# Minnie Cannon Elementary

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 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.

## Shelley Tan

📍 Principal, Minnie Cannon Elementary

### About Our School

Minnie Cannon Elementary is a K-6 Elementary School located in Northern California. The 2015/2016 school year boasts a brand new beautiful campus, just across the street from the "old" Minnie Cannon Elementary, which previously shared its campus with the middle and high school campuses. Minnie Cannon, named in honor of one of Middletown's beloved school teachers, serves just approximately 160 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 sucess.

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!


Shelley Tan

Principal, Minnie Cannon Elementary School

### Contact

*Minnie Cannon Elementary*
*15846 Wardlaw St.*
*Middletown, CA 95461-0338*

*Phone: 707-987-4130 ext. 3111*
*E-mail: shelley.tan@middletownusd.org*

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# About This School

## Contact Information - Most Recent Year

| District Contact Information - Most Recent Year | |
|---|---|
| **District Name** | Middletown Unified |
| **Phone Number** | (707) 987-4100 |
| **Superintendent** | Catherine Stone |
| **E-mail Address** | catherine.stone@middletownusd.org |
| **Web Site** | http://www.middletownusd.org/ |

| School Contact Information - Most Recent Year | |
|---|---|
| **School Name** | Minnie Cannon Elementary |
| **Street** | 15846 Wardlaw St. |
| **City, State, Zip** | Middletown, Ca, 95461-0338 |
| **Phone Number** | 707-987-4130 ext. 3111 |
| **Principal** | Shelley Tan |
| **E-mail Address** | shelley.tan@middletownusd.org |
| **Web Site** | http://mc.middletownusd.org/ |
| **County-District-School (CDS) Code** | 17640556010672 |

*Last updated: 2/10/2016*

## School Description and Mission Statement - Most Recent Year

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 proud to announce that they are enjoying a brand new campus, up and running for the first time during the current 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 CST (science) proficiency 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: 2/10/2016*

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

| Grade Level | Number of Students |
| --- | --- |
| Kindergarten | 18 |
| Grade 1 | 21 |
| Grade 2 | 26 |
| Grade 3 | 16 |
| Grade 4 | 24 |
| Grade 5 | 32 |
| Grade 6 | 29 |
| Total Enrollment | 172 |
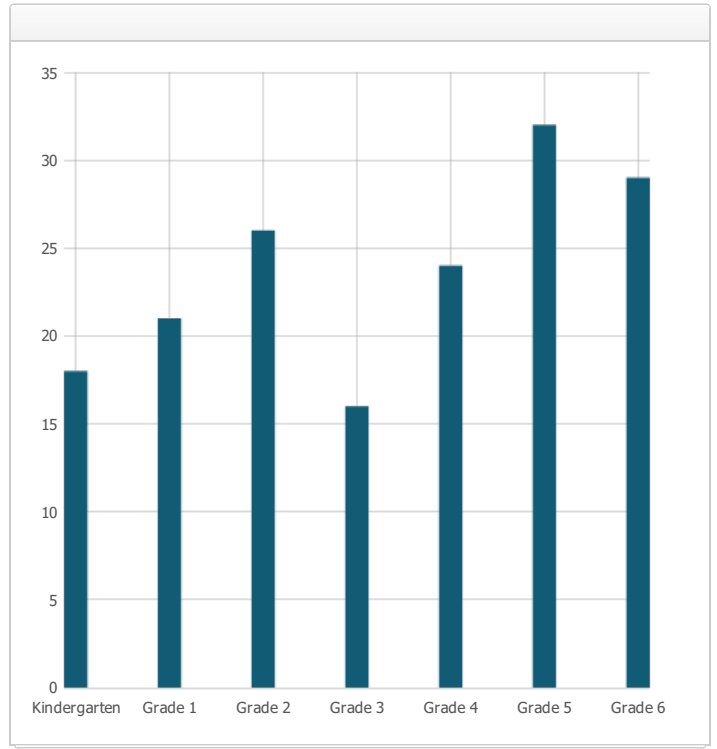


*Last updated: 2/10/2016*

## Student Enrollment by Student Group (School Year 2014-15)

| Student Group | Percent of Total Enrollment |
| --- | --- |
| Black or African American | 0.0 % |
| American Indian or Alaska Native | 2.3 % |
| Asian | 1.2 % |
| Filipino | 0.6 % |
| Hispanic or Latino | 41.9 % |
| Native Hawaiian or Pacific Islander | 0.0 % |
| White | 51.2 % |
| Two or More Races | 0.6 % |
| Socioeconomically Disadvantaged | 72.7 % |
| English Learners | 29.7 % |
| Students with Disabilities | 8.7 % |
| Foster Youth | 0.0 % |

