

Imperial Beach Charter School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page 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).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Imperial Beach Charter School
Street	650 Imperial Beach Blvd.
City, State, Zip	Imperial Beach, CA 91932
Phone Number	(619) 628-5000
Principal	Melissa Griffith
Email Address	mgriffith@sbusd.org
Website	www.sbusd.org
County-District-School (CDS) Code	37-68395-6040505

Entity	Contact Information
District Name	Imperial Beach Charter School
Phone Number	(619) 628-1600
Superintendent	Dr. Katie McNamara
Email Address	kmcnamara@sbusd.org
Website	www.sbusd.org

School Description and Mission Statement (School Year 2019-20)

MISSION STATEMENT

The Mission of Imperial Beach Charter School is to foster academic excellence that includes 21st Century skills. Students will develop critical thinking, technological fluency, community awareness, and diverse perspectives, all within a safe and nurturing learning environment.

VISION STATEMENT

We believe:

- That every student has the right to a safe campus and a respectful learning environment.
- That every student excels in rigorous and relevant core curriculum that reflects what students need to know and demonstrate in a global 21st

Century environment, including an appreciation of the arts, and competencies in the use of technology.

- That students learn best when provided a guaranteed and viable curriculum and multiple opportunities to master grade level standards.
- That students benefit from active parent involvement and a home-school partnership that promotes honesty, respect for cultural differences, responsible citizenship, and individual accountability.
- That students must learn habits of the mind that will lead them to become effective problem solvers, flexible thinkers, and self-directed learners.
- That daily use of technology, to access and demonstrate new knowledge and skills that will be needed as a life-long learner, will support students to be competitive in a constantly changing international environment.

Goals:

It is the Goal of Imperial Beach Charter that all students develop the 21st Century Skills needed to be successful in the global market. "To be productive contributors to society in our 21st Century, you need to be able to quickly learn the core content of a field of knowledge while also mastering a broad portfolio of essentials in learning, innovation, technology, and career skills needed for work and life." Trilling & Fadel 2009

21st Century Themes Include:

- Thinking critically and making judgments
- Solving complex multi-disciplinary open ended problems
- Creativity and entrepreneurial thinking
- Communication and collaborating
- Making innovative use of knowledge, information, and opportunities
- Taking charge of financial, health, and civic responsibilities

SCHOOL OVERVIEW

Imperial Beach Charter School (IBCS) is one of 11 schools in the South Bay Union School District. The school currently serves approximately 877 students in grades transitional kindergarten through eighth. Imperial Beach Charter School is located at 650 Imperial Beach Blvd. Our support services include, but are not limited to: speech; education specialist, resource teacher, behavior specialist, psychologist; academic interventions, nurse; and adaptive physical education. Grades 3-8 have 1:1 technology devices, while students in grades TK-2 have access to 10 computers located in the library, 8 additional classroom technology devices, as well as a computer lab equipped with up to 33 desktops. All classrooms are using Promethean interactive whiteboard systems.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	97
Grade 1	97
Grade 2	75
Grade 3	82
Grade 4	95
Grade 5	96
Grade 6	100
Grade 7	126
Grade 8	128
Total Enrollment	896

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.9
Asian	0.9
Filipino	2.8
Hispanic or Latino	62.7
Native Hawaiian or Pacific Islander	0.4
White	25.1
Two or More Races	5.7
Socioeconomically Disadvantaged	62.8
English Learners	18.6
Students with Disabilities	12.8
Foster Youth	0.1
Homeless	0.8

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	38	39	36	22
Without Full Credential	0	1	4	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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 Instructional Materials (School Year 2019-20)

Year and month in which data were collected: September 2019

The South Bay Union School District sets a high priority on providing sufficient textbooks to support each school's instructional program. Adoptions are conducted on a six to eight year cycle by subject, in an effort to ensure textbooks are always current. All adopted textbooks and instructional material programs meet state standards and have been adopted by the State Board of Education and South Bay Union governing board.

The availability of sufficient state-adopted and standards-aligned textbooks for each pupil, including English learners, for use in class and to take home are consistent with the content and cycles of the curriculum frameworks adopted by the California State Board of Education in all core curriculum areas.

The following information is current as of September 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK: Houghton Mifflin, Splash! Adoption/implementation 2012-13 K-8:Units of Study for Reading, Writing and Classroom Library, Heinemann Adoption/Implementation 2018-19	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Mathematics	Grades K-5: Houghton Mifflin Harcourt School Publishers, California Math Expressions, 2014 (English and Spanish) Adoption/implementation 2014-15 6th-8th CPM Educational Program, Core Connections Course 1-3, 2013 (English) Adoption/implementation 2014-15	Yes	0
Science	Grades K-6: MacMillan/McGraw-Hill California Science (English and Spanish) Adoption/implementation 2007-08 Grade 7: Houghton Mifflin Harcourt HMH Science Fusion -(English) Adoption/implementation 2012-13 Grade 8: Houghton Mifflin Harcourt HMH Science Fusion 2012 -(English) Adoption/implementation 2013-14	Yes	0
History-Social Science	Grades K-5: Scott Foresman History-Social Science for California (English and Spanish) Adoption/implementation 2007-08 Grade 6: Houghton Mifflin History/Social Science (English and Spanish) Adoption/implementation 2007-08 Grade 7: Teachers Curriculum Institute- History Alive! The Medieval World and Beyond Adoption/implementation 2011-12 Grade 8: Houghton Mifflin Harcourt: American History M/S 2012	Yes	0
Health	Grade 7: Glencoe/McGraw-Hill -Glencoe Teen Health Adoption/implementation 2011-12		0

