Marcum-Illinois Union Elementary School
School Accountability Report Card
Reported Using Data from the 2014-15 School Year
Published During 2015-16

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 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 http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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 http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

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

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Marcum-Illinois Union Elementary School
Street	2452 El Centro Blvd.
City, State, Zip	East Nicolaus, CA 95659
Phone Number	(530) 656-2407
Principal	Sharon McIntosh
E-mail Address	sharonm@sutter.k12.ca.us
Web Site	marcum-illinois.org
Grades Served	K-8
CDS Code	51 71407

District Contact Information	
District Name	Marcum-Illinois Union Elementary School Distirct
Phone Number	530-656-2407
Superintendent	Sharon McIntosh
E-mail Address	sharonm@sutter.k12.ca.us
Web Site	www.marcum-illinois.org

School Description and Mission Statement (Most Recent Year)

Principal's Message
Marcum-Illinois Elementary School is a rural, one-site elementary school district located in East Nicolaus, Sutter County. It is a union of five historic districts and was established 80 years ago. Marcum Elementary serves students in kindergarten through eighth grade as well as 3 and 4 years old in our morning State preschool. We offer an after-school program called "The Den" that provides—at no cost to parents—literacy, enrichment, and recreational support for students daily from 3:00 P.M. to 6:00 P.M. It is the belief of this school that all children can learn. The mission of Marcum-Illinois School is to improve the basic skills of all children attending this school, and to create a school climate conducive to learning by encouraging good citizenship, good attendance, and high academic standards. It is our intent to provide an environment that fosters in children the ability to recognize and accept responsibility to the end that they may participate productively in a democratic society. We are very proud of our student accomplishments, school traditions, and community support. We look forward to sharing this report with you.

School Mission Statement:

Support student success and create a safe and welcoming environment that will ensure academic and social/emotional
well-being for each student

Impact of LCAP

The Site Council /Parent Advisory Committee reviewed input from all stakeholders .Taking into consideration the eight state priorities, the committee checked to be sure all stakeholder input was addressed in the following Four District Goals

1. Increase student success in Math, ELA, and NGSS
2. Improve communication with parents and families to support student success
3. Create a safe and welcoming environment
4. Recruit and Retain high quality staff who are continually trained and dedicated to the needs of our students

The district goals were designed to meet the needs of all students, in particular those who are Low Income (LI), English Learner (EL), and Foster Youth (FY). While many of the goals address multiple areas of the state's eight priorities, they also correspond well to the LCAP's three broad categories: Conditions of Learning, Pupil Outcomes, and

Engagement. The superintendent/principal worked with Sutter County Superintendent of Schools Education and Business Services and used the time to address "the what" (or the goals) and "the how" (or the actions and services) in the writing of the Local Controlled Accountability plan. Survey of teachers, administration, and Marcum-Illinois Board of trustees surveyed expressed a need for training in the NGSS and STEM for Elementary Teachers.The NGSS will be fully implemented in the third year of the plan.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	18
Grade 1	15
Grade 2	14
Grade 3	16
Grade 4	24
Grade 5	20
Grade 6	23
Grade 7	18
Grade 8	23
Total Enrollment	171

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	2.3
Asian	1.8
Hispanic or Latino	17.5
White	70.8
Two or More Races	5.8
Socioeconomically Disadvantaged	55
English Learners	7
Students with Disabilities	11.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	10	11	10.5	10.5
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	98.6	1.4
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	98.6	1.5

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: October 15, 2014

The teaching staff selects adoptions from the California State Board of Educations' approved instructional materials lists. Our textbooks are aligned with the State adoptions. The Technology Plan was rewritten and approved by the State in 2013. We have a 20- student computer lab and two computers in each classroom plus two carts of 32 chromebooks.

Marcum-Illinois ES provides each pupil (including English Learners) with their own copy of the Standards-aligned textbooks (approved by State Board of Education) and instructional materials in the core curriculum areas of reading/language arts, math, science, history/social science, foreign language, and health.

