Arbuckle Elementary

School Accountability Report Card
Reported Using Data from the 2017—18 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/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.

Summer Shadley

📍 Principal, Arbuckle Elementary

About Our School

At AES we take pride in providing your student with the highest quality education that is rigorous, relevant and built on the foundation of relationships and kindness. I strongly believe that a quality education must focus on the whole child and that is an extremely large focus here at AES. Kindness is key.

In addition to having high academic standards for our students we also strive to promote good values and character education. This year I am excited that AES will continue to be a part of The Great Kindness Challenge. In order to have students that are well rounded we must teach good values and positive character traits. The Great Kindness Challenge will be a platform for continuing and focusing on our character education. We continue to have our Character Matters Assemblies (CMA's) Friday mornings from 8:30-9:00. At these assemblies students will learn about character education, participate in singing, and be recognized for their reading counts and math star awards.

AES operates a school store for students as a positive behavior intervention program. Every day students will have opportunities to earn "Bulldog Bucks" these dollars can be used to buy items from the school store, which is open on Fridays. We hope to promote positive behavior and reward students who work hard and are contributing citizens on our campus.

Our school community is dedicated to providing our students with a well-rounded educational experience and I am confident that we will experience another positive and enriching school year!

Contact

Arbuckle Elementary
701 Hall St.
Arbuckle, CA 95912-0100

Phone: 530-476-2522
E-mail: sshadley@pierce.k12.ca.us

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Pierce Joint Unified
Phone Number	(530) 476-2892
Superintendent	Carol Geyer
E-mail Address	cgeyer@pierce.k12.ca.us
Web Site	www.pierce.k12.ca.us

| School Contact Information (School Year 2018—19)	
School Name	Arbuckle Elementary
Street	701 Hall St.
City, State, Zip	Arbuckle, Ca, 95912-0100
Phone Number	530-476-2522
Principal	Summer Shadley
E-mail Address	sshadley@pierce.k12.ca.us
Web Site	https://aes.pierce.k12.ca.us/
County-District-School (CDS) Code	06616146003511

Last updated: 12/13/2018

School Description and Mission Statement (School Year 2018—19)

Arbuckle Elementary School is a school of character. The goal of our school is to provide each student with a challenging and rigorous curriculum appropriate to his/her academic level in a safe learning environment. With parents and teachers working together as a team towards the same goal, every child will succeed. In order to give each child the best opportunity for success, we keep the vision of "Students First" in all that we do. If we accept and make the pledge to keep children first, then it follows that education becomes our number one priority. A school-community with those two concepts as our core values will stand willing and able to do what is needed for educating the children.

Last updated: 12/13/2018

Student Enrollment by Grade Level (School Year 2017—18)

Grade Level	Number of Students
Kindergarten	112
Grade 1	98
Grade 2	88
Grade 3	97
Grade 4	114
Grade 5	102
Total Enrollment	611
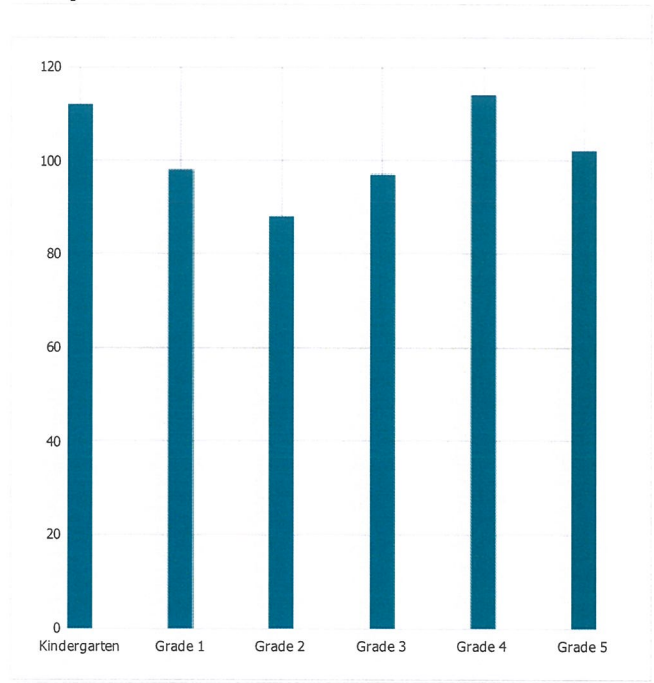
Last updated: 12/11/2018

Student Enrollment by Student Group (School Year 2017—18)

Student Group	Percent of Total Enrollment
Black or African American	0.5 %
American Indian or Alaska Native	%
Asian	0.7 %
Filipino	0.2 %
Hispanic or Latino	77.7 %
Native Hawaiian or Pacific Islander	%
White	18.0 %
Two or More Races	1.8 %
Other	1.1 %

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	74.8 %
English Learners	54.7 %
Students with Disabilities	7.9 %
Foster Youth	1.0 %

