

# Minnie Cannon Elementary

## California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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/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](#) 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.



### Brandy Fischer, Principal

Principal, Minnie Cannon Elementary

#### About Our School

Minnie Cannon Elementary is a K-6 Elementary School located in Northern California. The 2017/2018 school year marks the third year on our beautiful campus. Minnie Cannon was named in honor of one of Middletown's beloved school teachers, serves just approximately 170 students living in and around the town of Middletown. We have a strong sense of community. We have a fantastic staff and parent involvement is critical to our success.

We focus on the individual needs of our students based on academic readiness, interests, and learning style preferences. We have leveled ELD instruction daily and use SDAIE Strategies to help our English Language Learners. Students are also served through site-based services, including after school tutoring programs, an after school care program on our campus, and migrant education in the summer as well as a summer school program that focuses on our English language learners. Special education needs are met by our RSP teacher and RSP aide that work closely with the rest of our staff. Students are supported in the classroom and in small groups to assist any of our students identified as needing additional support. We have a reading specialist on staff and a behavior intervention program that focuses on redirecting behaviors through positive discipline methods.

The mission of Minnie Cannon Elementary is to create a community of knowledgeable and responsible, life long learners that are college and career ready. We believe learning can and should be fun, and we know that our Minnie Cannon Colts Rock!

Brandy Fischer

Principal, Minnie Cannon Elementary School

#### Contact

Minnie Cannon Elementary  
20931 Big Canyon Road  
Middletown, CA 95461-0338

Phone: 707-987-4130  
E-mail: [brandy.fischer@middletownusd.org](mailto:brandy.fischer@middletownusd.org)

## About This School

### Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
<b>District Name</b>	Middletown Unified
<b>Phone Number</b>	(707) 987-4100
<b>Superintendent</b>	Catherine Stone
<b>E-mail Address</b>	<a href="mailto:catherine.stone@middletownusd.org">catherine.stone@middletownusd.org</a>
<b>Web Site</b>	<a href="http://www.middletownusd.org">www.middletownusd.org</a>

School Contact Information (School Year 2017-18)	
<b>School Name</b>	Minnie Cannon Elementary
<b>Street</b>	20931 Big Canyon Road
<b>City, State, Zip</b>	Middletown, Ca, 95461-0338
<b>Phone Number</b>	707-987-4130
<b>Principal</b>	Brandy Fischer, Principal
<b>E-mail Address</b>	<a href="mailto:brandy.fischer@middletownusd.org">brandy.fischer@middletownusd.org</a>
<b>Web Site</b>	<a href="http://mc.middletownusd.org">mc.middletownusd.org</a>
<b>County-District-School (CDS) Code</b>	17640556010672

*Last updated: 2/16/2018*

### School Description and Mission Statement (School Year 2017-18)

Minnie Cannon Elementary is a kindergarten through sixth grade elementary school located in northern California. Our campus is twenty minutes from Clearlake, two hours from the Pacific Ocean, and about two hours from San Francisco. Minnie Cannon students and staff are spending their third year on their own campus that was opened for the 2015/2016 school year. Minnie Cannon, named in honor of one of Middletown's beloved school teachers, serves just under 200 students living in and around the town of Middletown. We have a strong sense of community. Teachers work collaboratively across grade levels, parents are involved in the classroom, and we have a tremendous amount of support from our Booster Club parents.

We focus on the individual needs of our students based on multiple sources of data, including SBAC (English language arts and math) and the CAST test for Science in 5th grade for results. Teachers actively seek professional development in regards to academic readiness, interests, and learning style preferences. The needs of English learners are met through our ELD (English Language Development) "Wheel", in which students are uniquely placed in rotations according to their level of English language proficiency levels. Students are also served through site-based services, including after school tutoring programs as well as an ongoing adult education program. Special education needs are met by our RSP teacher and RSP aide that work closely with the rest of our staff, and include general education teachers regularly support students with extra interventions as needed. Students are supported in the classroom and in small groups to assist any of our students identified as needing additional support.