*Last updated: 2/10/2016*

# 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 |
| --- | --- | --- | --- | --- |
| | 2013-14 | 2014-15 | 2015-16 | 2015-16 |
| With Full Credential | 8 | 8 | 8 | 7 |
| Without Full Credential | 0 | 0 | 0 | 1 |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |
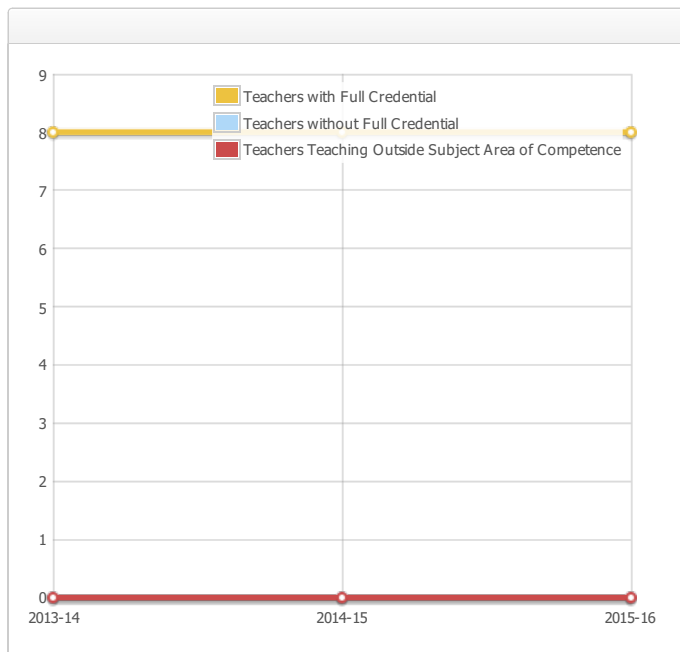


*Last updated: 2/10/2016*

## 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 |
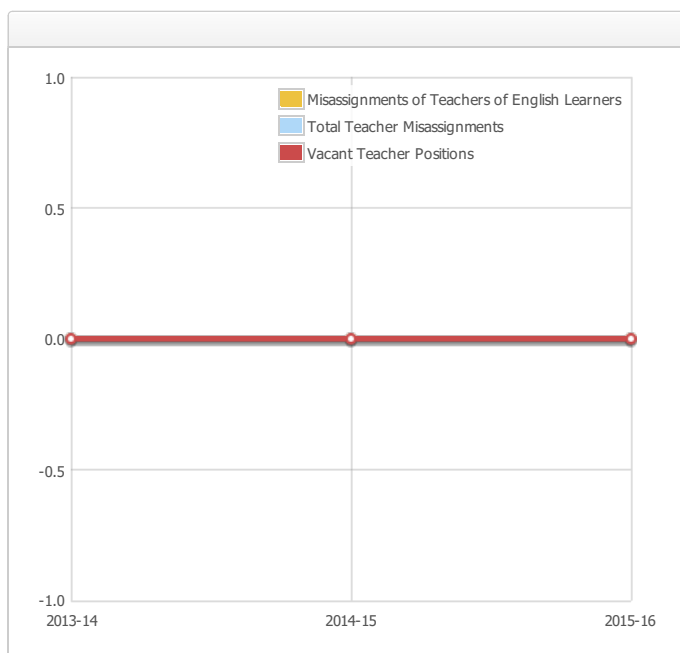


Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

*Last updated: 2/10/2016*

## 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 | Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers |
|---|---|---|
| This School | 100.0% | 0.0% |
| All Schools in District | 99.0% | 1.0% |
| High-Poverty Schools in District | 99.0% | 1.0% |
| Low-Poverty Schools in District | 0.0% | 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 - Most Recent Year

Year and month in which data were collected: September 2015

| Subject | Textbooks and Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---|---|---|---|
| Reading/Language Arts | Pearson Scott Foresman | Yes | 0.0 % |
| Mathematics | Eureka Math (Engage New York) | Yes | 0.0 % |
| Science | Scott Foresman | Yes | 0.0 % |
| History-Social Science | MacMillan/McGraw Hill | Yes | 0.0 % |
| Foreign Language | NA | | 0.0 % |
| Health | NA | | 0.0 % |
| Visual and Performing Arts | NA | | 0.0 % |
| Science Lab Eqpmt (Grades 9-12) | NA (Minnie Cannon is a K - 6 school). | | 0.0 % |

Last updated: 2/10/2016

## School Facility Conditions and Planned Improvements - Most Recent Year

School facility was inspected in August of 2015 begore the inaugural opening of the new Minnie Cannon campus.

The school is a brand new building and a ribbon cutting ceremony was held last August, prior to the first day of school. The beautiful, new 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 constructing a school garden on its new facility, and a soccer field is in the process of being installed.

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 accomodate our class sizes. The facility creates a positive learning environment and supports teaching.

Routine maintenance is performed through our maintenence 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. happens once a year during the summer and as needed over the winter break. Emergenciess 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 fulltime 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 funelled 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. We have security cameras througout the campus as well.