All students in visual and performing arts classes have access to the appropriate textbooks and instructional materials. Marcum-Illinois Elementary School offers the following visual and performing arts classes to all grade levels .   Marcum-Illinois also provides art and drama that is embedded in the Standards-based, self-contained classrooms.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Holt, Rinehart and Winston: Literature & Language (7-8) Adopted in 2003 Houghton Mifflin: Reading program (K-6) Adopted in 2003	Yes	0%
Mathematics	Go Math (K-5) Adopted in 2015 College Preparatory Mathematics Core Connection (6-8) Adopted in 2013	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	McGraw-Hill (K-5) Adopted in 2008 Holt (6-8) Adopted in 2004	Yes	0%
History-Social Science	Houghton-Mifflin (K-5) Adopted in 2006 Glencoe (6-8) Adopted in 2006	Yes	0%
Health	Health Glencoe (6-8) Adopted 2009	Yes	0%
Visual and Performing Arts		No	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Marcum-Illinois School was established 80 years ago; the current school site was built in 1960. The 2006 modernization included all ten classrooms, kitchen, bathrooms, administration offices, media center classroom, sewer and parking lot. Marcum-Illinois School has a reputation as a safe, clean, well-cared for campus. The grounds/custodial staff keeps the restrooms, buildings, and grounds clean and neat.

This past year, we have added smart boards to each classroom, and upgraded our computer lab plus purchased desks and chairs for student use.

In 2009-2010 We added two classrooms and expanded the MP room, modernized all the classrooms, made the restrooms and classrooms Americans with Disabilities Act (ADA) compliant, and completed a draining and paving project. We purchased new appliances for the kitchen and modernized the electrical and plumbing for the kitchen.
We also upgraded the playgrounds for the preschool and elementary school.

We provide a safe, clean learning environment in three permanent structures, housing ten classrooms, the main office, multipurpose room, computer lab, library, and kitchen. Portables provide three additional classrooms. Together the buildings accommodate 180 students and 32preschoolers.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: June 12, 2015				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			none needed
Interior: Interior Surfaces	X			none
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			none
Electrical: Electrical	X			none
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			none needed
Safety: Fire Safety, Hazardous Materials	X			none needed
Structural: Structural Damage, Roofs		X		New Roof to be installed summer 2015

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	**Fair**	**Poor**	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			none needed

| **School Facility Good Repair Status (Most Recent Year)** **Year and month in which data were collected:** June 12, 2015 |

(Title row for above table:)

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: June 12, 2015

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: June 12, 2015				
	Exemplary	**Good**	**Fair**	**Poor**
Overall Rating		X		

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], Science California Standards Tests); and
• The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	**District**	**State**
English Language Arts/Literacy	50	50	44
Mathematics	45	45	33

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.

CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students			
		Enrolled	**Tested**	**Tested**	**Standard Not Met**	**Standard Nearly Met**	**Standard Met**	**Standard Exceeded**
All Students	3	17	17	100.0	41	18	24	18
	4	23	21	91.3	29	19	33	19
	5	21	20	95.2	25	5	45	25
	6	23	22	95.7	14	41	32	14
	7	18	18	100.0	11	44	39	6
	8	23	23	100.0	17	35	30	17
Male	3	17	5	29.4	--	--	--	--
	4	23	8	34.8	--	--	--	--
	5	21	8	38.1	--	--	--	--
	6	23	8	34.8	--	--	--	--
	7	18	11	61.1	18	55	27	0
	8	23	16	69.6	6	38	38	19

