updated: 1/25/2019

Student Enrollment by Grade Level (School Year 2017—18)

Grade Level	Number of Students
Grade 7	62
Grade 8	61
Total Enrollment	123



Last updated: 2/4/2019

Student Enrollment by Student Group (School Year 2017—18)

Student Group	Percent of Total Enrollment
Black or African American	1.6 %
American Indian or Alaska Native	0.1 %
Asian	3.2 %
Filipino	0.0 %
Hispanic or Latino	12.0 %
Native Hawaiian or Pacific Islander	0.0 %
White	92.8 %
Two or More Races	0.0 %
Other	-9.7 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	28.8 %
English Learners	0.8 %
Students with Disabilities	0.1 %
Foster Youth	0.0 %

A. Conditions of Learning

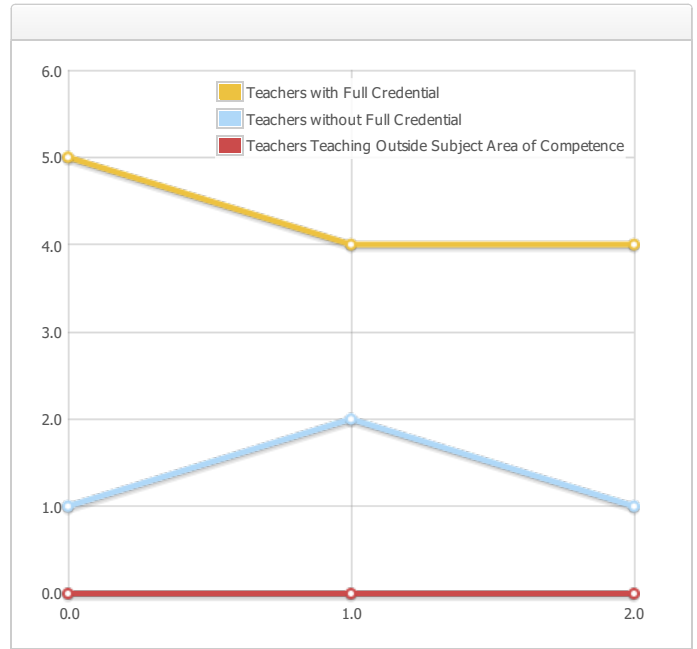
State Priority: Basic

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 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	5	4	4	39
Without Full Credential	1	2	1	5
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 2/4/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



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

Last updated: 2/4/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: December 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Language of Literature, McDougal Little 1997 Groundwork for Better Vocabulary Building English Skills California Treasures, Glencoe 2009 Advancing Vocabulary Skills CAHSEE test prep, Ca Dept. of Education Literature California Treasures, by Glenco 2010 Literature The American Experience, by Prentice Hall Literature World Masterpieces	No	0.0 %
Mathematics	Pearson Integrated Junior High Math	Yes	0.0 %
Science	Interactive Science: Life Science, Custom Edition, 2016 Pearson Learning Solutions Interactive Science: Physical Science, Custom Edition, 2016 Pearson Learning Solutions	Yes	0.0 %
History-Social Science	History Alive, TCI The American Vision Modern Times by Apple by Brinkley, Brousard, McPhearson, Ritchie: Glencoe 2006	Yes	0.0 %
Foreign Language	History Alive, TCI The American Vision Modern Times by Apple by Brinkley, Brousard, McPhearson, Ritchie: Glencoe 2006 APEX on line platform 2018/2019	Yes	0.0 %
Health	Health, A Guide to Wellness by Merki, & Merki, 2001	Yes	0.0 %
Visual and Performing Arts	Art: <ul style="list-style-type: none"> • Communicating through Graphic Design by Kevin Gatta and Claire Mowbray Golding. • Exploring Visual Design, 4th Edition by Joseph A. Gatto, Albert W. Porter, and Jack Selleck <ul style="list-style-type: none"> • Adoption Spring of 2016 Music: <ul style="list-style-type: none"> • Master Theory (Books 1-5) by Peters & Yoder • Edly's Music Theory for Practical People by Roseman <ul style="list-style-type: none"> • Choral Connections by Tower • Improvising Jazz by Coker Drama: <ul style="list-style-type: none"> • Improvisation for the Theater" Third Edition, Viola Spolin <ul style="list-style-type: none"> • Improvisation Starters: A Collection of 900 Improvisation Situations for the Theater" by Philip Bernardi Year of Adoption 2010 • Theater Games for the Classroom: A Teacher's Handbook by Viola Spolin <ul style="list-style-type: none"> • Acting Through Improv: Improv Through Theatresports" by Lynda Belt & Rebecca Stockley <ul style="list-style-type: none"> • Year of Adoption 2010 	Yes	0.0 %
Science Lab Eqmpt (Grades 9-12)	N/A	N/A	0.0 %