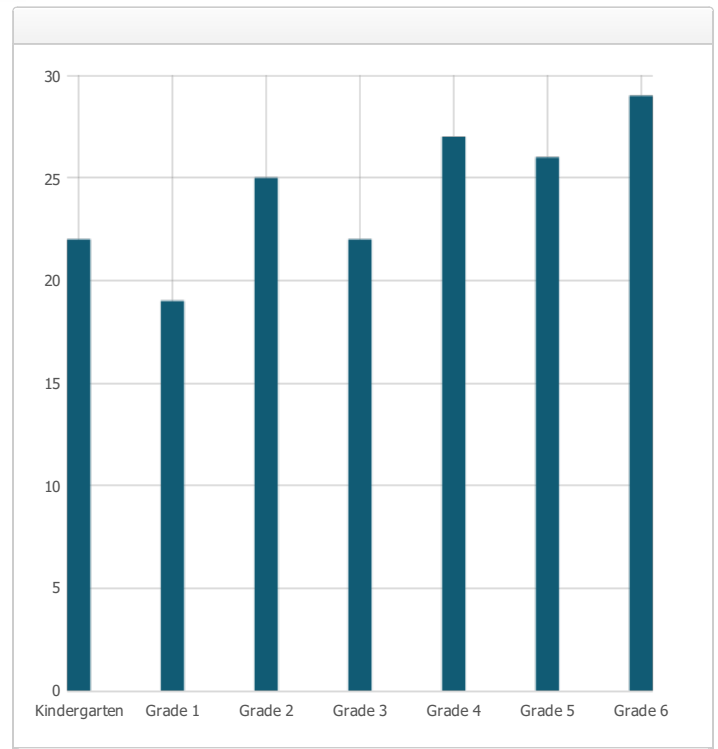
As a district, we have high academic expectations for all our students. We focus on differentiated instruction to ensure that all students are challenged, their academic needs met, and a positive culture of achievement is fostered. Lifelong learning and the value of post-secondary education is a focus of our challenging standards based curriculum. We expect our students to be respectful, responsible, and safe by developing a school culture that builds self esteem, respect for self and others, and individual responsibility for one's actions.

The mission of Minnie Cannon Elementary is to create a community of knowledgeable and responsible, life long learners through challenging learning experiences and mastery of a standards based curriculum. We believe learning can and should be fun, and we know that our Minnie Cannon Colts Rock!

*Last updated: 2/16/2018*

**Student Enrollment by Grade Level (School Year 2016-17)**

Grade Level	Number of Students
Kindergarten	22
Grade 1	19
Grade 2	25
Grade 3	22
Grade 4	27
Grade 5	26
Grade 6	29
<b>Total Enrollment</b>	<b>170</b>

*Last updated: 2/16/2018***Student Enrollment by Student Group (School Year 2016-17)**

Student Group	Percent of Total Enrollment
Black or African American	0.0 %
American Indian or Alaska Native	0.6 %
Asian	0.0 %
Filipino	0.6 %
Hispanic or Latino	42.4 %
Native Hawaiian or Pacific Islander	0.0 %
White	50.0 %
Two or More Races	5.9 %
Other	0.5 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	82.4 %
English Learners	20.0 %
Students with Disabilities	13.5 %
Foster Youth	0.0 %