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Female	3	17	12	70.6	42	17	17	25
	4	23	13	56.5	31	8	46	15
	5	21	12	57.1	8	8	50	33
	6	23	14	60.9	0	50	43	7
	7	18	7	38.9	--	--	--	--
	8	23	7	30.4	--	--	--	--
Black or African American	4	23	1	4.3	--	--	--	--
American Indian or Alaska Native	5	21	2	9.5	--	--	--	--
Asian	6	23	1	4.3	--	--	--	--
	7	18	1	5.6	--	--	--	--
	8	23	1	4.3	--	--	--	--
Filipino	7	18	1	5.6	--	--	--	--
Hispanic or Latino	3	17	2	11.8	--	--	--	--
	4	23	2	8.7	--	--	--	--
	5	21	3	14.3	--	--	--	--
	6	23	3	13.0	--	--	--	--
	7	18	2	11.1	--	--	--	--
	8	23	3	13.0	--	--	--	--
White	3	17	14	82.4	43	14	21	21
	4	23	18	78.3	22	22	33	22
	5	21	14	66.7	21	7	43	29
	6	23	17	73.9	6	53	24	18
	7	18	11	61.1	9	45	36	9
	8	23	16	69.6	13	31	38	19
Two or More Races	3	17	1	5.9	--	--	--	--
	5	21	1	4.8	--	--	--	--
	6	23	1	4.3	--	--	--	--
	7	18	3	16.7	--	--	--	--
	8	23	2	8.7	--	--	--	--
Socioeconomically Disadvantaged	3	17	8	47.1	--	--	--	--
	4	23	14	60.9	43	0	36	21
	5	21	8	38.1	--	--	--	--
	6	23	9	39.1	--	--	--	--
	7	18	5	27.8	--	--	--	--
	8	23	10	43.5	--	--	--	--
Students with Disabilities	3	17	2	11.8	--	--	--	--
	4	23	1	4.3	--	--	--	--

| Student Group | Grade | Number of Students | | Percent of Students | | | |
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5	21	4	19.0	--	--	--	--
	6	23	2	8.7	--	--	--	--
	7	18	2	11.1	--	--	--	--
	8	23	2	8.7	--	--	--	--
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--
	6	--	--	--	--	--	--	--
	7	--	--	--	--	--	--	--
	8	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

| Student Group | Grade | Number of Students | | Percent of Students | | | |
		Enrolled	Tested	Tested	Standard	Standard	Standard	Standard
All Students	3	17	17	100.0	18	35	29	18
	4	23	21	91.3	5	38	43	14
	5	21	20	95.2	15	35	25	25
	6	23	22	95.7	36	32	18	14
	7	18	18	100.0	17	39	44	0
	8	23	23	100.0	30	30	9	30
Male	3	17	5	29.4	--	--	--	--
	4	23	8	34.8	--	--	--	--
	5	21	8	38.1	--	--	--	--
	6	23	8	34.8	--	--	--	--
	7	18	11	61.1	18	45	36	0
	8	23	16	69.6	19	38	13	31
Female	3	17	12	70.6	25	25	25	25
	4	23	13	56.5	8	38	46	8
	5	21	12	57.1	8	33	17	42
	6	23	14	60.9	29	43	21	7
	7	18	7	38.9	--	--	--	--
	8	23	7	30.4	--	--	--	--
Black or African American	4	23	1	4.3	--	--	--	--
American Indian or Alaska Native	5	21	2	9.5	--	--	--	--
Asian	6	23	1	4.3	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students			
		Enrolled	Tested	Tested	Standard	Standard	Standard	Standard
	7	18	1	5.6	--	--	--	--
	8	23	1	4.3	--	--	--	--
Filipino	7	18	1	5.6	--	--	--	--
Hispanic or Latino	3	17	2	11.8	--	--	--	--
	4	23	2	8.7	--	--	--	--
	5	21	3	14.3	--	--	--	--
	6	23	3	13.0	--	--	--	--
	7	18	2	11.1	--	--	--	--
	8	23	3	13.0	--	--	--	--
White	3	17	14	82.4	21	29	29	21
	4	23	18	78.3	6	33	44	17
	5	21	14	66.7	14	36	29	21
	6	23	17	73.9	35	35	12	18
	7	18	11	61.1	18	27	55	0
	8	23	16	69.6	25	31	13	31
Two or More Races	3	17	1	5.9	--	--	--	--
	5	21	1	4.8	--	--	--	--
	6	23	1	4.3	--	--	--	--
	7	18	3	16.7	--	--	--	--
	8	23	2	8.7	--	--	--	--
Socioeconomically Disadvantaged	3	17	8	47.1	--	--	--	--
	4	23	14	60.9	0	43	43	14
	5	21	8	38.1	--	--	--	--
	6	23	9	39.1	--	--	--	--
	7	18	5	27.8	--	--	--	--
	8	23	10	43.5	--	--	--	--
Students with Disabilities	3	17	2	11.8	--	--	--	--
	4	23	1	4.3	--	--	--	--
	5	21	4	19.0	--	--	--	--
	6	23	2	8.7	--	--	--	--
	7	18	2	11.1	--	--	--	--
	8	23	2	8.7	--	--	--	--
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--
	6	--	--	--	--	--	--	--
	7	--	--	--	--	--	--	--
	8	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
| | School | | | District | | | State | | |
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	57	60	76	57	60	72	59	60	56