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

School Facility Conditions and Planned Improvements

Miranda Junior High has undergone a major modernization project due to the passage of Measure L. The north side of A-wing, B-Wing, C-Wing, and B-wing restrooms have been completely modernized. Each classroom has a smart television, telephone system, computer, and wi-f

Last updated: 2/4/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	HVAC systems on music room, and wrestling/weight room failure is under warranty and being repaired. New well pump house behind football field is being re-built.
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	Overall cleanliness of all school rooms, offices, facilities and grounds have suffered due lack of custodial staff. Two additional Custodians have been hired as of November, and all areas of concern have been addressed. Great improvement has been noted.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	Additional custodial staff have made great improvements in maintaining the cleanliness function of all restrooms, dispensers and supplies.
Safety: Fire Safety, Hazardous Materials	Good	Updated security system, at both SFHS and MJHS. Under yearly contract with security system for yearly maintenance and testing on fire systems. HVAC systems on music room, and wrestling/weight room failure is under warranty and being repaired.
Structural: Structural Damage, Roofs	Fair	Roofs for the Cafeteria and Library should have approximately 10 years of wear, however evaluation is in progress and repairs will be made as deemed necessary
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: December 2018

Overall Rating	Fair
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Last updated: 2/4/2019

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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	40.0%	39.0%	38.0%	39.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	33.0%	21.0%	31.0%	27.0%	37.0%	38.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Last updated: 2/4/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	123	117	95.12%	39.32%
Male	70	67	95.71%	34.33%
Female	53	50	94.34%	46.00%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian				
Filipino				
Hispanic or Latino	14	14	100.00%	42.86%
Native Hawaiian or Pacific Islander	--	--	--	
White	98	93	94.90%	39.78%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	80	75	93.75%	34.67%
English Learners	--	--	--	
Students with Disabilities	21	19	90.48%	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

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

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

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

Last updated: 2/4/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	123	118	95.93%	21.37%
Male	70	67	95.71%	20.90%
Female	53	51	96.23%	22.00%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian				
Filipino				
Hispanic or Latino	14	14	100.00%	21.43%
Native Hawaiian or Pacific Islander	--	--	--	
White	98	94	95.92%	22.58%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	80	76	95.00%	14.67%
English Learners	--	--	--	
Students with Disabilities	21	19	90.48%	
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

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

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

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

Last updated: 2/4/2019

CAASPP Test Results in Science for All Students Grades Five, Eight and High School Percentage of Students Meeting or Exceeding the State Standard

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Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
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: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 2/4/2019

Career Technical Education (CTE) Programs (School Year 2017–18)

With the change from a 6 period day to a 7 pperiod day, all Junior High School students now have an opportunity to have an elective class. CTE courses are offered as part of an elective wheel, and all student have the opportunity to participate in either CTE or Visual and Performing arts courses.

The CTE courses offered for the Junior High student are:

Wood Shop

Graphic Arts

Product Innovation

Last updated: 2/4/2019

Career Technical Education (CTE) Participation (School Year 2017–18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	95
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

Last updated: 2/4/2019

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2017—18)

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
7	30.9%	14.5%	36.4%

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.

Last updated: 2/4/2019

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 2018—19)

Booster Club-meets monthly throughout the school year
Volunteering on campus-ongoing
Back-to-School Night-Fall
Activity chaperones, co-curricular, and extra-curricular field trips-ongoing Coaching Athletics-throughout the school year
Southern Humboldt Family Partnership

