

# **Russell Ranch Elementary School**

## **School Accountability Report Card**

### **Reported Using Data from the 2019-2020 School Year**

#### **Published During 2020-2021**

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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://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 <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## About This School

### School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Russell Ranch Elementary School
Street	375 Dry Creek Road
City, State, Zip	Folsom, CA 95630
Phone Number	916-294-2430
Principal	Joanie Cunningham
Email Address	jcunning@fcusd.org
Website	<a href="http://www.fcusd.org/rre">http://www.fcusd.org/rre</a>
County-District-School (CDS) Code	34673300113621

### District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Folsom Cordova Unified School District
Phone Number	916-294-9000
Superintendent	Sarah Koligian, Ed.D.
Email Address	skoligian@fcusd.org
Website	<a href="http://www.fcusd.org">www.fcusd.org</a>

### School Description and Mission Statement (School Year 2020-2021)

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#### School Vision and Mission:

We expect all students, parents and staff to work as a team to promote the maximum academic, social, and emotional growth of each student.

Russell Ranch School is committed to carrying out its mission by:

1. Providing a safe and positive learning environment.
2. Providing caring and talented teachers.
3. Communicating effectively with parents and students.
4. Developing students' self-esteem.
5. Promoting student success and responsibility.
6. Recognizing positive growth and accomplishments.
7. Increasing the involvement of parents and community in school activities.
8. Promoting comprehensive individualized academic expectations, through Response to Instruction/Intervention (RtI) and Multi-Tiered Systems of Support (MTSS).
9. Providing opportunities for students to enrich and expand their school experiences through both classroom and extra-curricular activities.
10. Promoting appropriate integration of technology into the classroom and throughout campus.

**School & Community Profile:**

Russell Ranch is one of 19 elementary schools in the Folsom Cordova Unified School District. Located along the Highway 50 corridor, beautifully positioned in a well-thought-out neighborhood, surrounded by Folsom's finest establishments and scenery. Russell Ranch has the distinct pleasure of being a California Distinguished School twice, 2014 and again in 2018. We fly our Distinguished School flag proudly, as it represents every part of our campus efforts and all who step on our grounds. All our educational programming operates with three tenets in mind, "All means all," "We are here for the children," and "Parents are their children's first teacher."

Russell Ranch School provides a challenging curriculum while allowing students to explore and develop their interests and talents. All students are assessed formally throughout the year and ongoing assessments guide the development of appropriate interventions and enrichment programs to meet the needs of all students. Our Multi-Tiered Systems of Support (MTSS) schedule provides reduced class sizes to provide instruction for students in Gifted & Talented Education (GATE) / accelerated classes and targeted instruction for remediation and extra supports. Due to the support of our Parent-Teacher Association (PTA), Intel funds, and parents, we are able to offer extended day programs, interventions, Science Technology Engineering & Math (STEM)/ Project Lead the Way (PLTW) curriculum, and after a variety of school clubs, (i.e. Chess Club, Robotics Club, Engineering, Computer Club, and Musical Theater). Russell Ranch maintains a positive school environment through the teamwork efforts of our staff, students and parents. Our hardworking school staff is expected to model the behavior we expect from our students. We expect our students to be Respectful, Responsible, Friendly, and Safe.

Our Blackboard Connect messages (voice, emails and text) school marquee and School Wires web pages on our website allows for maximum communication from the school to the members of our community. Frequent communication and strong parent involvement allow for a positive learning environment.

In the spring of 2018, Russell Ranch received a grant of \$20,000 through the State of California's Scholar-Dollars program. Those monies have helped convert our former computer lab space into an incredible Innovation Station / Maker's Space / STEM lab. The Innovation Station includes two 3-D printers, a magnetic whiteboard planning area, interactive Lego wall, interactive Promethean Board, storage, project space, modular furniture designed for group and individual work with ergonomic, flexible and mobile seating options throughout the space. The projects, curriculum and lesson plans will be sponsored by each grade level as we adhere to Next Generation Science Standards (NGSS) and core curriculum support materials. This space will be a constant work in motion, allowing for exploration, creativity, processing and design.

**Student Enrollment by Grade Level (School Year 2019-2020)**

Grade Level	Number of Students
Kindergarten	85
Grade 1	103
Grade 2	109
Grade 3	121
Grade 4	116
Grade 5	126
Total Enrollment	660

## Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.3
Asian	36.4
Filipino	1.7
Hispanic or Latino	11.7
Native Hawaiian or Pacific Islander	0.2
White	39.7
Two or More Races	9.1
Socioeconomically Disadvantaged	6.2
English Learners	9.2
Students with Disabilities	12
Homeless	0.5

## 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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	30	29	28	1047
Without Full Credential	0	1	0	7
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	16

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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.

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: 2020 August

Folsom Cordova Unified held a Public Hearing on September 24, 2020, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance, 2016	Yes	0.0%
Mathematics	Pearson - enVision, 2015	Yes	0.0%
Science	Amplify - California Science, 2019	Yes	0.0%
History-Social Science	Teacher Curriculum Institute (TCI), 2018	Yes	0.0%

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

## School Facility Conditions and Planned Improvements

Russell Ranch Elementary was originally constructed in 2007. The campus is comprised of 29 classrooms (special education and general education students), a gym/multipurpose room/cafeteria, library, staff lounge, computer lab, and three playgrounds.

Cleaning Process: The principal works daily with the custodial staff of three (three full-time) to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review.

Maintenance and Repair: District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

Deferred Maintenance Budget: The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems.

