

Seeley Elementary

School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

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/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page 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.



Mrs. Andrea Ellis, Superintendent/Principal

📍 Principal, Seeley Elementary

About Our School

I invite you to explore Seeley Elementary School's annual School Accountability Report Card, which provides valuable information about our school's instructional programs, academic achievement, classroom materials, school safety, facilities, and staff. Understanding our educational program, student achievement, and curriculum development can assist both our school and the community in ongoing program improvement.

Seeley Elementary School is focused on providing all students with the opportunity to achieve. We accommodate individual learning styles while maintaining high, obtainable, expectations for students. Seeley Elementary School is quite proud of its rigorous academic programs, great athletic programs, and extensive extracurricular activities that actively engage all students and provide a well-rounded educational experience.

Staff and parents work together to create a learning environment that promotes academic and social development, teaches responsibility and pride, and models learning as a lifelong adventure. We are excited about our school and welcome all to join in our efforts to create successful, responsible citizens.

Contact

Seeley Elementary
1812 West Rio Vista St.
Seeley, CA 92273-0868

Phone: 760-352-3571
Email: aellis@seeley.k12.ca.us

About This School

Contact Information (School Year 2019—20)

| District Contact Information (School Year 2019—20) | |
|--|--|
| District Name | Seeley Union Elementary |
| Phone Number | (760) 352-3571 |
| Superintendent | Andrea Ellis |
| Email Address | aellis@seeley.k12.ca.us |
| Website | http://www.seeleyusd.org |

| School Contact Information (School Year 2019—20) | |
|--|--|
| School Name | Seeley Elementary |
| Street | 1812 West Rio Vista St. |
| City, State, Zip | Seeley, Ca, 92273-0868 |
| Phone Number | 760-352-3571 |
| Principal | Mrs. Andrea Ellis, Superintendent/Principal |
| Email Address | aellis@seeley.k12.ca.us |
| Website | http://www.seeleyusd.org |
| County-District-School (CDS) Code | 13632226008643 |

Last updated: 1/31/2020

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

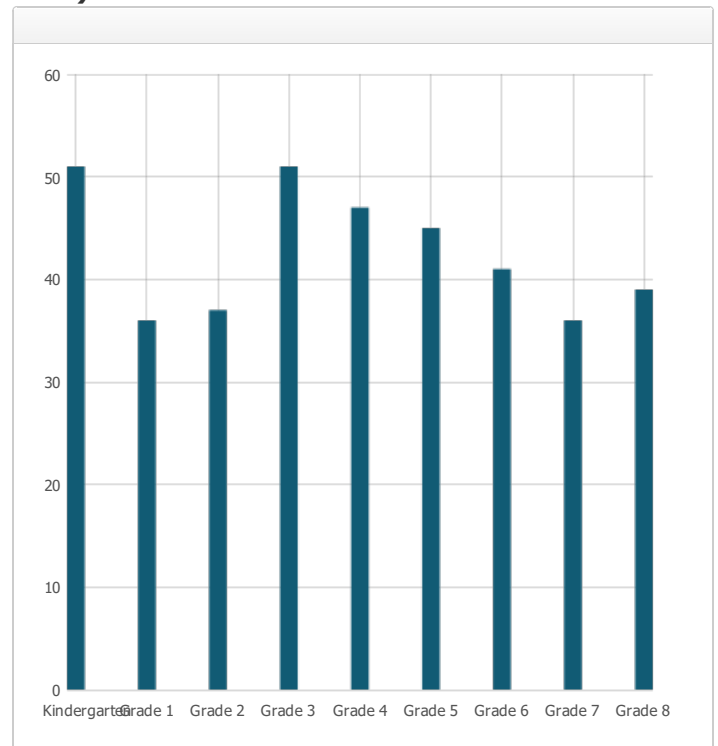
Our mission at Seeley School is to educate all students in a safe environment, empowering them to be proud, creative and responsible members of society.

Seeley Elementary School is located in the central region of Seeley and serves students in grades transitional kindergarten through eight following a traditional calendar. At the beginning of the 2019-2020 school year, 369 students were enrolled, including 4.3% in special education, 48% qualifying for English Language Learner support, and 93% qualifying for free or reduced price lunch.