*Last updated: 2/10/2016*

## School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: September 2015

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

## Overall Facility Rate - Most Recent Year

Year and month in which data were collected: September 2015

| Overall Rating | Exemplary |
|---|---|

## Overall Facility Rate - Most Recent Year

| Overall Rating | Exemplary |
|---|---|

## 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)**

| | Percent of Students Meeting or Exceeding the State Standards | | |
|---|---|---|---|
| Subject | School | District | State |
| English Language Arts / Literacy (grades 3-8 and 11) | 25.0% | 47.0% | 44.0% |
| Mathematics (grades 3-8 and 11) | 17.0% | 36.0% | 33.0% |

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

*Last updated: 2/10/2016*

## CAASPP Assessment Results - English Language Arts (ELA)

### Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

### ELA - Grade 3

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|---|---|---|---|---|---|---|
| All Students | 26 | 24 | 92.3% | 67.0% | 21.0% | 8.0% | 4.0% |
| Male | 26 | 17 | 65.4% | 76.0% | 12.0% | 6.0% | 6.0% |
| Female | 26 | 7 | 26.9% | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| American Indian or Alaska Native | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Asian | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Filipino | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Hispanic or Latino | 26 | 11 | 42.3% | 73.0% | 18.0% | 9.0% | 0.0% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| White | 26 | 13 | 50.0% | 62.0% | 23.0% | 8.0% | 8.0% |
| Two or More Races | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Socioeconomically Disadvantaged | 26 | 19 | 73.1% | 74.0% | 21.0% | 5.0% | 0.0% |
| English Learners | 26 | 9 | 34.6% | -- | -- | -- | -- |
| Students with Disabilities | 26 | 3 | 11.5% | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

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.

\* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

*Last updated: 2/10/2016*

## ELA - Grade 4

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|---|---|---|---|---|---|---|
| All Students | 32 | 31 | 96.9% | 55.0% | 23.0% | 19.0% | 3.0% |
| Male | 32 | 20 | 62.5% | 55.0% | 20.0% | 20.0% | 5.0% |
| Female | 32 | 11 | 34.4% | 55.0% | 27.0% | 18.0% | 0.0% |
| Black or African American | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| American Indian or Alaska Native | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Asian | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Filipino | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Hispanic or Latino | 32 | 14 | 43.8% | 57.0% | 29.0% | 14.0% | 0.0% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| White | 32 | 17 | 53.1% | 53.0% | 18.0% | 24.0% | 6.0% |
| Two or More Races | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Socioeconomically Disadvantaged | 32 | 24 | 75.0% | 63.0% | 21.0% | 13.0% | 4.0% |
| English Learners | 32 | 10 | 31.3% | -- | -- | -- | -- |
| Students with Disabilities | 32 | 4 | 12.5% | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

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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.

\* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

*Last updated: 2/10/2016*

## ELA - Grade 5

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|---|---|---|---|---|---|---|
| All Students | 25 | 25 | 100.0% | 32.0% | 32.0% | 36.0% | 0.0% |
| Male | 25 | 10 | 40.0% | -- | -- | -- | -- |
| Female | 25 | 15 | 60.0% | 20.0% | 27.0% | 53.0% | 0.0% |
| Black or African American | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| American Indian or Alaska Native | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Asian | 25 | 1 | 4.0% | -- | -- | -- | -- |
| Filipino | 25 | 1 | 4.0% | -- | -- | -- | -- |
| Hispanic or Latino | 25 | 9 | 36.0% | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| White | 25 | 14 | 56.0% | 14.0% | 43.0% | 43.0% | 0.0% |
| Two or More Races | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Socioeconomically Disadvantaged | 25 | 17 | 68.0% | 41.0% | 35.0% | 24.0% | 0.0% |
| English Learners | 25 | 8 | 32.0% | -- | -- | -- | -- |
| Students with Disabilities | 25 | 1 | 4.0% | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

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.

\* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

*Last updated: 2/10/2016*

## ELA- Grade 6

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|---|---|---|---|---|---|---|
| All Students | 28 | 28 | 100.0% | 18.0% | 54.0% | 21.0% | 7.0% |
| Male | 28 | 15 | 53.6% | 27.0% | 40.0% | 27.0% | 7.0% |
| Female | 28 | 13 | 46.4% | 8.0% | 69.0% | 15.0% | 8.0% |
| Black or African American | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| American Indian or Alaska Native | 28 | 3 | 10.7% | -- | -- | -- | -- |
| Asian | 28 | 1 | 3.6% | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Hispanic or Latino | 28 | 7 | 25.0% | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| White | 28 | 17 | 60.7% | 12.0% | 65.0% | 12.0% | 12.0% |
| Two or More Races | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Socioeconomically Disadvantaged | 28 | 19 | 67.9% | 26.0% | 58.0% | 16.0% | 0.0% |
| English Learners | 28 | 6 | 21.4% | -- | -- | -- | -- |
| Students with Disabilities | 28 | 3 | 10.7% | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

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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.

\* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

*Last updated: 2/10/2016*

## ELA - Grade 7

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|---|---|---|---|---|---|---|
| All Students | -- | -- | -- | -- | -- | -- | -- |
| Male | -- | -- | -- | -- | -- | -- | -- |
| Female | -- | -- | -- | -- | -- | -- | -- |
| 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 | -- | -- | -- | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

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.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

*Last updated: 2/10/2016*

## ELA - Grade 8

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|---|---|---|---|---|---|---|
| All Students | -- | -- | -- | -- | -- | -- | -- |
| Male | -- | -- | -- | -- | -- | -- | -- |
| Female | -- | -- | -- | -- | -- | -- | -- |
| 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 | -- | -- | -- | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

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.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

*Last updated: 2/10/2016*

## CAASPP Assessment Results - Mathematics

### Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

### Mathematics - Grade 3

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|---|---|---|---|---|---|---|
| All Students | 26 | 24 | 92.3% | 54.0% | 25.0% | 13.0% | 8.0% |
| Male | 26 | 17 | 65.4% | 59.0% | 24.0% | 12.0% | 6.0% |
| Female | 26 | 7 | 26.9% | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| American Indian or Alaska Native | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Asian | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Filipino | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Hispanic or Latino | 26 | 11 | 42.3% | 55.0% | 36.0% | 9.0% | 0.0% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| White | 26 | 13 | 50.0% | 54.0% | 15.0% | 15.0% | 15.0% |
| Two or More Races | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Socioeconomically Disadvantaged | 26 | 19 | 73.1% | 58.0% | 32.0% | 11.0% | 0.0% |
| English Learners | 26 | 9 | 34.6% | -- | -- | -- | -- |
| Students with Disabilities | 26 | 3 | 11.5% | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

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.

\* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

*Last updated: 2/10/2016*

## Mathematics - Grade 4

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|---|---|---|---|---|---|---|
| All Students | 32 | 31 | 96.9% | 32.0% | 52.0% | 13.0% | 3.0% |
| Male | 32 | 20 | 62.5% | 25.0% | 50.0% | 20.0% | 5.0% |
| Female | 32 | 11 | 34.4% | 45.0% | 55.0% | 0.0% | 0.0% |
| Black or African American | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| American Indian or Alaska Native | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Asian | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Filipino | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Hispanic or Latino | 32 | 14 | 43.8% | 36.0% | 50.0% | 14.0% | 0.0% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| White | 32 | 17 | 53.1% | 29.0% | 53.0% | 12.0% | 6.0% |
| Two or More Races | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Socioeconomically Disadvantaged | 32 | 24 | 75.0% | 38.0% | 46.0% | 13.0% | 4.0% |
| English Learners | 32 | 10 | 31.3% | -- | -- | -- | -- |
| Students with Disabilities | 32 | 4 | 12.5% | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

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.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

*Last updated: 2/10/2016*

## Mathematics - Grade 5

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|---|---|---|---|---|---|---|
| All Students | 25 | 25 | 100.0% | 48.0% | 48.0% | 4.0% | 0.0% |
| Male | 25 | 10 | 40.0% | -- | -- | -- | -- |
| Female | 25 | 15 | 60.0% | 47.0% | 53.0% | 0.0% | 0.0% |
| Black or African American | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| American Indian or Alaska Native | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Asian | 25 | 1 | 4.0% | -- | -- | -- | -- |
| Filipino | 25 | 1 | 4.0% | -- | -- | -- | -- |
| Hispanic or Latino | 25 | 9 | 36.0% | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| White | 25 | 14 | 56.0% | 36.0% | 57.0% | 7.0% | 0.0% |
| Two or More Races | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Socioeconomically Disadvantaged | 25 | 17 | 68.0% | 65.0% | 35.0% | 0.0% | 0.0% |
| English Learners | 25 | 8 | 32.0% | -- | -- | -- | -- |
| Students with Disabilities | 25 | 1 | 4.0% | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

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.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

*Last updated: 2/10/2016*

## Mathematics - Grade 6

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|---|---|---|---|---|---|---|
| All Students | 28 | 28 | 100.0% | 39.0% | 36.0% | 25.0% | 0.0% |
| Male | 28 | 15 | 53.6% | 47.0% | 20.0% | 33.0% | 0.0% |
| Female | 28 | 13 | 46.4% | 31.0% | 54.0% | 15.0% | 0.0% |
| Black or African American | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| American Indian or Alaska Native | 28 | 3 | 10.7% | -- | -- | -- | -- |
| Asian | 28 | 1 | 3.6% | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Hispanic or Latino | 28 | 7 | 25.0% | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| White | 28 | 17 | 60.7% | 41.0% | 35.0% | 24.0% | 0.0% |
| Two or More Races | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Socioeconomically Disadvantaged | 28 | 19 | 67.9% | 53.0% | 32.0% | 16.0% | 0.0% |
| English Learners | 28 | 6 | 21.4% | -- | -- | -- | -- |
| Students with Disabilities | 28 | 3 | 10.7% | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

