

Knights Ferry 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	Knights Ferry Elementary School
Street	12726 Dent Street
City, State, Zip	Knights Ferry CA, 95361
Phone Number	(209) 881-3382
Principal	Dr. Janet Skulina
Email Address	jskulina@kfesd.org
Website	www.knightsferryesd.org
County-District-School (CDS) Code	50-71142-6052609

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Knights Ferry Elementary School District
Phone Number	(209) 881-3382
Superintendent	Dr. Janet Skulina
Email Address	jskulina@kfesd.org
Website	www.knightsferryesd.org

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

Vision Statement:
Inspiring academic excellence and cultivating citizenship for the future success of the whole child.

Mission Statement:
Knights Ferry School District, in partnership with families and community, is dedicated to ensuring each student receives a challenging, quality education in a safe, supportive environment. We are committed to:

- Implementing high standards of teaching and learning;
- Developing students who demonstrate self-confidence, integrity, and community pride as responsible, self-directed, productive citizens;
- Fostering a love of learning, collaboration and individual creative expression;
- Preparing well-rounded students who will make successful transitions throughout their lives.

Knights

Ferry

School

Goals:

Integrate place and community based instructional opportunities in all curricular areas
 Emphasis on project based learning opportunities within the community and integrated with all curricular areas
 Provide engaging STEAM activities connected to local issues
 Student leadership and agency in their learning environment
 Parent, community and District collaboration on instruction, programs and facilities
 Parent involvement in the instructional program process
 Provide high quality instruction through teacher driven professional development

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

Grade Level	Number of Students
Kindergarten	20
Grade 1	22
Grade 2	22
Grade 3	20
Grade 4	22
Grade 5	15
Grade 6	12
Grade 7	14
Grade 8	11
Total Enrollment	158

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

Student Group	Percent of Total Enrollment
Black or African American	0.6
Hispanic or Latino	10.8
White	65.2
Two or More Races	1.9
Socioeconomically Disadvantaged	24.1
English Learners	5.1
Students with Disabilities	7
Homeless	0.6

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	3	3	7	7
Without Full Credential	4	4	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

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: 01-2020

The District elected to purchase supplemental math materials that are correctly aligned with Common Core State Standards. Current science supplemental materials are also aligned with the new Next Generation Science Standards. The District purchased CCSS aligned English Language Arts coursework in the Spring of 2016 for the 2017-2018 school year. CCSS aligned social studies curriculum was purchased and implemented in the 2019-2020 school year. Currently, science materials connected to NGSS are being piloted.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2017-McGraw Hill Wonders K-6 2017-Amplify ELA 7-8	Yes	0%
Mathematics	2019: Eureka / Engage NY math grades K-8	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	2007: Mc Dougal 2006: Glencoe Science 8th Focus on Physical Science 2006: Scott Foresman K-6 California Science 2006: Glencoe Science 7th Focus on Life ScienceLittell Studies Weekly-interim curriculum 2019-2020	No	0%
History-Social Science	2019 Teachers Curriculum Institute-social studies grades K-8	Yes	0%
Foreign Language	NA		
Health	NA		
Visual and Performing Arts	NA		
Science Laboratory Equipment (grades 9-12)	NA	No	

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

School Facility Conditions and Planned Improvements

Knights Ferry School is located on 7.717 acres. The school consists of two main buildings and four portables. One of the main buildings was rebuilt in 1974 and has a classroom, multipurpose room, cafeteria, staff room, small work room, two student restrooms, one staff restroom, and storage areas. The other main building was constructed in 1988 and has three classrooms, the office, two student restrooms, and one staff restroom. The portables were brought in as early as 1983 and as recent as 2005. Three of the portables house classrooms. The fourth and oldest portable houses our library. The school is in very good condition. The buildings and grounds are cleaned and maintained regularly. Our custodial maintenance person works daily from 11:00 am-6:30 pm. The buildings are in good repair and no structural work is required. New tanbark and a complete renovation of the footing on the lower playground was completed in August 2016. In July 2017, the upper playground received new footing and tanbark. New lighting was put in all the classrooms through the Prop 39 grant funding.

A complete fire inspection was conducted in the Spring of 2019 and Fall of 2019 and Fall fo 2020 by the Stanislaus County Fire Marshall.

A complete facilities inspection was also conducted by our property and liability insurer CRSIG in June 2019.

All corrections as requested were made.

August 2018 a new sink was put in the middle school classroom connecting to the water heater in the cafeteria.The classroom was painted and new carpet and tile is scheduled for February 2019.