Last updated: 1/31/2020

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

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 51 |
| Grade 1 | 36 |
| Grade 2 | 37 |
| Grade 3 | 51 |
| Grade 4 | 47 |
| Grade 5 | 45 |
| Grade 6 | 41 |
| Grade 7 | 36 |
| Grade 8 | 39 |
| Total Enrollment | 383 |



Last updated: 1/31/2020

Student Enrollment by Student Group (School Year 2018—19)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 3.00 % |
| American Indian or Alaska Native | 0.30 % |
| Asian | % |
| Filipino | 0.50 % |
| Hispanic or Latino | 87.60 % |
| Native Hawaiian or Pacific Islander | % |
| White | 7.30 % |
| Two or More Races | 1.30 % |
| Student Group (Other) | Percent of Total Enrollment |
| Socioeconomically Disadvantaged | 93.00 % |
| English Learners | 48.00 % |
| Students with Disabilities | 4.30 % |
| Foster Youth | 0.30 % |
| Homeless | 3.80 % |

A. Conditions of Learning

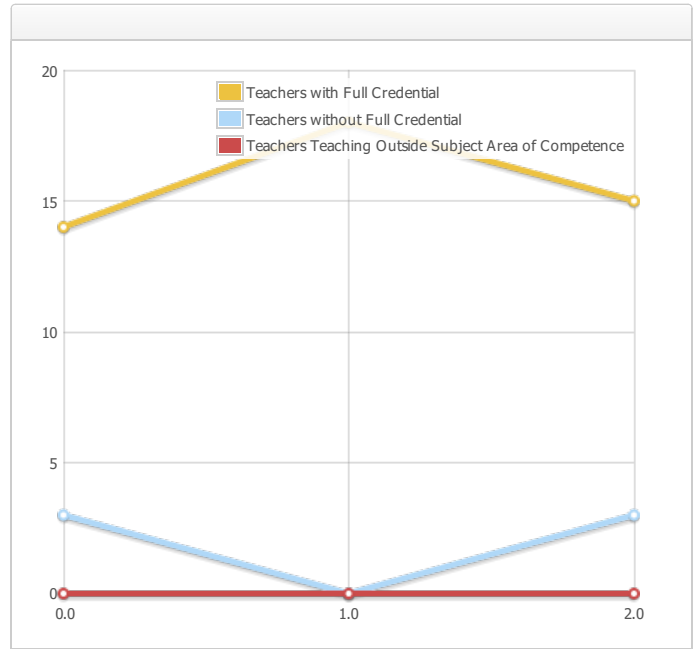
State Priority: Basic

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

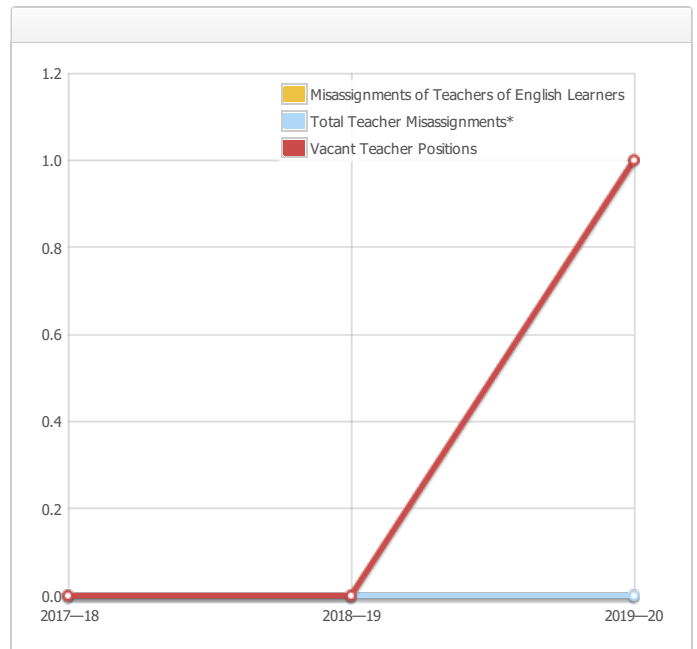
| Teachers | School 2017—18 | School 2018—19 | School 2019—20 | District 2019—20 |
|---|----------------|----------------|----------------|------------------|
| With Full Credential | 14 | 18 | 15 | 15 |
| Without Full Credential | 3 | 0 | 3 | 3 |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |