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.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

*Last updated: 2/10/2016*

**California Standards Tests for All Students in Science – Three-Year Comparison**

| | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | School | | | District | | | State | | |
| Subject | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| Science (grades 5, 8, and 10) | 45.0% | 48.0% | 41.0% | 65.0% | 60.0% | 64.0% | 59.0% | 60.0% | 56.0% |

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

*Last updated: 2/10/2016*

**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 | 64.0% |
| All Students at the School | 41.0% |
| Male | -- |
| Female | 40.0% |
| Black or African American | -- |
| American Indian or Alaska Native | -- |
| Asian | -- |
| Filipino | -- |
| Hispanic or Latino | -- |
| Native Hawaiian or Pacific Islander | -- |
| White | 50.0% |
| Two or More Races | -- |
| Socioeconomically Disadvantaged | 31.0% |
| English Learners | -- |
| Students with Disabilities | -- |
| Students Receiving Migrant Education Services | -- |
| 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. Double dashes (--) appear in the table when the number of students tested is ten or less.

*Last updated: 2/10/2016*
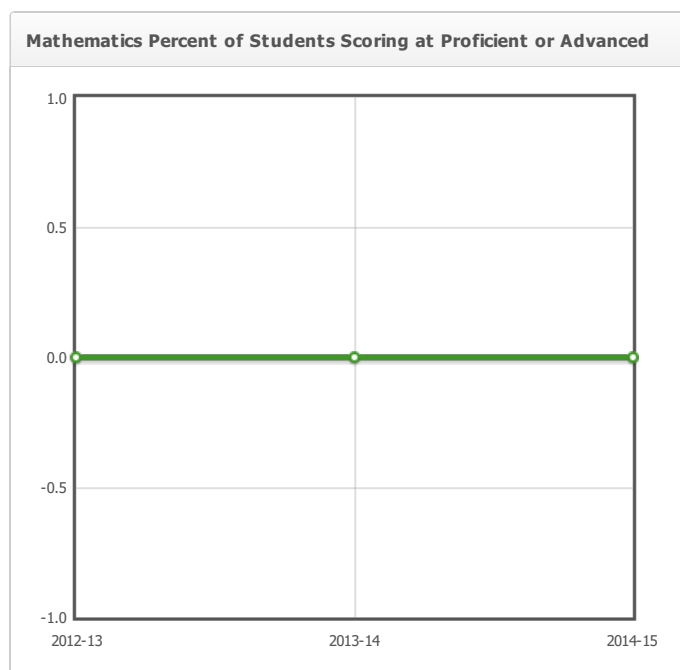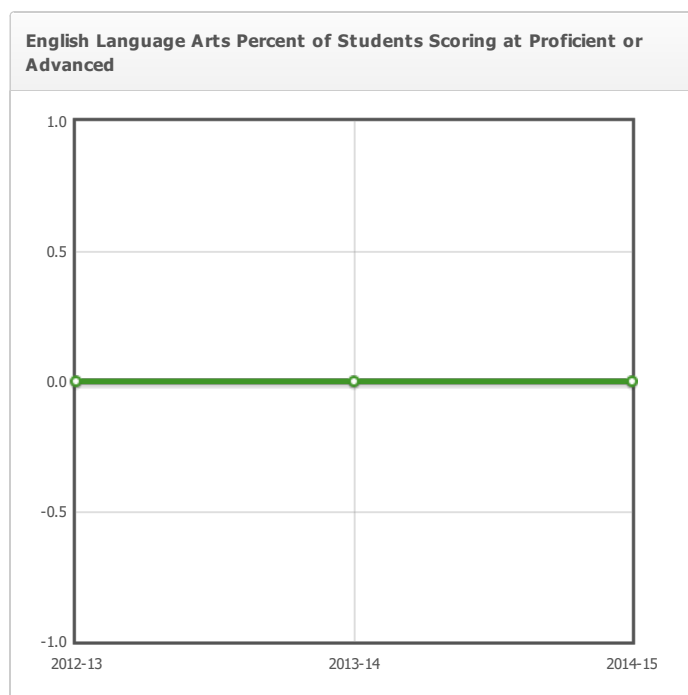
# State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education

## California High School Exit Examination Results For Grade Ten Students – Three-Year Comparison (if applicable)

| | Percent of Students Scoring at Proficient or Advanced | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | School | | | District | | | State | | |
| Subject | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| English Language Arts | 0.0% | 0.0% | 0.0% | 61.0% | 62.0% | 67.0% | 57.0% | 56.0% | 58.0% |
| Mathematics | 0.0% | 0.0% | 0.0% | 60.0% | 65.0% | 60.0% | 60.0% | 62.0% | 59.0% |

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

**English Language Arts Percent of Students Scoring at Proficient or Advanced**



**Mathematics Percent of Students Scoring at Proficient or Advanced**



Last updated: 2/10/2016

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

| | Percent of Students Meeting Fitness Standards | | |
| --- | --- | --- | --- |
| Grade Level | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | 23.1% | 19.2% | 19.2% |

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: 2/10/2016

## 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 - Most Recent Year

Parents are a critical part of the sucess 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 in the quad and to visit classrooms regularly. 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. Recently our school began a monthly, "Coffee With The Principal" as an added opportunity for parents to be on campus. Parents have been critical in the building of our new 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.