New blinds were placed in all portable classrooms and the MPR in 2018.

New drinking fountains were installed in August 2018 replacing old and rusty fountains.

New alarms and fire systems were also put in place in 2018.

The portable roofs and gutters received extensive cleaning and repair in December 2018 (2018-2019 school year). A brief inspection of portables showed they are in good condition structurally though the roofs needed minor maintenance and gutters needed cleaning.

Roof repairs were conducted on the main classroom building in 2019.

Repairs to the parking lot lights were made in 2019 and 2020.

New flooring was placed in the MPR in 2019 as well as new carpet in the middle school classroom in 2019.

Finished in August 2020 a conversion of a portable from a library-extra classroom to a complete classroom-sink and countertops added as well as water for the sink.

September 2020-all air filters in HVAC units were changed to a higher filtration rating from MERV 8 to MERV 13.

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: 6/2019-school liability inspection

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	HVAC system is inspected and serviced four times per year; a new heat pump was put on Portable 5 in 2018 completing Prop 39 work. MERV 13 filters installed Fall 2020. The septic system is cleaned yearly.
Interior: Interior Surfaces	Good	All building doors were painted by volunteers during the summer of 2017. The middle school classroom was painted in August 2018. New carpets for the middle school and new flooring in the cafeteria were added in 2019.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Two very large trees were trimmed in December 2018; drought damaged trees were removed in 2019; weed and tree trimming near the road and on property was conducted in June 2018; gopher abatement is ongoing. Regular spraying for insect pests is provided by Orkin. Classrooms and restrooms are cleaned twice daily and hand mobile hand sanitizers are available throughout the school.
Electrical: Electrical	Good	Some minor repairs and projects related to circuits and outdoor lighting were completed prior to Dec 2016. Parking lot lights were fixed in 2018. Some interior wiring was repaired in August 2018. The parking lot lights were repaired again in 2019.

System Inspected	Rating	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	New drinking fountains were installed in August 2018 replacing rusty-looking fountains. New tile was put on the walls and on the floor of the boys bathroom in the MPR after a new sink was placed in the middle school room. New faucets to reduce leakage were placed in the bathrooms in 2019. A new sink and countertop was placed in a portable 2020; and faucet handles were changed for ease of use in 2020.
Safety: Fire Safety, Hazardous Materials	Good	A completely new alarm system was put in the spring of 2018; a new company was chosen to provide fire and intruder safety. The Fire Marshall inspection was completed in the spring of 2018 and the fall of 2019 and 2020; all required changes were made; changes needed were minimal such as MSDS sheets and inspection of the one sprinkler system. In 2019, a monitor for the closed circuit campus TV's was placed in the office to be visible to office administration at all times.
Structural: Structural Damage, Roofs	Good	There is no structural damage to the buildings at this time; minor roof repairs are needed. The portable roofs were given routine maintenance in December 2018. The large antennae was removed from the office/classroom building and minor roof repairs were conducted.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	New tanbark was added to a reconstructed footing on the lower playground and on the upper playground in July 2017. New blinds are being placed in the MRP and all other classrooms. New "panic" or push-bar gates were added in three places on the fence and a privacy fence was put in place next to a neighboring residence (completed in the 2018-2019 school year but initiated in June 2017-2018). Repairs to the playground structure as required by the insurance liability report were made. New flooring was placed in the MRP and middle school classroom. Rain collection systems will be installed to keep rain from off the MRP roof from running into the neighbor's yard and rain gutters will also be installed near the fence to divert any escaping water. Painting of the portables may need to be considered for 2021-2022 as well as refreshing the tanbark in the playgrounds for maintenance.

System Inspected	Rating	Repair Needed and Action Taken or Planned
Overall Rating	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)	51	N/A	51	N/A	50	N/A
Mathematics (grades 3-8 and 11)	52	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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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 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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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)	19	N/A	19	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)

Knights Ferry School has a very active parent club. Contact Person Name: Brandy Mangante, president may be reached at (209)881-3382

Parents have been instrumental in creating, organizing and operating a very successful Agriculture Day in May 2019. The Parent Teacher Club continues to raise large amounts of money which are used to offset funding of high tech purchases such as interactive panels and Chromebooks as well as provide enrichment such as an art teacher, and all field trips. For the 2020-2021 school year the Parent Club funded the start up of the KFS School Farm.