State Priority: Pupil Engagement

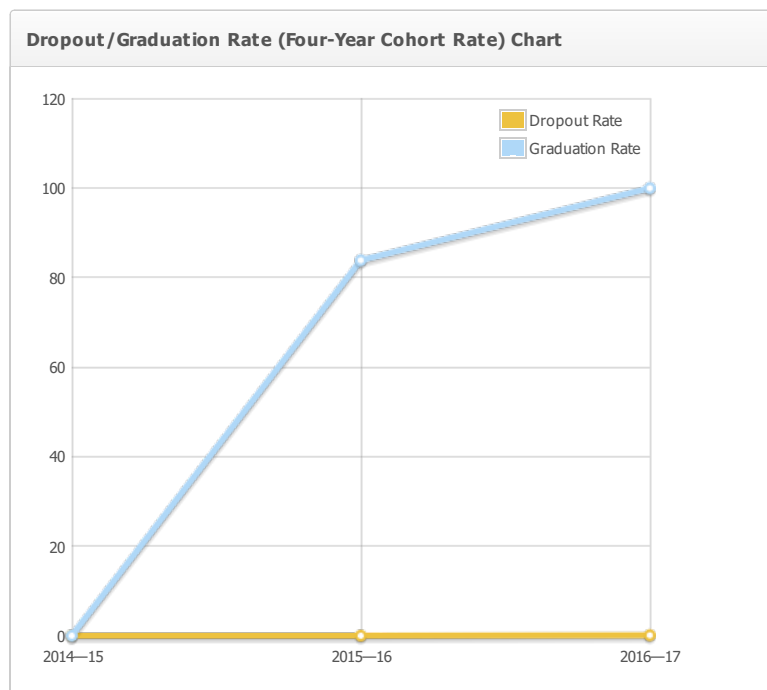
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	0.0%	0.0%	10.6%	8.8%	10.7%	9.7%
Graduation Rate	0.0%	83.8%	87.2%	86.0%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	0.1%	0.1%	9.1%
Graduation Rate	99.9%	100.0%	82.7%



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

Last updated: 2/4/2019

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	--	--	--
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	--	--	--
Foster Youth	--	--	--

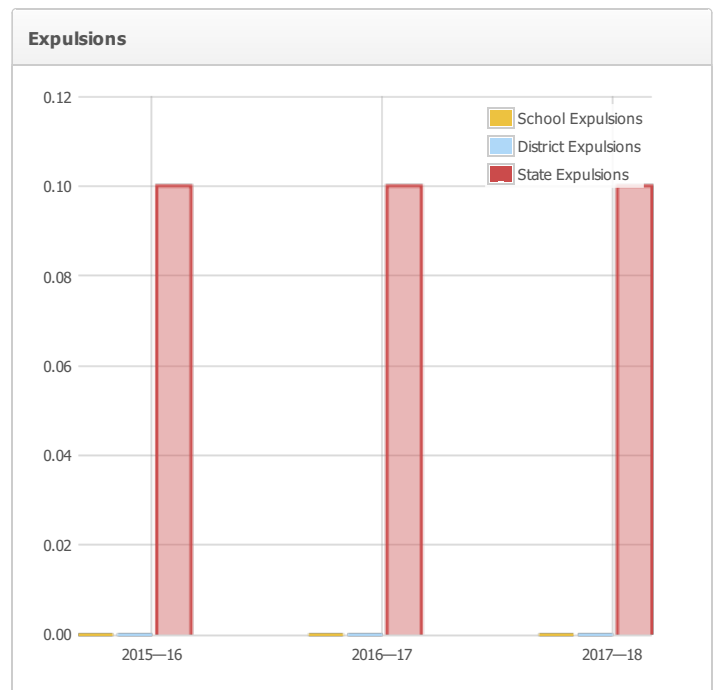
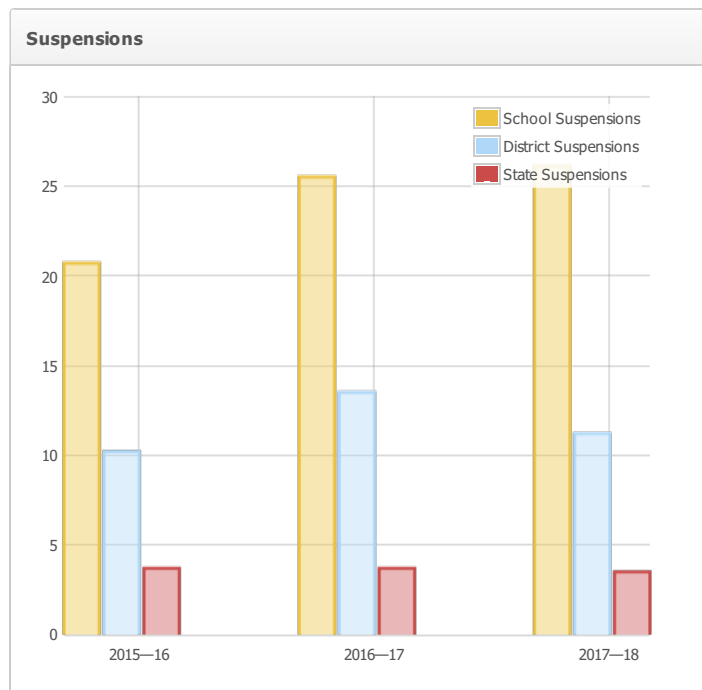
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	20.7%	25.5%	26.1%	10.2%	13.5%	11.2%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 2/4/2019

School Safety Plan (School Year 2018—19)

The School Safety Plan is reviewed each year by the staff and Site Council before going to Board for approval. Drills are conducted according to regulations and the safety plan. The School Safety Plan has been a component of our WASC Accreditation Plan. The plans are discussed and updated in the spring of each year.