# State Priority: Pupil Engagement

*Last updated: 2/10/2016*

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 | | |
|---|---|---|---|---|---|---|---|---|---|
| | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 |
| Dropout Rate | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 13.1% | 11.4% | 11.5% |
| Graduation Rate | 0.00 | 0.00 | 0.00 | 89.60 | 92.30 | 90.80 | 78.87 | 80.44 | 80.95 |

**Dropout/Graduation Rate (Four-Year Cohort Rate) Chart**
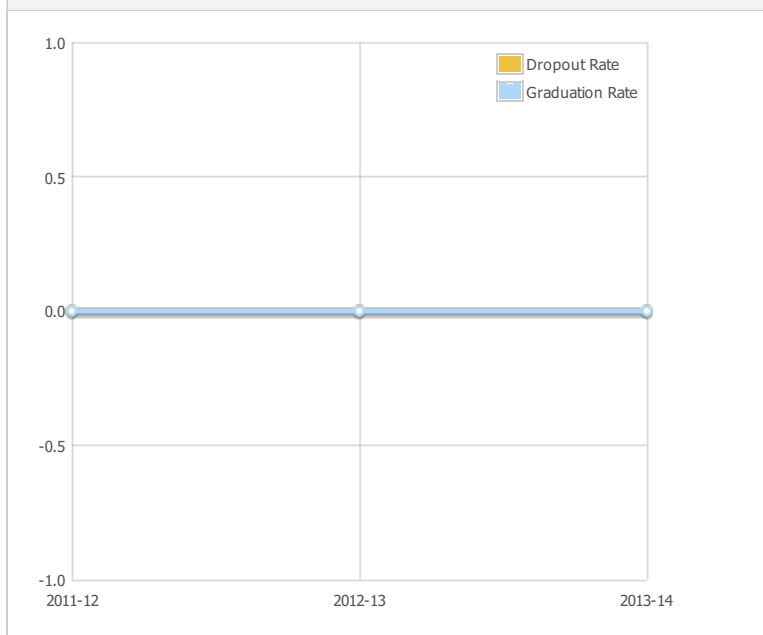
# State Priority: School Climate

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 | | | District | | | State | | |
|---|---|---|---|---|---|---|---|---|---|
| Rate | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| Suspensions | 0.0 | 5.9 | 6.9 | 3.1 | 7.1 | 5.3 | 5.1 | 4.4 | 3.8 |
| Expulsions | 0.0 | 0.5 | 0.0 | 0.2 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 |
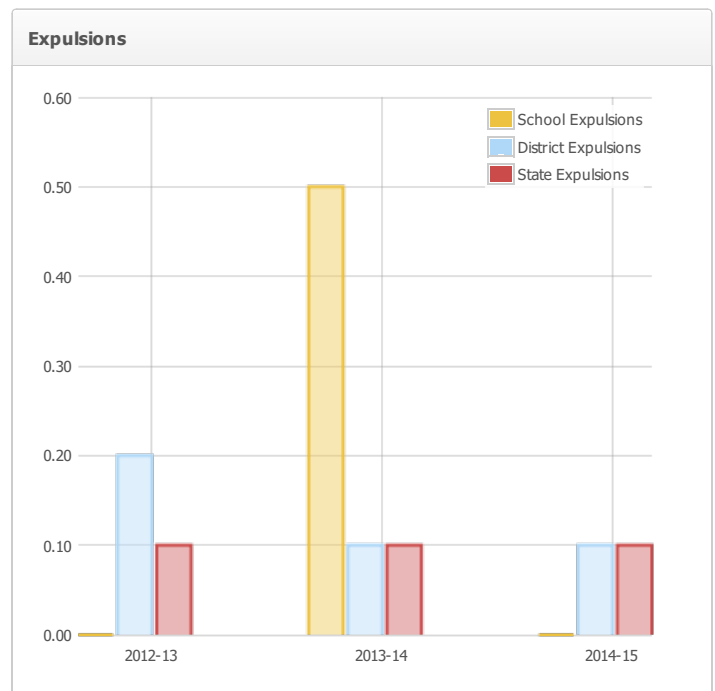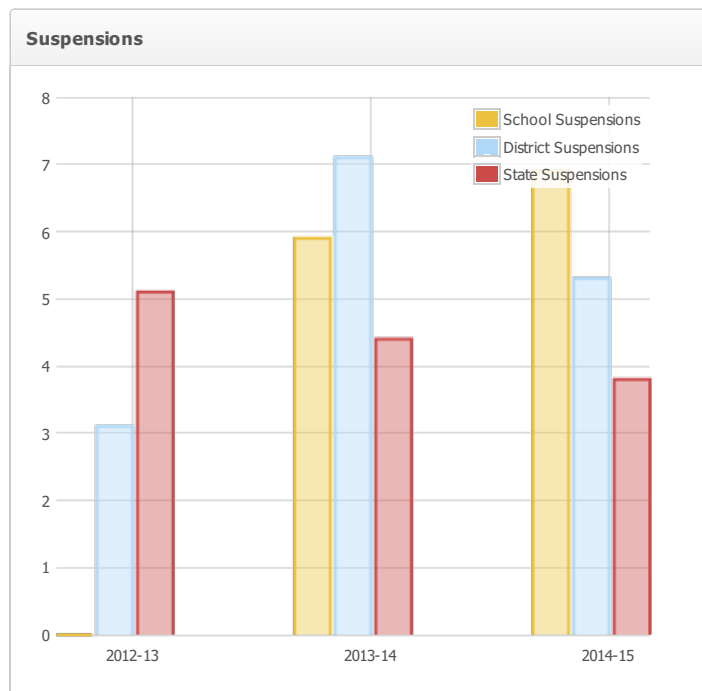
## School Safety Plan - Most Recent Year