Date of inspection: 10/05/2020

### School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report:** 2020 October

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Good	
<b>Interior: Interior Surfaces</b>	Good	
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	Good	
<b>Electrical: Electrical</b>	Good	
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	Good	
<b>Safety: Fire Safety, Hazardous Materials</b>	Good	
<b>Structural: Structural Damage, Roofs</b>	Good	
<b>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</b>	Good	Unit A play structure has a slide broken, A part has been ordered. Work order # 49253.
<b>Overall Rating</b>	Good	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	89	N/A	63	N/A	50	N/A
Mathematics (grades 3-8 and 11)	85	N/A	52	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

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

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.



## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and High School

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	73	N/A	44	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

#### 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 physical education.

#### California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

## C. Engagement

#### State Priority: Parental Involvement

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

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

#### Opportunities for Parental Involvement (School Year 2020-2021)

Russell Ranch Elementary School greatly benefits from supportive parents who participate in Parent Teacher Association (PTA), serve on School Site Council (SSC), and various programs throughout the school year. The school has a strong base of parent volunteers who work in the classrooms, tutor students in our before/after school enrichment and intervention programs, coordinate many activities and functions to enhance the educational experience at Russell Ranch. We provide a thorough Back to School Night, Open House, committee meetings and principal/parent get togethers to facilitate better parent communication and home - school communication. Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact our Parent Coordinator or front office staff at 916-294-2430 for more information.

## 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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.0	0.5	5.0	4.2	3.5	3.5
Expulsions	0.2	0.0	0.2	0.2	0.1	0.1

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

### School Safety Plan (School Year 2020-2021)

The safety of students and staff is a primary concern of Russell Ranch Elementary School. The School Site Safety plan is reviewed and updated each year by the School Safety Committee and approved by the Folsom Cordova Unified School District Board of Trustees. All revisions are communicated to both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. The school stays in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire and disaster drills are conducted on a monthly basis throughout the school year. Lock down drills are held several times a year, as needed. Students are supervised before and after school by certificated staff/classified staff/principal, and certificated staff/classified staff/principal supervise students during lunch. Certificated staff/classified staff help with supervision during lunch and break periods. There is a designated area for student drop off and pick up before and after school throughout the day and multiple schedules. During the 2019-20 school year, there were zero reported student accidents.

Child Abuse Reporting: Teachers and other school employees are required by law to report any cases of suspected child abuse or child neglect. Reports are investigated by the Department of Social Services to determine if any follow-up on the report is necessary.

Russell Ranch has created a school-wide positive support plan in order to communicate high standards and expectations and to hold students accountable for their behavior. The discipline plan is given to every student and reviewed in a classroom presentation. Staff members consistently enforce the school-wide standards. School staff are trained in the Positive Behavioral Intervention and Support (PBIS) program, and additionally our staff uses the Second Step Curriculum throughout the grade levels.

Procedure to Notify Teachers of Dangerous Pupils: If a student is deemed dangerous because of behavior at school or behavior outside of school, which has been dealt with by county juvenile authorities, the teacher of the student will be promptly notified of the status of the student.

Sexual Harassment Policy: Russell Ranch strictly adheres to district policies, which prohibit sexual harassment or discrimination of any kind. The sexual harassment policy is distributed to each student at the beginning of the school year. All employees are advised of their duty to take prompt action if they become aware of any incidents of sexual harassment.

School-wide Dress Code: Russell Ranch believes that a clearly defined dress code contributes to a positive school environment. The primary standards for student dress and grooming are as follows: the student should be neat and clean; the student should wear clothing that does not compromise safety or modesty or that is disruptive to the educational process.

Date of Last Review/Update: August 20, 2020

Date Last Reviewed with Staff: October 15, 2020

## D. Other SARC Information

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

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

Grade Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	18	3	2		18	2	3		17	4	1	
1	23		4		23		4		25		4	
2	24		4		23		4		25		4	
3	20	1	4		24		5		23		5	
4	28		4		33		1	2	21	7		2
5	34			4	31		4		30		2	3
Other**					9	1			17	5	3	

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

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

### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

\*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.

### Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

\*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,928	\$1,496	\$5,432	\$83,062
District	N/A	N/A	\$ 7,737.03	\$77,434
Percent Difference - School Site and District	N/A	N/A	-35.0	7.0
State	N/A	N/A	\$7,750	\$84,577
Percent Difference - School Site and State	N/A	N/A	-35.2	-1.8

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

#### Types of Services Funded (Fiscal Year 2019-2020)

##### District Revenue Sources

In addition to general state funding, Russell Ranch Elementary receives state and federal funding from the following categorical funds and other support programs: Title II, Title III English Learners, Title III Immigrant Student Program, LCAP Supplemental Funds (English Learners/Low Income Student), and state funds for after school interventions for at-risk students.

Data Sources: Data within the SARC was provided by Folsom Cordova Unified School District, retrieved from the 2019-20 school year SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

#### Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,490	\$52,484
Mid-Range Teacher Salary	\$69,339	\$81,939
Highest Teacher Salary	\$94,844	\$102,383
Average Principal Salary (Elementary)	\$122,637	\$129,392
Average Principal Salary (Middle)	\$136,015	\$136,831
Average Principal Salary (High)	\$137,192	\$147,493
Superintendent Salary	\$242,400	\$254,706
Percent of Budget for Teacher Salaries	36.0	34.0
Percent of Budget for Administrative Salaries	5.0	5.0

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

**Professional Development (Most Recent Three Years)**

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Folsom Cordova Unified School District has provided up to two professional development days for certificated staff for the current year and the last two years. Each employee is encouraged to grow professionally through self-evaluation and reflection; by attending college and university classes as well as statewide and local workshops; by reading professional literature; and by networking. District-sponsored in-service and training are provided through Professional Learning Communities (PLC), lead teachers and site level academic, reading, math, science and technology coaches. In addition, our district staff has worked collaboratively to provide an induction program for qualified new teachers.