Last updated: 2/4/2019

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

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

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Last updated: 2/4/2019

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	27.0		4	
Mathematics				
Science	27.0	1	3	
Social Science	27.0		4	

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	30.0		3	1
Mathematics				
Science	30.0		3	1
Social Science	30.0		3	1

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

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

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	24.0	2	3	0
Mathematics	24.0	2	2	1
Science	23.0	2	4	0
Social Science	24.0	2	2	1

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

Last updated: 2/4/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	195.0
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	0.4	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 2/4/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6454.0	\$306.0	\$6148.0	\$57266.0
District	N/A	N/A	\$6058.0	\$54141.0
Percent Difference – School Site and District	N/A	N/A	118.0%	117.0%
State	N/A	N/A	\$7125.0	\$63590.0
Percent Difference – School Site and State	N/A	N/A	100.0%	99.0%

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

Last updated: 2/4/2019

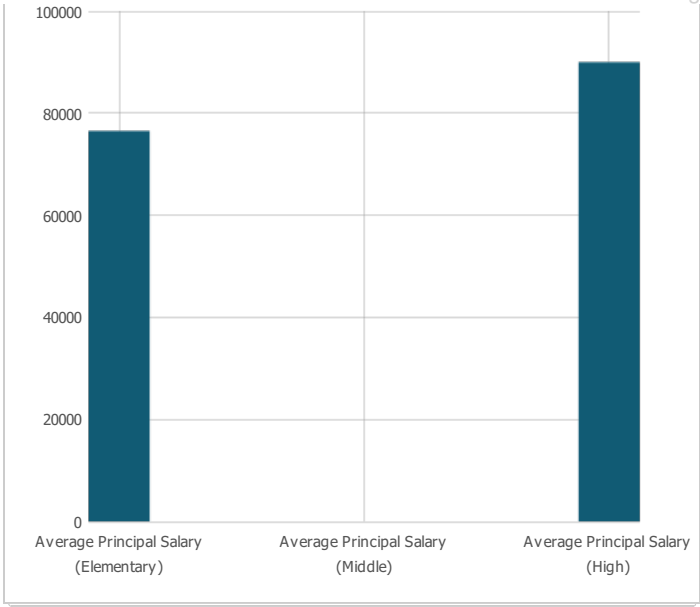
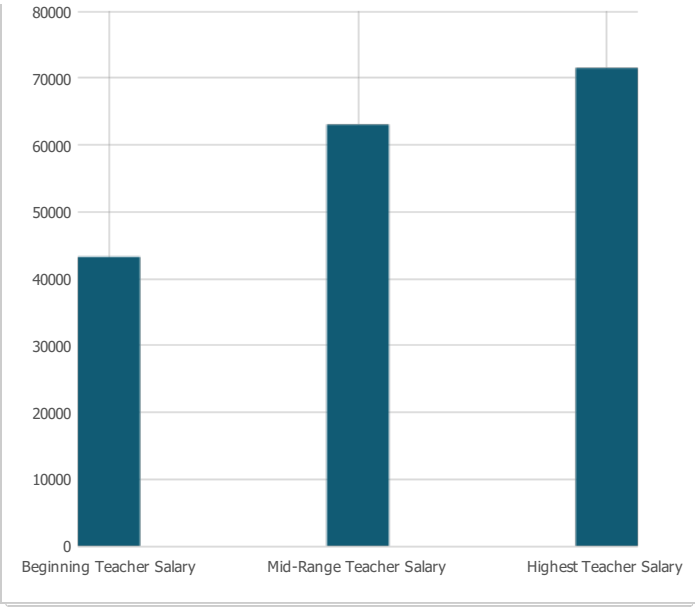
Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,240	\$42,990
Mid-Range Teacher Salary	\$63,040	\$61,614
Highest Teacher Salary	\$71,500	\$85,083
Average Principal Salary (Elementary)	\$76,523	\$100,802
Average Principal Salary (Middle)	\$	\$105,404
Average Principal Salary (High)	\$90,000	\$106,243
Superintendent Salary	\$111,353	\$132,653
Percent of Budget for Teacher Salaries	26.0%	30.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

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

Teacher Salary Chart

Principal Salary Chart



Last updated: 2/4/2019

Advanced Placement (AP) Courses (School Year 2017—18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

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

Last updated: 2/4/2019

Professional Development

Two days of paid time are paid prior to the school year and one day after.
 Staff interested in attending conferences are encouraged to do so
 Staff is being trained on

Last updated: 2/4/2019