*Last updated: 2/16/2018*

## A. Conditions of Learning

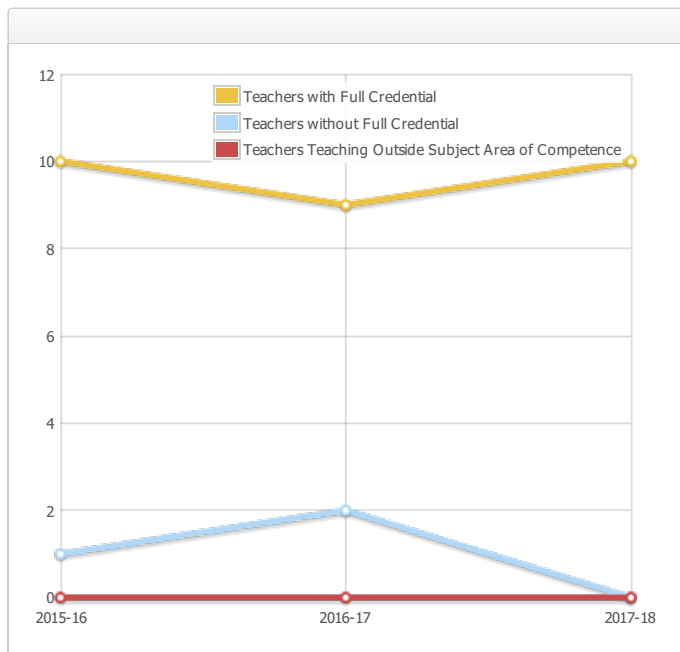
### State Priority: Basic

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

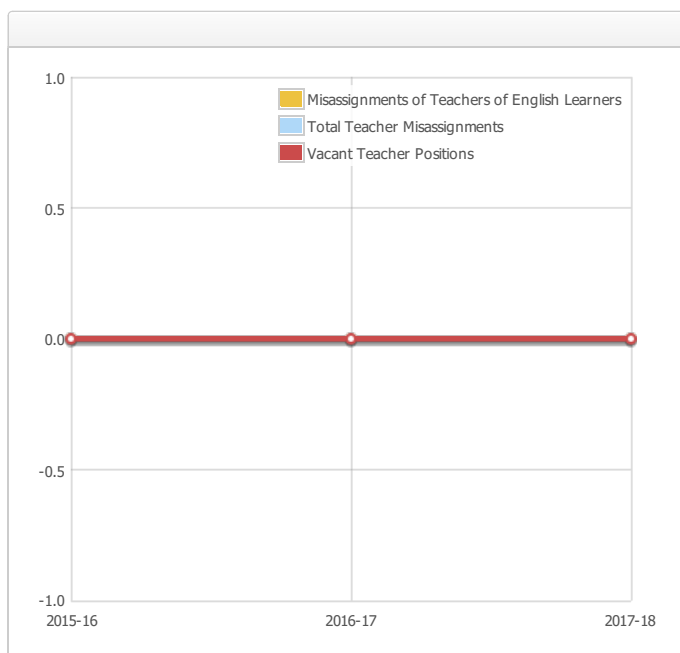
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	10	9	10	73
Without Full Credential	1	2	0	5
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 2/16/2018

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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: 2/16/2018

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)**

Year and month in which the data were collected: September 2017

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	<p>California Journeys Kindergarten through Sixth Grade</p> <p>Supplemental Materials:</p> <ul style="list-style-type: none"> <li>-Textbook</li> <li>-Workbooks (Close Readers, Performance Task, Reader's Notebook, Write in Reader, Intervention Reader, small readers)</li> <li>-Assessments and Additional Resources</li> <li>-Vocabulary Cards</li> </ul> <p>We adopted this during at the end of the 2016 school year and began implementation this school year, 2017. This ELA curriculum meets the common core standards for English Language Arts (ELA) and English Language Development (ELD).</p>	Yes	0.0 %
Mathematics	<p>Eureka Math K-5 curriculum 2015 by Great Minds.</p> <p>Middle School Math Solution Course 1 6th grade</p> <p>We are on our third year using Eureka math for K-5 and Carnegie for 6th grade. These curriculums meet the common core standards.</p>	Yes	0.0 %
Science	<p>California Science</p> <p>Mystery Science online science curriculum published in 2017 (Next Generation Science Standards Aligned) Supplemented with California Science 2008 Scott Foresman</p>	Yes	0.0 %
History-Social Science	<p>California Vistas published in 2007 by Macmillan/McGraw-Hill</p> <ul style="list-style-type: none"> <li>California Vistas-Kindergarten</li> <li>California Vistas--Families &amp; Friends-1st Grade</li> <li>California Vistas--People and Places-2nd Grade</li> <li>California Vistas--California Communities-3rd Grade</li> <li>California Vistas--Our Golden State-4th Grade</li> <li>California Vistas--Making a New Nation-5th Grade</li> <li>California Vistas--Ancient Civilizations-6th Grade</li> </ul>	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 2/16/2018

## School Facility Conditions and Planned Improvements

School facility was inspected in August of 2017 before the Minnie Cannon campus.