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 unathorized 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.

# 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 | No | No | |
| Met Participation Rate - English Language Arts | Yes | No | |
| Met Participation Rate - Mathematics | Yes | No | |
| Met Percent Proficient - English Language Arts | N/A | N/A | |
| Met Percent Proficient - Mathematics | N/A | N/A | |
| Met Attendance Rate | | No | |
| Met Graduation Rate | N/A | Yes | |

Last updated: 2/10/2016

## Federal Intervention Program (School Year 2015-16)

| Indicator | School | District |
|---|---|---|
| Program Improvement Status | In PI | In PI |
| First Year of Program Improvement | 2010-2011 | 2012-2013 |
| Year in Program Improvement | Year 3 | Year 2 |
| Number of Schools Currently in Program Improvement | N/A | 2 |
| Percent of Schools Currently in Program Improvement | N/A | 66.7% |

Note: Cells with NA values do not require data.

Last updated: 2/10/2016

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

| | 2012-13 | | | | 2013-14 | | | | 2014-15 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Number of Classes * | | | | Number of Classes * | | | | Number of Classes * | | |
| Grade Level | Average Class Size | 1-20 | 21-32 | 33+ | Average Class Size | 1-20 | 21-32 | 33+ | Average Class Size | 1-20 | 21-32 | 33+ |
| K | 21.0 | 1 | | | 25.0 | 2 | | | 15.0 | 2 | | |
| 1 | 23.0 | 1 | | | 21.0 | 1 | | | 26.0 | | 1 | |
| 2 | 22.0 | 1 | | | 24.0 | 1 | | | 20.0 | 1 | | |
| 3 | 22.0 | 1 | | | | | | | 23.0 | | 1 | |
| 4 | 32.0 | 1 | | | 30.0 | 1 | | | 30.0 | | 1 | |
| 5 | 27.0 | 1 | | | 32.0 | 2 | | | 25.0 | | 1 | |
| 6 | 30.0 | 1 | | | 30.0 | 2 | | | 15.0 | 1 | 1 | |
| Other | | | | | | | | | | | | |

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

Last updated: 2/10/2016

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

| | 2012-13 | | | | 2013-14 | | | | 2014-15 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Number of Classes * | | | | Number of Classes * | | | | Number of Classes * | | |
| Subject | Average Class Size | 1-22 | 23-32 | 33+ | Average Class Size | 1-22 | 23-32 | 33+ | Average Class Size | 1-22 | 23-32 | 33+ |
| English | | | | | | | | | | | | |
| Mathematics | | | | | | | | | | | | |
| Science | | | | | | | | | | | | |
| Social Science | | | | | | | | | | | | |

* 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: 2/10/2016*

## 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 | 160.0 |
| Counselor (Social/Behavioral or Career Development) | 1.0 | N/A |
| Library Media Teacher (librarian) | 0.0 | N/A |
| Library Media Services Staff (paraprofessional) | 50.0 | N/A |
| Psychologist | 25.0 | N/A |
| Social Worker | 0.0 | N/A |
| Nurse | 25.0 | N/A |
| Speech/Language/Hearing Specialist | 40.0 | N/A |
| Resource Specialist (non-teaching) | 0.0 | N/A |
| Other | 1.0 | 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: 2/10/2016*

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

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental/Restricted) | Expenditures Per Pupil (Basic/Unrestricted) | Average Teacher Salary |
|---|---|---|---|---|
| School Site | $6967.0 | $2869.0 | $4098.0 | -- |
| District | N/A | N/A | $0.0 | $61815.0 |
| Percent Difference – School Site and District | N/A | N/A | 51.0% | 9.0% |
| State | N/A | N/A | $5348.0 | $59460.0 |
| Percent Difference – School Site and State | N/A | N/A | 32.0% | 26.0% |

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

*Last updated: 2/10/2016*

## Types of Services Funded (Fiscal Year 2014-15)

Minnie Cannon is offering SES (Supplemental Education Services) to its students after school for a total of 30 hours. An SES coordinator is monitoring the program to ensure that proper procedures are being followed and that required data is being collected and maintained. The SES program is being conducted by Minnie Cannon teachers who are utilizing a Read Naturally fluency program with proven results. Students are given a baseline fluency score and a target score for fluency along with sight word recognition.