Note: Scores are not shown 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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	72
All Students at the School	76
Male	75
Female	100
American Indian or Alaska Native	--
Asian	--
Hispanic or Latino	--
White	82
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	--
Foster Youth	--

Note: Scores are not shown 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.

California Physical Fitness Test Results (School Year 2014-15)

| Grade Level | Percent of Students Meeting Fitness Standards | | |
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	31.60	10.50	15.80
7	11.80	47.10	11.80

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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

Marcum-Illinois School welcomes parent involvement in each child's education. There are many opportunities for parent participation, including:

• Parents' Club
• Family Fun nights
• School Site Council /Parent Advisory
• Parent education
• Classroom volunteer
• Fundraising and special events

Parents' Club meetings are held the last Tuesday of the month at   3:30 P.M.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	1.79	0.58	2.14	0.11	0.04	0.16	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

We believe that nothing should get in the way of the academic achievement of our students. Our District is committed to providing a safe, secure environment for learning. Our staff members work together closely to ensure student safety.

An Emergency Handbook is kept in the school office, and outlines a plan of action for emergencies such as earthquakes, fires, floods, and chemical spills. In addition, every classroom has an Emergency Procedures folder for the teacher's use. The Sutter County Fire Department conducts periodic school safety inspections.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty in August 2015. Key elements of the plan include monthly safety drills, crisis intervention plans, and emergency response procedures.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	12	1			10	1			18	1		
1	14	1			15	1			15	1		
2	21		1		16	1			14	1		
3	18	1			20	1			16	1		
4	19	1			23		1		24		1	
5	18	1			24		1		20	1		
6	19	1			18	1			23		1	

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

Note: 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.

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.1	N/A
Social Worker	0	N/A
Nurse	.1	N/A
Speech/Language/Hearing Specialist	.2	N/A
Resource Specialist	0	N/A
Other	0	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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$11,115	$1,301	$6,523	$44,450.00
District	N/A	N/A	$9,668	$44,450
Percent Difference: School Site and District	N/A	N/A	-32.5	0.0
State	N/A	N/A	$5,348	$59,180
Percent Difference: School Site and State	N/A	N/A	106.1	-17.9

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

Types of Services Funded (Fiscal Year 2014-15)

These programs and Supplemental Educational Services (SES) are provided at the school either through categorical funds that are carried over from 2012-2013 or from the current LCFF or other sources that support and assist students:

• Title I Basic Grant
• Title II, Teacher Quality
• After School Program ASES
• Special Education
• National Lunch Program
• State Preschool

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$37,141	$39,948
Mid-Range Teacher Salary	$46,471	$57,401
Highest Teacher Salary	$68,545	$73,183
Average Principal Salary (Elementary)		$94,578
Average Principal Salary (Middle)		$97,400
Average Principal Salary (High)		
Superintendent Salary	$100,000	$112,657
Percent of Budget for Teacher Salaries	18%	35%
Percent of Budget for Administrative Salaries	4%	7%

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

Professional Development (Most Recent Three Years)

Four full days and 6 half days are dedicated to professional development each year. The professional development action steps for the 2015-2016 as listed in our LCAP are:

1.PD will include strategies for implementation of use of a variety of instructional strategies for ELA with emphasis on writing,

2.PD will include use of common Assessments and analysis of student work and data to inform academic achievement and instruction.

3. Maintain current Teacher on Special Assignment (TOA) to provide PD and coaching to certificated staff.

4. Professional Development for English Language Development will continue utilizing Tittle III Sutter County consortium support

5. Professional Development for STEM utilizing STEM Coordinator Sutter County Education Services.