School Facility Conditions and Planned Improvements (Most Recent Year)

Imperial Beach's enrollment is at student capacity. Security is bolstered by the presence of a security resident who lives on the property and inspects the property during nights and weekends to prevent vandalism and theft. In addition, surveillance cameras are located throughout the campus.

District Maintenance and Custodial staff take great care in ensuring that all schools are clean, safe, and functional. Lawns are mowed on Saturdays in an effort to minimize any classroom disturbances. Cleaning schedules are developed by the Principal and the Facilities Director to guarantee daily cleaning of campus. Restroom facilities are inspected three times a day by the Head Custodian to ensure they are fully stocked and in full working order. Any needed repairs are addressed in a timely manner. Copies of inspections are available at the school and facilities offices.

The Head Custodian also performs a safety inspection on a monthly basis. The monthly report is submitted to the facilities office. Regular and preventative maintenance is ongoing. The district employs a computerized online work order system for efficiency and better record keeping.

As per Education Code, the district is required to include in this document, a description of any needed maintenance to ensure good repair as specified in statute. "Good Repair" means the facility is maintained in a manner that assures that it is clean, safe, and functional as determined pursuant to a Facilities Inspection Tool (FIT) developed by the State of California Office of Public School Construction (OPSC). The FIT will evaluate the conditions at a school site with ratings of "good," "fair," or "poor." The FIT also provides an overall summary of the conditions at each school on a scale of "exemplary," "good," "fair," or "poor." The instrument shall not require capital enhancements beyond the standards to which the facility was designed and constructed.

SCHOOL FACILITIES GOOD REPAIR STATUS

Imperial Beach Elementary was built in 1942. The following table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

OVERALL SUMMARY OF SCHOOL FACILITY GOOD REPAIR STATUS

At the time of the above inspection on October 30, 2019, the average ranking for Imperial Beach Elementary was 95.75%, giving the school a rating of "Good." The rating is determined by the average of the 15 categories addressed above. Below are the percentages, descriptions, and ratings, as per the Facilities Inspection Tool (FIT).

Please note that all needed repairs or deficiencies identified in the October FIT report have been completed and/or resolved.

School Facility Good Repair Status (Most Recent Year)

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 overall rating

Year and month of the most recent FIT report: 10/30/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	CR9- HVAC noisy
Interior: Interior Surfaces	Good	CR1- Very cluttered. CR3- Loose ceiling tile. CR4-Rotting pumpkin on table. CR4- Cracked ceiling tile. CR14-Cabinet not secure to wall. CR15-Cracked ceiling tile. CR31-Secure ceiling tile. CR33-No Williams posting. CR34- No Williams posting. CR35-No Williams posting. CR36- No Williams posting. CR37-No Williams posting. CR38-Core bar loose. Library-Loose ceiling tile.

System Inspected	Rating	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	51-Outlet box broken (Back door). CR1- Electric panel covered. CR13-Electrical panel covered. CR14-Daisy chain on printer. CR15- Premise track loose. CR20-Wire mold exposing wire. CR27-Defusers hanging. CR27-Micro/toaster oven plugged into power strip. CR38-Light out. CR42- Refrigerator plugged on power strip. CR46- Cover plate missing by door. Lounge- Microwave plugged into power strip. Library- Elec panel blocked. Prin. office/old IB-Light out. Prin.office/old IB-Refrigerator and microwave plugged to power strip.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	51-Cap missing from drinking faucet. 51-Wall damage RR. 52-Paper towel dispenser broken. 52-Low pressure sink. CR10-Low pressure on drinking fountain. CR20-Replace drinking fountain. CR22-No paper towel dispenser/soap. G/RR by CR22-Push button on sink needs replacing. CR25-Drinking fountain loose. CR28-Sink needs aireator. CR35-Replace damaged drinking fountain. G/RR by Rm 38-Loose toilet seat. CR41-Need aireator for faucet. CR42-Need aireator for faucet. B/RR by Rm 46-leaking hanlde (3rd stall). Kitchen-Loose handle on faucet sink. B/RR by old IB office-Loose toiltr seat.
Safety: Fire Safety, Hazardous Materials	Good	52-Hand sanitizer. 44-Hand cleaner. CR2- Hand sanitizer. CR4-Hand sanitizer. CR12- Sanitizer & disinfecting wipes. CR13-Sanitizer and soap. CR17-Hazardous white board cleaner. CR19-Cleaning chemicals. CR22- Hand sanitizer. CR24-Fire extinguisher needs to be mounted. CR33-Hand sanitizer. CR34- Hand sanitizer. CR43-Cleaning supplies under sink. CR45-Cleaning supplies under sink. CR46-Cleaning material under sink. Library- Cleaning supplies under sink.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	52-Door drags RR. 44- Door does not latch. CR9-Door doesn't latch. CR15-Door dragging. CR16-Door dragging. CR17-Trim outside door. CR25-Door does not latch. CR29- Missing door handle cabinet. CR29-Adjust door.