The school is in its 3rd year since opening. The beautiful, school facilities are kept clean and orderly by a dedicated maintenance and custodial crew. Improvements are always on going. Minnie Cannon is in the process of continued beautification of the campus including the school garden. The dirt has been prepped to install a future soccer field.

Minnie Cannon has 9 classrooms, a cafeteria, a playground, an athletic field (under construction) and a library. A counseling office is an inviting place for students to take a moment to "refocus" their behavior and discuss personal matters. A nurse's office, conference room, and large entry way all facilitate the educational and caring climate. Classrooms are large enough to accommodate our class sizes. The facility creates a positive learning environment and supports teaching.

### School Facilities

Routine maintenance is performed through our maintenance department on an as-needed and priority-based basis.

Custodial crews work Monday thru Friday to help keep our campus clean. Restrooms are cleaned daily and classrooms are cleaned every other day. The outside areas are covered by the morning maintenance crew who cleans the playground and quad area daily. Deep cleaning of each classroom and cafeteria/library etc. Deep cleaning happens once a year during the summer and as needed over the winter break. Emergencies and spills are handled immediately by on site custodial crew members. The cafeteria has a full time employee who is present all day/every day.

Sinks and toilets are in good working condition.

During school hours there is adequate supervision with multiple aides and a teacher on the playground area, multiple aides and security personnel in the cafeteria and other outside areas. There is a full time administrator who is present at all times. Minnie Canon has a schedule that allows for after school care supervision by our ASES program. The school is well lit after dark.

The campus is not currently yet fenced, but this is something that is currently being worked on. Traffic is funnelled to the front office. The campus is signed so that visitors know they must check in the office before entering any other part of the school. Visitors to campus are signed in and out at the office and then clearly identified by the id badge they wear

*Last updated: 1/16/2018*

## School Facility Good Repair Status

Year and month of the most recent FIT report: August 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No repairs needed
Interior: Interior Surfaces	Good	No Repairs needed
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	No repairs needed.
Electrical: Electrical	Good	No repairs needed
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	No repairs needed.
Safety: Fire Safety, Hazardous Materials	Good	No repairs needed
Structural: Structural Damage, Roofs	Good	No repairs needed

External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	No repairs needed
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### Overall Facility Rate

Year and month of the most recent FIT report: August 2017

Overall Rating	Good
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*Last updated: 1/16/2018*



## 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 (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	48%	31%	48%	48%	48%	48%
Mathematics (grades 3-8 and 11)	18%	21%	30%	32%	36%	37%

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: 1/16/2018*

**CAASPP Test Results in ELA by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	108	104	96.30%	31.07%
Male	66	65	98.48%	27.69%
Female	42	39	92.86%	36.84%
Black or African American				
American Indian or Alaska Native	--	--	--	
Asian				
Filipino				
Hispanic or Latino	47	47	100.00%	29.79%
Native Hawaiian or Pacific Islander				
White	56	53	94.64%	28.85%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	101	97	96.04%	30.21%
English Learners	28	28	100.00%	32.14%
Students with Disabilities	23	22	95.65%	--
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: 1/16/2018*

**CAASPP Test Results in Mathematics by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	108	105	97.22%	21.15%
Male	66	66	100.00%	19.70%
Female	42	39	92.86%	23.68%
Black or African American				
American Indian or Alaska Native	--	--	--	
Asian				
Filipino				
Hispanic or Latino	47	47	100.00%	17.02%
Native Hawaiian or Pacific Islander				
White	56	54	96.43%	22.64%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	101	98	97.03%	19.59%
English Learners	28	28	100.00%	14.29%
Students with Disabilities	23	23	100.00%	--
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: 1/16/2018*

**CAASPP Test Results in Science for All Students****Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	41.0%	44.0%	64.0%	64.0%	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.