Last updated: 1/31/2020

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 | 1 |



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: 1/31/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: August 2019

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---------------------------------|---|-----------------------------------|---|
| Reading/Language Arts | TK-5 McGraw Hill, Study Sync 6-8 McGraw Hill, Study Sync | No | 0.00 % |
| Mathematics | TK-5 McGraw Hill, My Math 6-8 Glencoe/McGraw Hill, CA Middle School Math | No | 0.00 % |
| Science | TK-5 Pearson Scott Foresman, California Science 6-8 Pearson Prentice Hall, Prentice Hall California Science Explorer: Focus on Earth, Life, and Physical Science | No | 0.00 % |
| History-Social Science | Macmillan/McGraw Hill, California Vistas Glencoe/McCraw Hill, Glencoe Discovering Our Past | No | 0.00 % |
| Foreign Language | | | 0.00 % |
| Health | | | 0.00 % |
| Visual and Performing Arts | | | 0.0 % |
| Science Lab Eqpmt (Grades 9-12) | N/A | N/A | 0.0 % |

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

Last updated: 1/31/2020

School Facility Conditions and Planned Improvements

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Seeley Elementary School's original facilities were built in 1950; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- Painting projects for some buildings
- Addition of a gymnasium from a Bond Project (opened December 2019)

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Two part-time day custodians and one part-time evening custodian are assigned to Seeley Elementary School. The custodians are responsible for cafeteria setup/cleanup, restroom cleaning, classroom cleaning, and office cleaning.

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

The district's maintenance department inspects Seeley Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Seeley Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Friday, August 30, 2019. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2019-20, all restrooms were fully functional and available for student use at the time of the inspection.

Last updated: 1/31/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: August 2019

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

Overall Facility Rate

Year and month of the most recent FIT report: August 2019

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

Last updated: 1/31/2020

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) | 33.0% | 29.0% | 33.0% | 29.0% | 50.0% | 50.0% |
| Mathematics (grades 3-8 and 11) | 24.0% | 26.0% | 24.0% | 26.0% | 38.0% | 39.0% |

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.

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.

Last updated: 1/31/2020

**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 | 261 | 259 | 99.23% | 0.77% | 29.34% |
| Male | 136 | 136 | 100.00% | 0.00% | 26.47% |
| Female | 125 | 123 | 98.40% | 1.60% | 32.52% |
| Black or African American | -- | -- | -- | -- | |
| American Indian or Alaska Native | -- | -- | -- | -- | |
| Asian | | | | | |
| Filipino | | | | | |
| Hispanic or Latino | 235 | 234 | 99.57% | 0.43% | 27.78% |
| Native Hawaiian or Pacific Islander | | | | | |
| White | 17 | 17 | 100.00% | 0.00% | 47.06% |
| Two or More Races | -- | -- | -- | -- | |
| Socioeconomically Disadvantaged | 246 | 244 | 99.19% | 0.81% | 27.46% |
| English Learners | 170 | 169 | 99.41% | 0.59% | 24.26% |
| Students with Disabilities | 29 | 29 | 100.00% | 0.00% | 3.45% |
| Students Receiving Migrant Education Services | 14 | 14 | 100.00% | 0.00% | 14.29% |
| Foster Youth | -- | -- | -- | -- | |
| Homeless | 26 | 25 | 96.15% | 3.85% | 24.00% |