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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	55	53	36	36	50	50
Mathematics (grades 3-8 and 11)	40	41	29	30	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	606	599	98.84	1.16	53.42
Male	302	299	99.01	0.99	49.50
Female	304	300	98.68	1.32	57.33
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	20	20	100.00	0.00	70.00

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	384	379	98.70	1.30	47.76
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	154	154	100.00	0.00	64.94
Two or More Races	29	28	96.55	3.45	57.14
Socioeconomically Disadvantaged	390	387	99.23	0.77	45.99
English Learners	147	143	97.28	2.72	38.46
Students with Disabilities	95	91	95.79	4.21	20.88
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	606	600	99.01	0.99	40.50
Male	302	299	99.01	0.99	42.81
Female	304	301	99.01	0.99	38.21
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	20	20	100.00	0.00	65.00
Hispanic or Latino	384	380	98.96	1.04	32.63
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	154	154	100.00	0.00	55.19
Two or More Races	29	28	96.55	3.45	50.00
Socioeconomically Disadvantaged	390	388	99.49	0.51	32.22

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
English Learners	147	144	97.96	2.04	27.08
Students with Disabilities	95	91	95.79	4.21	19.78
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 2018-19)

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
7	11.1	26.2	43.7

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the 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 2019-20)

Imperial Beach Charter School values parent involvement and recognizes that a strong partnership between the home and school benefits students academically, socially, and emotionally. IBCS welcomes participation and support of parents and community through volunteering, parent committees, and the Parent Teacher Association (PTA). PTA is a long-standing organization which represents the interest of the children in the school and community. This organization is an integral part of our campuses and puts the children of Imperial Beach Charter School first. PTA is dependent upon volunteers. For more information please contact the school office at (619) 628-5600.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	1.1	1.0	1.4	0.9	0.9	0.7	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

South Bay Union School District has developed a Crisis Response Box for each of its school sites. Each box contains a comprehensive Emergency Procedural Guidelines binder specific to each site. The binder includes state required disaster procedures such as, but not limited to, bomb threat, earthquake, fire, medical emergency, missing student, and shootings. Evacuation maps, evacuation sites, key phone numbers, district/site communication plan, are just a few of the elements included within the plan. School staff reviewed plan on July 16, 2019. School sites conduct various types of drills on a regular basis throughout the year and record the exercise on the Emergency Drills Record form, which is submitted to the district office each December.

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	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	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	18	3	3		20	3	5		21	1	4	
1	25		3		24		3		24		4	
2	24		3		24		3		20	1	2	
3	22		4		20	1	4		23	1	3	
4	30		3		31		3		31		3	
5	32		4		30		3		31		3	
6	25	1	5		31		4		27	1	2	1
Other**	10	2			9	2						

*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 Academic Counselors to Pupils (School Year 2018-19)

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 2018-19)

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	
Speech/Language/Hearing Specialist	3.7
Resource Specialist (non-teaching)	.5
Other	4.0

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7681.33	1888.51	5792.82	90143.30

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
District	N/A	N/A	9860.58	\$85,055.00
Percent Difference - School Site and District	N/A	N/A	-52.0	0.8
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	15.2	1.9

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

- Title I, Part A (School-wide/Educationally Disadvantaged Students)
- Title III, Part A (English Language Learners)
- ASES (After School Education and Safety Programs)
- LCFF (Base)
- LCFF (Supplemental/Concentration)
- Lottery (6300 - Restricted)

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,372	\$45,741
Mid-Range Teacher Salary	\$74,374	\$81,840
Highest Teacher Salary	\$100,072	\$102,065
Average Principal Salary (Elementary)	\$133,527	\$129,221
Average Principal Salary (Middle)	\$0	\$132,874
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$267,719	\$224,581
Percent of Budget for Teacher Salaries	35%	36%
Percent of Budget for Administrative Salaries	5%	5%

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	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	30	30	30

The South Bay Union School District academic calendar includes two full days and 37 minimum days that are dedicated to staff development and collaboration. The two full days are placed at the start of the academic school year, while the minimum days occur throughout the year. Professional Learning Communities (PLCs) are at the heart of all staff development, ensuring a deeper implementation of effective instructional strategies, driven by student achievement data.

Each year, IBCS staff receive professional development targeted to improve student achievement as outlined in our LCAP. All professional development is determined by a close analysis of student achievement. Professional development is delivered during minimum days (early release Wednesdays) and through district training opportunities. Teachers are also provided with additional support through ongoing coaching opportunities with site administration and District TOSAs.