This is the first of two sessions that will be offered to the students at Minnie Cannon. The second session will take place during the summer.

*Last updated: 2/10/2016*

## Teacher and Administrative Salaries (Fiscal Year 2013-14)

| Category | District Amount | State Average For Districts In Same Category |
|---|---|---|
| Beginning Teacher Salary | $40,286 | $38,953 |
| Mid-Range Teacher Salary | $56,106 | $57,103 |
| Highest Teacher Salary | $67,879 | $74,127 |
| Average Principal Salary (Elementary) | $80,500 | $90,225 |
| Average Principal Salary (Middle) | $87,840 | $98,146 |
| Average Principal Salary (High) | $94,212 | $97,758 |
| Superintendent Salary | $127,395 | $117,803 |
| Percent of Budget for Teacher Salaries | 37.0% | 34.0% |
| Percent of Budget for Administrative Salaries | 5.0% | 7.0% |

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

### Teacher Salary Chart



### Principal Salary Chart
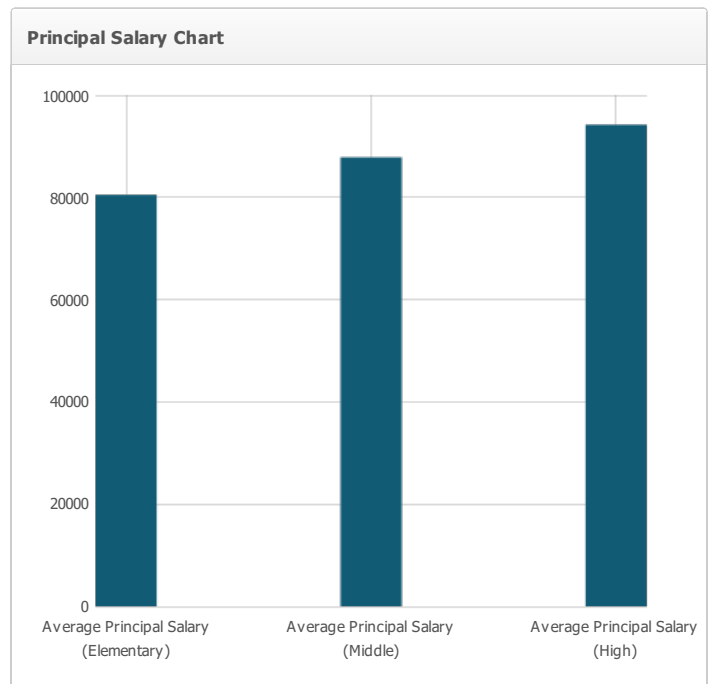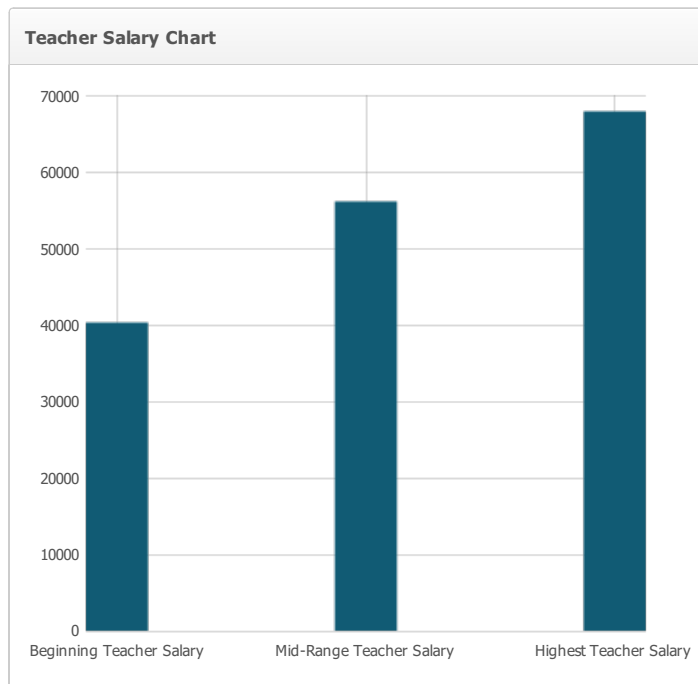


*Last updated: 2/10/2016*

## Professional Development – Most Recent Three Years

Professional development opportunities are provided throughout the year for all staff members.

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

*Last updated: 2/10/2016*