Note: The 2016-17 data are not available. The California Department of Education 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 piloted in spring 2017. The CST and CMA for Science will no longer be administered.

*Last updated: 1/16/2018*

# 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 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	19.0%	14.3%	28.6%

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: 1/16/2018*

## 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 schoolsite

### Opportunities for Parental Involvement (School Year 2017-18)

Parents are a critical part of the success of Minnie Cannon. We have a strong parent support group from boosters to our ELAC committee. Parents are invited to join us every day when we start on the basketball courts for morning announcements and exercises. Parents are welcome to sign in at the office and make a quick visit to classrooms. Our district offers fingerprinting on the school grounds at the beginning of each year to help parents with the process of becoming a volunteer in their child's school. Parents meet with the principal frequently and have open communication lines with teachers and staff. One of our focus areas for our school has been to increase parent involvement, and our school site council has met to discuss the best ways to do this. Parents have been critical the creation of our school garden, fundraising for technology, and advocates for the school as a whole. Parents provide valuable insight at school site council meetings and at ELAC as well. Meetings for ELAC, and SSC are posted 72 hours in advance so that all that would like to attend are welcome to do so.

Family Nights happen monthly and allow families to come together at the school and gain a wealth of information. Our Boosters plans numerous events and school fundraisers that parents are encourage to become a part of. The Boosters meet once a month.

#### **In building a partnership Minnie Cannon Elementary offers the following:**

Monthly assemblies for perfect attendance and student of the month

Back to School Night

Family Nights

Open House

Kindergarten Promotion

6th Grade Promotion

Parent/Teacher Conferences

Student Study Team (SST) meetings

Meetings requested by parents

End of the year Field Day

Winter Performance

Winter Band Performance (5th and 6th Grades)

#### **Parent Groups that meet regularly**

School Site Council

(SSC)

Boosters

(Our parent teacher organization)

English Learner Advisory Committee

(ELAC)

For more information on how to become more involved at Minnie Cannon Elementary School, please contact Brandy Fischer at (707) 987-4130.

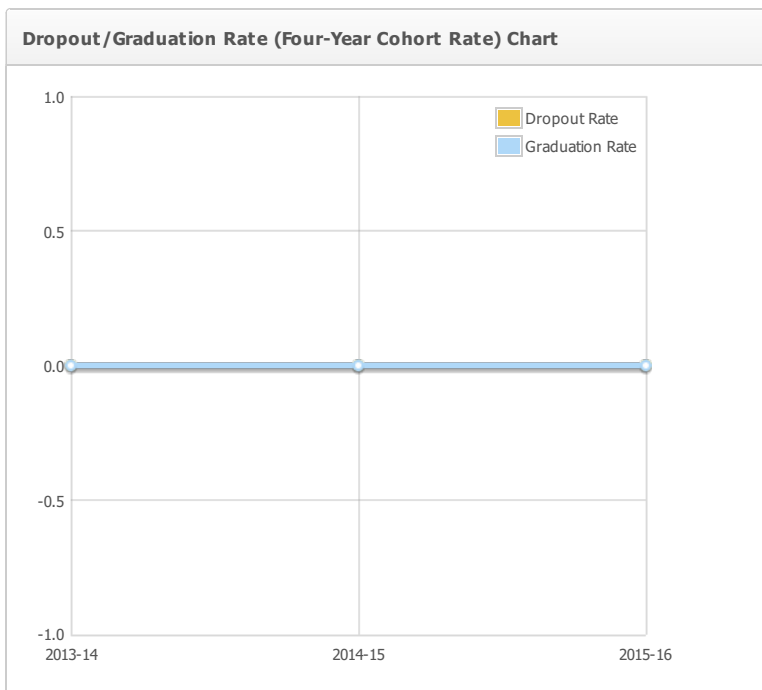
# State Priority: Pupil Engagement

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			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.5%	10.7%	9.7%
Graduation Rate	0.0%	0.0%	0.0%	90.8%	92.1%	96.6%	81.0%	82.3%	83.8%