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

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

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

Last updated: 1/31/2020

**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 | 261 | 259 | 99.23% | 0.77% | 25.87% |
| Male | 136 | 136 | 100.00% | 0.00% | 30.15% |
| Female | 125 | 123 | 98.40% | 1.60% | 21.14% |
| Black or African American | -- | -- | -- | -- | |
| American Indian or Alaska Native | -- | -- | -- | -- | |
| Asian | | | | | |
| Filipino | | | | | |
| Hispanic or Latino | 235 | 234 | 99.57% | 0.43% | 25.21% |
| Native Hawaiian or Pacific Islander | | | | | |
| White | 17 | 17 | 100.00% | 0.00% | 29.41% |
| Two or More Races | -- | -- | -- | -- | |
| Socioeconomically Disadvantaged | 246 | 244 | 99.19% | 0.81% | 23.77% |
| English Learners | 170 | 169 | 99.41% | 0.59% | 25.44% |
| Students with Disabilities | 29 | 29 | 100.00% | 0.00% | 3.45% |
| Students Receiving Migrant Education Services | 14 | 14 | 100.00% | 0.00% | 7.14% |
| Foster Youth | -- | -- | -- | -- | |
| Homeless | 26 | 25 | 96.15% | 3.85% | 24.00% |

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

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

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

Last updated: 1/31/2020

**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 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.

Last updated: 1/31/2020

Career Technical Education (CTE) Participation (School Year 2018—19)

| Measure | CTE Program Participation |
|---|----------------------------------|
| Number of Pupils Participating in CTE | |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | -- |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | -- |

Last updated: 1/31/2020

Courses for University of California (UC) and/or California State University (CSU) Admission

| UC/CSU Course Measure | Percent |
|---|----------------|
| 2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission | 0.00% |
| 2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission | -- |

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 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 |
|-------------|--|--|---|
| 5 | 17.40% | 13.00% | 8.70% |
| 7 | 16.70% | 25.00% | 5.60% |

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.

Last updated: 1/31/2020

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)

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events. Parents stay informed on upcoming events and school activities through the school marquee, school newsletters, and the school website. Contact the Principal at (760) 352-3571 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer- Chaperone, Classroom Helper

Committees- English Learner Advisory Council, District English Learner Advisory Council, School Site Council, Migrant Parent Advisory Council

School Activities- Back to School Night , Open House, Sports Events, Read Across America, Art Festival

State Priority: Pupil Engagement

Last updated: 1/31/2020

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

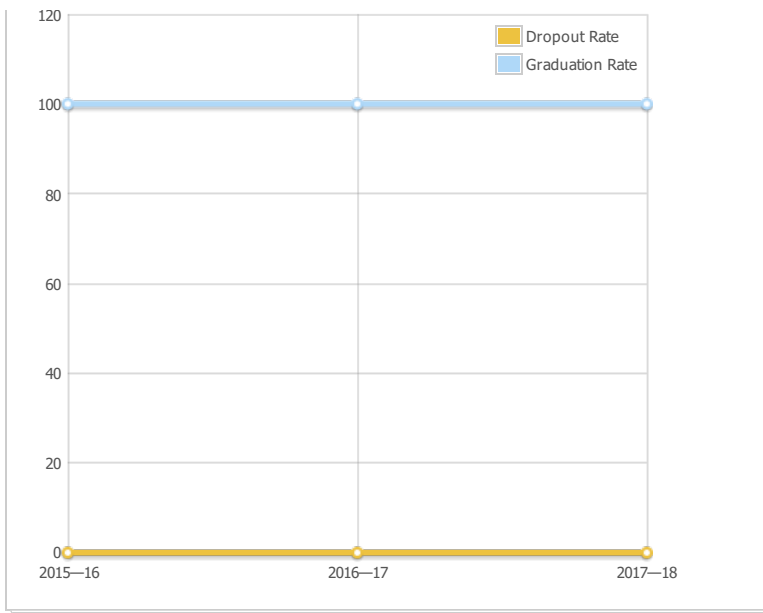
- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

| Indicator | School 2015—16 | District 2015—16 | State 2015—16 |
|-----------------|-------------------|---------------------|------------------|
| Dropout Rate | 0.00% | 0.00% | 9.70% |
| Graduation Rate | 100.00% | 100.00% | 83.80% |

| Indicator | School 2016—17 | School 2017—18 | District 2016—17 | District 2017—18 | State 2016—17 | State 2017—18 |
|-----------------|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Dropout Rate | 0.00% | 0.00% | 0.00% | 0.00% | 9.10% | 9.60% |
| Graduation Rate | 100.00% | 100.00% | 100.00% | 100.00% | 82.70% | 83.00% |

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/31/2020

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 | 1.30% | 1.00% | 1.00% | 1.30% | 1.00% | 1.00% | 3.60% | 3.50% | 3.50% |
| Expulsions | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.10% | 0.10% | 0.10% |

Last updated: 1/31/2020

School Safety Plan (School Year 2019—20)

The Comprehensive School Site Safety Plan was developed for Seeley Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in October 2019.

