

# Marcum-Illinois Union Elementary School

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

#### Published During 2016-17

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 <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 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**

#### **Contact Information (School Year 2016-17)**

<b>School Contact Information</b>	
<b>School Name</b>	Marcum-Illinois Union Elementary School
<b>Street</b>	2452 El Centro Blvd.
<b>City, State, Zip</b>	East Nicolaus, CA 95659
<b>Phone Number</b>	(530) 656-2407
<b>Principal</b>	Jimmie Eggers
<b>E-mail Address</b>	jimmie@sutter.k12.ca.us
<b>Web Site</b>	marcum-illinois.org
<b>CDS Code</b>	51 71407

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

### Principal’s Message and Mission Statement (School Year 2016-17)

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 2015-16)

Grade Level	Number of Students
Kindergarten	24
Grade 1	13
Grade 2	14
Grade 3	15
Grade 4	15
Grade 5	22
Grade 6	17
Grade 7	20
Grade 8	15
<b>Total Enrollment</b>	<b>155</b>

### Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	2.6
Asian	0
Filipino	0
Hispanic or Latino	16.8
Native Hawaiian or Pacific Islander	0
White	74.2
Two or More Races	5.2
Socioeconomically Disadvantaged	41.3
English Learners	7.1
Students with Disabilities	10.3
Foster Youth	0

## 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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	11	10.5	10	10
Without Full Credential	0	0	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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 2015-16)

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	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	100.0	0.0

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 2016-17)

**Year and month in which data were collected:** October 10, 2016

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 6 carts of 92 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.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill: Studysinc (6-8)  McGraw Hill: (K-5) Adopted in 2016	Yes	0%
Mathematics	Go Math (K-5) Adopted in 2015  College Preparatory Mathematics Core Connection (6-8) Adopted in 2013	Yes	0%

Subject	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%

#### 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 300 students and 16 preschoolers.

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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: June 13, 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			none needed
<b>Interior:</b> Interior Surfaces	X			none
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			none
<b>Electrical:</b> Electrical	X			none
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			none needed

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: June 13, 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Safety:</b> Fire Safety, Hazardous Materials	X			none needed
<b>Structural:</b> Structural Damage, Roofs	X			New Roof to be installed summer 2015
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			none needed

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: June 13, 2016				
Overall Rating	Exemplary	Good	Fair	Poor
			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] 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
<b>English Language Arts/Literacy</b>	50	61	40	39	44	48
<b>Mathematics</b>	45	55	22	24	34	36

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 Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
<b>All Students</b>	3	15	15	100.0	53.3
	4	16	16	100.0	50.0
	5	21	18	85.7	61.1
	6	18	15	83.3	93.3
	7	19	19	100.0	47.4
	8	14	14	100.0	64.3
<b>Male</b>	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
<b>Female</b>	3	--	--	--	--
	4	--	--	--	--
	5	13	11	84.6	63.6
	6	11	9	81.8	100.0
	7	14	14	100.0	50.0
	8	--	--	--	--
<b>American Indian or Alaska Native</b>	3	--	--	--	--
	6	--	--	--	--
<b>Hispanic or Latino</b>	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
<b>White</b>	3	--	--	--	--
	4	11	11	100.0	54.5
	5	16	15	93.8	66.7
	6	11	10	90.9	90.0
	7	16	16	100.0	37.5
	8	11	11	100.0	72.7
<b>Two or More Races</b>	4	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
<b>Socioeconomically Disadvantaged</b>	3	--	--	--	--
	4	--	--	--	--
	5	11	10	90.9	60.0
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
<b>English Learners</b>	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	8	--	--	--	--
<b>Students with Disabilities</b>	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
<b>Foster Youth</b>	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
<b>All Students</b>	3	15	15	100.0	53.3
	4	16	16	100.0	68.8
	5	21	18	85.7	38.9
	6	18	15	83.3	80.0
	7	19	19	100.0	36.8
	8	14	14	100.0	57.1
<b>Male</b>	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
<b>Female</b>	3	--	--	--	--
	4	--	--	--	--
	5	13	11	84.6	36.4
	6	11	9	81.8	88.9
	7	14	14	100.0	35.7
	8	--	--	--	--
<b>American Indian or Alaska Native</b>	3	--	--	--	--
	6	--	--	--	--
<b>Hispanic or Latino</b>	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
<b>White</b>	3	--	--	--	--
	4	11	11	100.0	72.7
	5	16	15	93.8	40.0
	6	11	10	90.9	80.0
	7	16	16	100.0	31.3
	8	11	11	100.0	63.6
<b>Two or More Races</b>	4	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Socioeconomically Disadvantaged	3	--	--	--	--
	4	--	--	--	--
	5	11	10	90.9	50.0
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
English Learners	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	8	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>	60	76	81	60	72	49	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

**CAASPP Test Results in Science by Student Group  
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	35	32	91.4	81.3
Male	15	14	93.3	85.7
Female	20	18	90.0	77.8
White	27	26	96.3	88.5
Socioeconomically Disadvantaged	15	14	93.3	78.6

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

**State Priority: Other Pupil Outcomes**

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

- Pupil outcomes in the subject areas of physical education.

**California Physical Fitness Test Results (School Year 2015-16)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

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 (School Year 2016-17)**

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Suspensions</b>	0.6	2.1	1.8	0.0	0.2	0.1	4.4	3.8	3.7
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2016-17)

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 December of 2016. 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.

### Federal Intervention Program (School Year 2016-17)

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

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	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+
<b>K</b>	10	1			18	1			18	1		
<b>1</b>	15	1			15	1			15	1		
<b>2</b>	16	1			14	1			14	1		
<b>3</b>	20	1			16	1			16	1		
<b>4</b>	23		1		24		1		24		1	
<b>5</b>	24		1		20	1			20	1		
<b>6</b>	18	1			23		1		23		1	

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	2013-14			2014-15			2015-16					
	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 2015-16)

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	.2	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 2014-15)

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	\$46,594
Percent Difference: School Site and District	N/A	N/A	-32.5	0.0
State	N/A	N/A	\$5,677	\$60,985
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 2015-16)

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 2014-15)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,255	\$41,085
Mid-Range Teacher Salary	\$47,865	\$59,415
Highest Teacher Salary	\$70,601	\$75,998
Average Principal Salary (Elementary)		\$100,438
Average Principal Salary (Middle)		\$101,868
Average Principal Salary (High)		
Superintendent Salary	\$115,000	\$116,069
Percent of Budget for Teacher Salaries	17%	33%
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 2016-2017 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.