Last updated: 1/16/2018



**Completion of High School Graduation Requirements - Graduating Class of 2016****(One-Year Rate)**

<b>Student Group</b>	<b>School</b>	<b>District</b>	<b>State</b>
All Students	--	99.2%	87.1%
Black or African American	--	0.0%	79.2%
American Indian or Alaska Native	--	100.0%	80.2%
Asian	--	0.0%	94.4%
Filipino	--	100.0%	93.8%
Hispanic or Latino	--	93.9%	84.6%
Native Hawaiian or Pacific Islander	--	100.0%	86.6%
White	--	100.0%	91.0%
Two or More Races	--	66.7%	90.6%
Socioeconomically Disadvantaged	--	98.7%	85.5%
English Learners	--	100.0%	55.4%
Students with Disabilities	--	92.9%	63.9%
Foster Youth	--	--	--

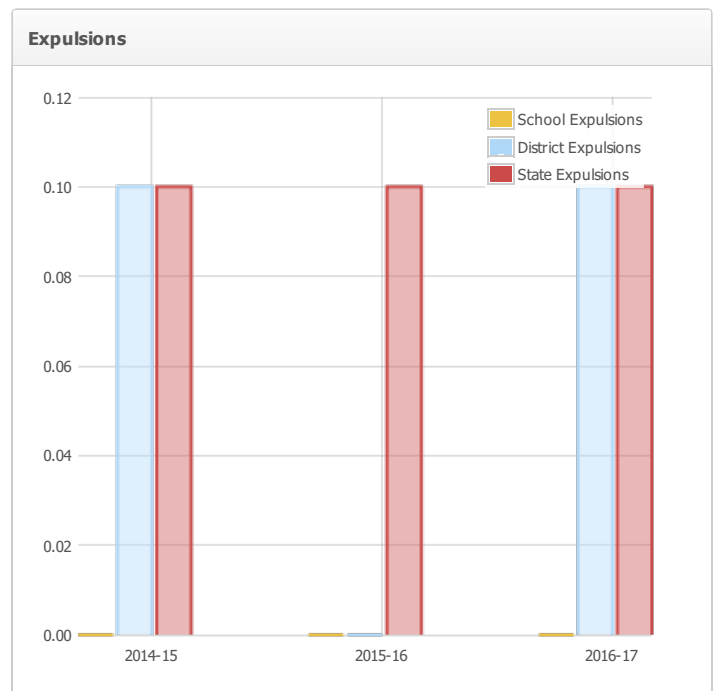
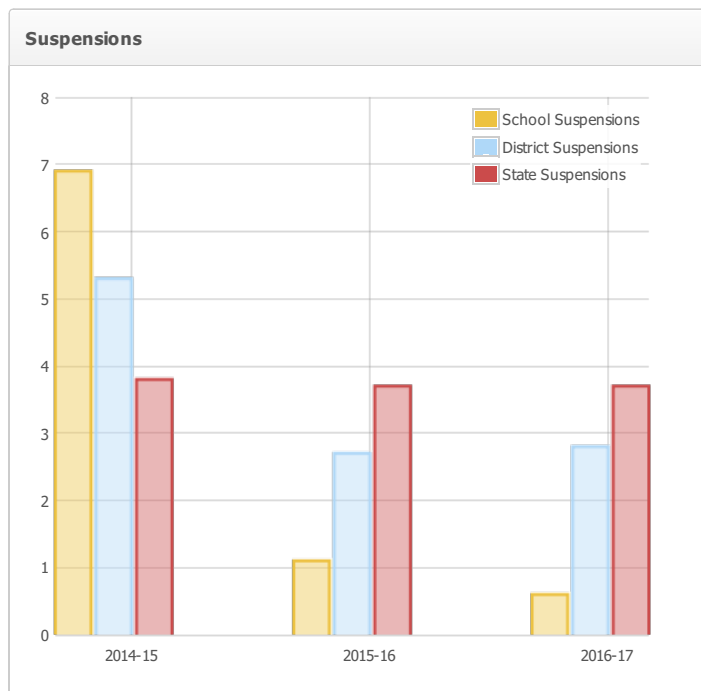
# State Priority: School Climate