Last updated: 1/31/2020

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) School Year (2016—17)

| Grade Level | Average Class Size | Number of Classes * 1-20 | Number of Classes * 21-32 | Number of Classes * 33+ |
|-------------|--------------------|-----------------------------|------------------------------|----------------------------|
| K | 16.00 | 2 | | |
| 1 | 20.00 | 2 | | |
| 2 | 20.00 | 2 | | |
| 3 | 22.00 | | 2 | |
| 4 | 27.00 | | 1 | |
| 5 | 21.00 | 1 | 1 | |
| 6 | 25.00 | | 1 | |
| Other** | | | | |

* 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.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

| Grade Level | Average Class Size | Number of Classes * 1-20 | Number of Classes * 21-32 | Number of Classes * 33+ |
|-------------|--------------------|-----------------------------|------------------------------|----------------------------|
| K | 23.00 | | 2 | |
| 1 | 20.00 | 2 | | |
| 2 | 17.00 | 3 | | |
| 3 | 24.00 | | 2 | |
| 4 | 23.00 | | 2 | |
| 5 | 35.00 | | | 1 |
| 6 | 41.00 | | | 1 |
| Other** | | | | |

* 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.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

| Grade Level | Average Class Size | Number of Classes * 1-20 | Number of Classes * 21-32 | Number of Classes * 33+ |
|-------------|--------------------|-----------------------------|------------------------------|----------------------------|
| K | 24.00 | | 2 | |
| 1 | 18.00 | 2 | | |
| 2 | 18.00 | 2 | | |
| 3 | 25.00 | | 2 | |
| 4 | 29.00 | | 1 | |
| 5 | 31.00 | | 2 | |
| 6 | 28.00 | | 1 | |
| Other** | | | | |

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

| Subject | Average Class Size | Number of Classes * 1-22 | Number of Classes * 23-32 | Number of Classes * 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

| Subject | Average Class Size | Number of Classes * 1-22 | Number of Classes * 23-32 | Number of Classes * 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

| Subject | Average Class Size | Number of Classes * 1-22 | Number of Classes * 23-32 | Number of Classes * 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: 1/31/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

| Title | Ratio** |
|-------------|---------|
| Counselors* | 371.00 |

*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.

**Average Number of Pupils per Counselor

Last updated: 1/31/2020

Student Support Services Staff (School Year 2018—19)

| Title | Number of FTE* Assigned to School |
|---|-----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 1.00 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | 0.50 |
| Psychologist | 1.00 |
| Social Worker | |
| Nurse | 1.00 |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | 1.00 |
| Other | 1.00 |

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/31/2020

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 | \$11150.00 | \$1975.25 | \$9175.00 | \$84679.58 |
| District | N/A | N/A | \$9175.00 | \$84679.58 |
| Percent Difference – School Site and District | N/A | N/A | 0.00% | 0.00% |
| State | N/A | N/A | \$7506.64 | \$64941.00 |
| Percent Difference – School Site and State | N/A | N/A | -- | -- |

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

Last updated: 1/31/2020

Types of Services Funded (Fiscal Year 2018—19)

In addition to general fund state funding, Seeley Union School District receives state and federal categorical funding for special programs. For the 2017-18 school year, the district received categorical, special education, and support programs funds for:

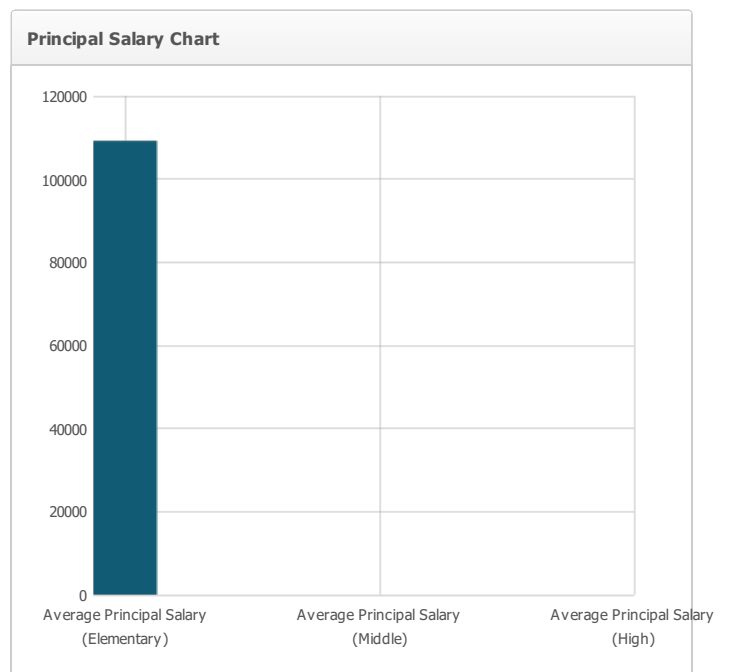
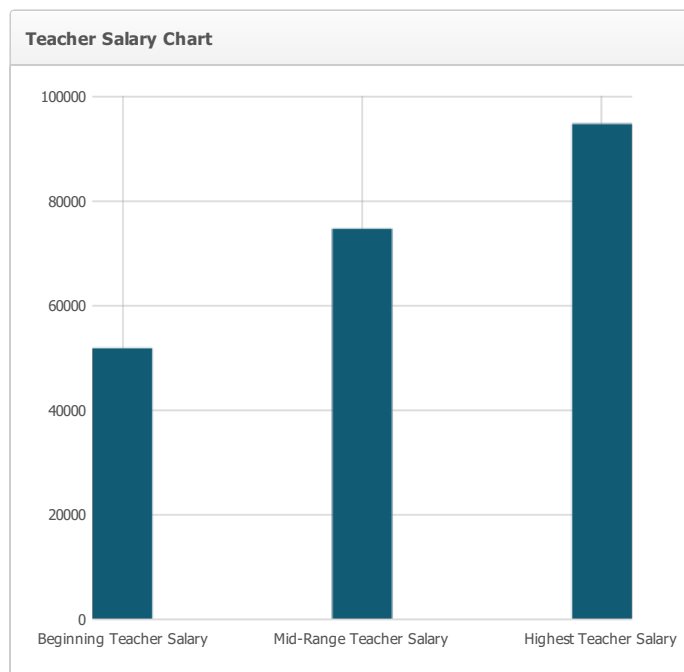
- After School Education & Safety (ASES)
- Education Protection Account
- Lottery: Instructional Materials
- Other Federal Funds
- Special Education
- State Lottery
- STRS On-Behalf Pension Contributions
- Title I
- Title II
- Title III

Last updated: 1/31/2020

Teacher and Administrative Salaries (Fiscal Year 2017–18)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$51,752 | \$45,252 |
| Mid-Range Teacher Salary | \$74,600 | \$65,210 |
| Highest Teacher Salary | \$94,682 | \$84,472 |
| Average Principal Salary (Elementary) | \$109,183 | \$107,614 |
| Average Principal Salary (Middle) | \$ | \$112,242 |
| Average Principal Salary (High) | \$ | -- |
| Superintendent Salary | \$140,595 | \$124,686 |
| Percent of Budget for Teacher Salaries | 35.00% | 31.00% |
| Percent of Budget for Administrative Salaries | 9.00% | 7.00% |

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



Last updated: 1/31/2020

Advanced Placement (AP) Courses (School Year 2018—19)

| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
|--------------------------|-------------------------------|-----------------------------------|
| Computer Science | 0 | N/A |
| English | 0 | N/A |
| Fine and Performing Arts | 0 | N/A |
| Foreign Language | 0 | N/A |
| Mathematics | 0 | N/A |
| Science | 0 | N/A |
| Social Science | 0 | N/A |
| All Courses | 0 | 0.00% |

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

*Where there are student course enrollments of at least one student.

Last updated: 1/31/2020

Professional Development

| Measure | 2017—18 | 2018—19 | 2019—20 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 7 | 5 | 6 |