A School Site Council was formed to plan Title I expenditures for the 2018-2019 and 2019-2020 school years. This year KFS received \$15,000 through Title I and another \$10,000 from Title IV. There was no School Site Council in 2017-2018 or in the past previous four years. School Site Council planned for the expenditure of federal dollars that provided academic and social emotional supplemental support.

Parents continue to volunteer outside of classrooms during the pandemic. Parents have volunteered to help and organize our place based education KFS Farm project including planning and actual work such as putting in fencing and planned assisting with animal care. In ordinary years parents and community members assist with a variety of activities including our annual Halloween parade and talent shows. Parents also bring their special skills to the classroom and after-school clubs providing enrichment such as, Spanish language instruction, dairy production and art lessons. Parents regularly volunteer in the classrooms as well, assisting teachers with a variety of tasks. Our parent support is integral to the many enrichment activities including sports and field trips. Parents are welcomed and encouraged to participate at whatever level they are able.

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	0.6	2.5	0.6	2.5	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	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	0	0	2.5
Expulsions	0	0	0.1

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 comprehensive School Safety Plan includes: 1) a FEMA-recommended Hazard Mitigation Plan (in cooperation with Stanislaus County), 2) a Campus Emergency Procedures Plan, 3) a Safety Committee-developed School Safety Plan. The plan also includes an off-campus evacuation procedure. The School Safety Plan can be viewed at the school office or online at www.knightsferryesd.org

School Discipline Practices:

The Knights Ferry Elementary School District has made a commitment to the implementation of Positive Behavior Intervention and Supports and developed the first steps of this transformation in June 2019. Training with the Stanislaus County Office of Education began in August 2019. New, school-wide procedures were developed and implemented in all classrooms. At this time during the Pandemic, we continue to use positive behavior supports. All teachers use positive methods for behavior in their classroom and we continue to recognize individual students for demonstrating the following traits: Respect Attitude Ownership Responsibility and Safety.

We had zero suspensions and zero expulsions from August 12 through March 19 of the 2019-2020 school year. We left school March 19, 2020. We continue to have ZERO suspensions from August through December 2020. We have had no office referrals this year, and five office referrals from August 2019 through March 2020.

Our School Safety Plan last reviewed by Officer Mark Frink, Stanislaus County Sheriff's Office, and Mr. Louie Morua of Stanislaus Consolidated Fire (retired) in February 2020 : October 2015-administration attended a School Safety Plan training; November 2017 Administration took FEMA online courses for certification including active shooter and ICS response. The current plan was approved in March 2020 and will be reviewed and revised for the current school year.

Active shooter drills are held yearly.

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	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	26		1		23		1		20	1		
1	20	1			20	1			22		1	
2	22		1		22		1		22		1	
3					22		1		20	1		
4	25		1		14	1			22		1	
5									15	1		
6	25		1		24		6		12	1		

*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)	

Title	Number of FTE* Assigned to School
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
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	11,973.3	1982.97	9990.33	52,792.60
District	N/A	N/A	9990.33	\$52,792.60
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$7,750	\$71,448
Percent Difference - School Site and State	N/A	N/A	25.3	-30.0

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

Types of Services Funded (Fiscal Year 2019-2020)

Federally Funded Programs -- Academic Interventions are available through Innovative Education (Federal); Title I and Title II; Small Rural Schools Achievement Grant; and Special Education.

The District received a \$15,000 apportionment for Title I activities in the 2018-2019 school year.

State Funded Programs -- Lottery; Lottery Instructional; and Professional Development Block Grant.; the Educator Effectiveness fund for specific staff development for certificated staff only was utilized in 2015-16; 2016-17 for teacher and administrator professional development.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,062	\$46,965
Mid-Range Teacher Salary	\$55,528	\$67,638
Highest Teacher Salary	\$88,086	\$88,785
Average Principal Salary (Elementary)		\$112,524
Average Principal Salary (Middle)		\$117,471
Average Principal Salary (High)		
Superintendent Salary	\$114,474	\$128,853

Category	District Amount	State Average For Districts In Same Category
Percent of Budget for Teacher Salaries	22.0	30.0
Percent of Budget for Administrative Salaries	7.0	6.0

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			7

Seven minimum days are dedicated to professional development for staff. This year, the focus is trouble shooting current pandemic driving instructional practices, mental health and place-based learning (KFS Farm).

Knights Ferry's hired two new teachers for the 20-21 school year, but also lost two paraeducator positions.

A contracted teacher-coach continues supports all new teachers on a regular basis with check ins, class observations and support. This coach also provides mentoring as required for teachers enrolled in the SCOE Induction program.