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

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	6.9%	1.1%	0.6%	5.3%	2.7%	2.8%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.1%	0.0%	0.1%	0.1%	0.1%	0.1%



Last updated: 1/16/2018

## School Safety Plan (School Year 2017-18)

Minnie Cannon Elementary has developed a Safe School Plan with collaboration of administration, teachers, support staff, local emergency personnel and local law enforcement. Most teachers have been trained in "Emergency Response" and many are certified in CPR and First Aid. Teams are continually being developed and trained in emergency preparedness. Students are also trained in emergency procedures at school. Safety drills are held to provide students training and practice in emergency procedures. Emergency Response Training's are conducted every year at each school site and a major training involving Lake County Emergency Response, Fire, Sheriffs and CHP is conducted at school sites on a 3 year rotation. All of the district buses are equipped with full time video cameras to monitor behavior and ensure safety. One security staff member is on duty before school, at lunch and after school to help further ensure the students' safety. The school facility is a Drug Free Zone. Rules are strictly enforced. School science laboratories and vocational shops store chemicals and paint in a safe, secure, and locked manner. Visitor passes are issued for those people wanting to visit campus. The campus is fenced on the public side to prevent unauthorized access. There are security cameras throughout the school that provide 24 hour monitoring. Safety procedures are in place to provide a safe environment for students to learn. A copy of the district Emergency Response plan can be accessed at the Middletown Unified District Office.

The School Safety Plan was reviewed at the January 11, 2018 School Site Council meeting and the Minnie Cannon Staff meeting on Monday, January 15, 2018.

Last updated: 1/16/2018

## 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 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	0.0%

Last updated: 1/16/2018

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

Grade Level	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	15.0	2	0	0	15.0	2	0	0	23.0	0	4	0
1	26.0	0	1	0	21.0	1	1	0	19.5	0	0	0
2	20.0	1	0	0	25.0	0	2	0	21.0	0	2	0
3	23.0	0	1	0	17.0	2	0	0	26.0	0	2	0
4	30.0	0	1	0	24.0	0	2	0	18.0	2	0	0
5	25.0	0	1	0	30.0	0	2	0	27.0	0	2	0
6	15.0	1	1	0	27.0	0	2	0	30.0	0	3	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

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

Last updated: 1/16/2018

### Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)	0.5	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	0.1	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	0.0	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.

*Last updated: 1/16/2018*

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6693.3	\$1689.8	\$5003.4	\$54719.0
District	N/A	N/A	\$7464.6	\$61603.0
Percent Difference – School Site and District	N/A	N/A	-39.5%	-11.8%
State	N/A	N/A	\$6574.0	\$62381.0
Percent Difference – School Site and State	N/A	N/A	-27.1%	-13.1%

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

*Last updated: 1/16/2018*

## Types of Services Funded (Fiscal Year 2016-17)

Minnie Cannon Elementary offers afterschool math intervention for the 2017-18 school year. Minnie Cannon has two Reading intervention teachers to help students enhance reading skills. The school has "Wheel" which is a response to intervention. Second through Sixth graders are grouped according to need. During "Wheel", there is writing, math, reading and newspaper/yearbook.

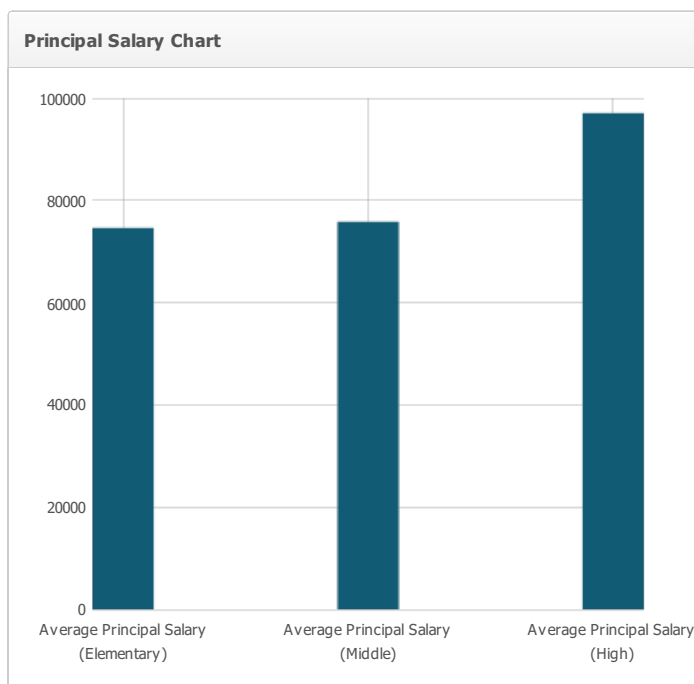
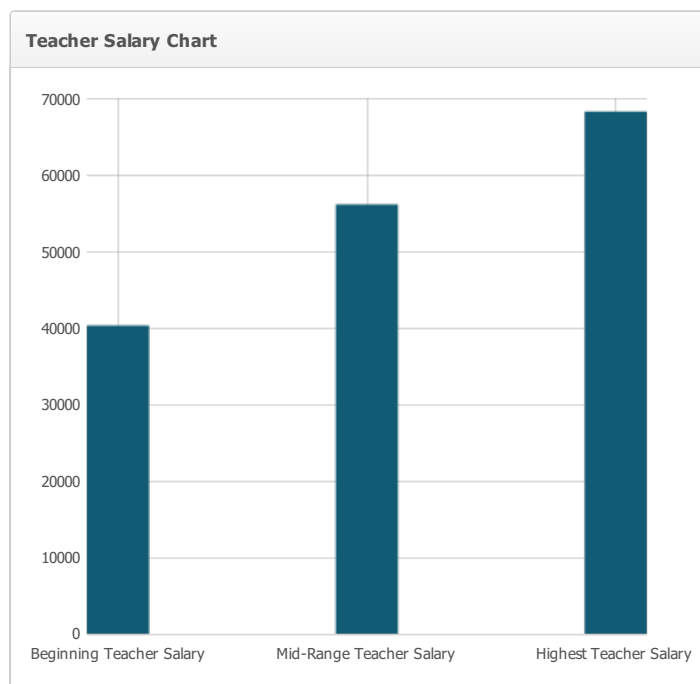
The district will offer a summer program in the Summer of 2018.

Last updated: 1/16/2018

## Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,286	\$41,164
Mid-Range Teacher Salary	\$56,106	\$61,818
Highest Teacher Salary	\$68,243	\$84,567
Average Principal Salary (Elementary)	\$74,610	\$96,125
Average Principal Salary (Middle)	\$75,810	\$103,336
Average Principal Salary (High)	\$97,065	\$101,955
Superintendent Salary	\$137,974	\$126,855
Percent of Budget for Teacher Salaries	28.0%	32.0%
Percent of Budget for Administrative Salaries	5.0%	6.0%

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



Last updated: 1/16/2018

## Professional Development

Professional development opportunities are provided throughout the year for all staff members. There are 3 full day staff development work days and 10 half

days that allow for professional development. Our focus this year is common core standards, Journeys (new Language Arts), Interim assessments, STAR Reading and Math.

Teachers have been attending NGSS workshops, and PBL (Project Based Learning) workshops while a substitute works with their class. New teachers attend BTSA trainings and work closely with their mentor teacher.

Continuing year long professional development in the areas of Leveled ELD, Common Core and Engage New York and Carnegie math.

*Last updated: 1/16/2018*