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 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	25	27	27	70
Without Full Credential	2	0	0	3
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	3
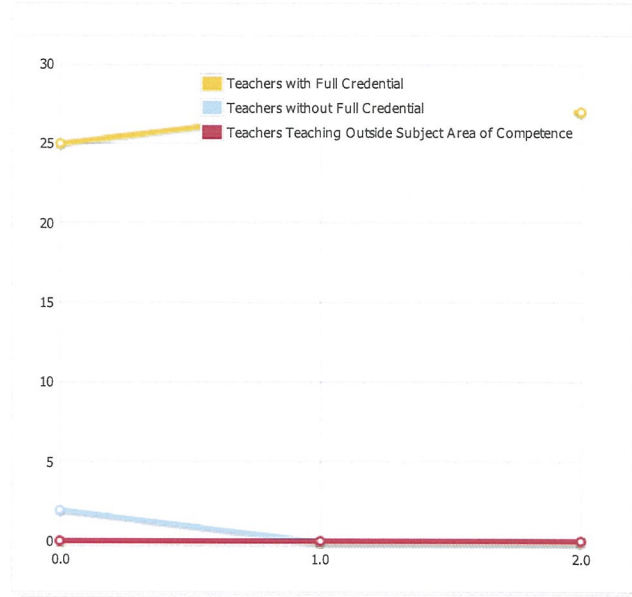
Last updated: 12/13/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0
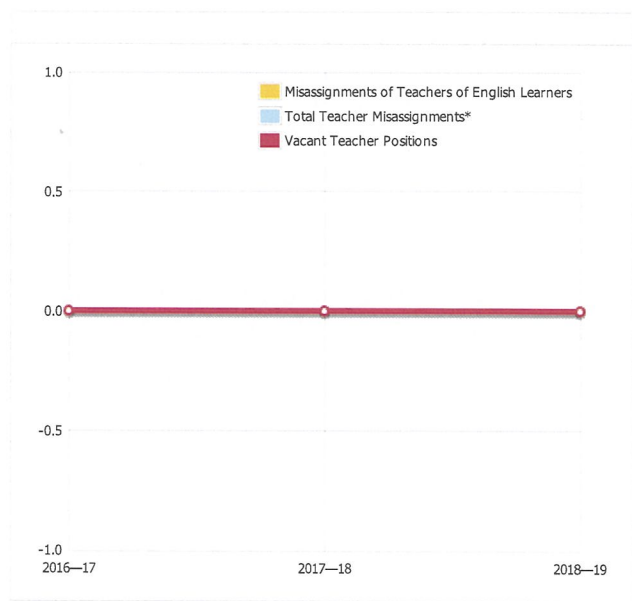
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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

Last updated: 12/13/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: December 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McMillian McGraw Hill- CA Wonders ELA/ELD	Yes	0.0 %
Mathematics	Houghton Mifflin/Harcourt- Go Math	Yes	0.0 %
Science	Houghton Mifflin –Science California	No	0.0 %
History-Social Science	Scott Foresman History-Social Science for California 2006	No	0.0 %
Foreign Language			0.0 %
Health			0.0 %
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: 12/13/2018

School Facility Conditions and Planned Improvements

1. Annual FIT inspection dated 6/25/18 indicated an overall campus average of 83.21% (FAIR Rating) on the scale of 0%-100%. Fifteen categories were evaluated with noted deficiencies noted in all but six categories. The types of deficiencies ranged from ADA compliance issues, pest management and mechanical HVAC system problems. Minor roof failures were also identified as problems.

2. Recent changes to classroom locations (portables 20-29) have corrected ADA access and Fire Alarm deficiencies. Changes to current pest management processes has reduced the frequency of reported pest infestation in all areas of the school. During the summer of 2018, complete roof replacement of Bldg. 300 & Office areas, including relocatable classrooms 23 & 24. Older and non-functioning mechanical HVAC units will be replaced this winter break to correct issues with heating and cooling in the multi-purpose bldg.

3. New hydration stations are needed to ensure ADA compliance and access by all students. Older drinking fountain units are failing due to repeated use and vandalism.

Last updated: 12/11/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: June 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	HVAC units installed in 2018 on buildings 100, 200, 400, 500 and relocatables 17-30 and the library. HVAC system needs replaced in building 300 and is scheduled for winter 2018. Shut of valve at gas riser in building 600 needs repaired.
Interior: Interior Surfaces	Poor	Interior surfaces need painting in relocatables 17-30 and library.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Poor	Pest management needed at UG utility boxes. Continue pest management in kitchen
Electrical: Electrical	Good	New electrical installed in relocatables 17-30 in 2018.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Poor	TK restroom needs refreshing. All drinking fountains need to be updated for ADA compliance.
Safety: Fire Safety, Hazardous Materials	Poor	Fire alarm system needs updated in buildings 100, 200, 300, 400, 500 and 600.
Structural: Structural Damage, Roofs	Good	Relocatable roofs beginning to develop minor leaks and will be monitored and repaired as needed.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	AC pavement needs re-surfacing at gutters/curbs.

Overall Facility Rate

Year and month of the most recent FIT report: June 2018

Overall Rating	Fair

Last updated: 12/11/2018

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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	32.0%	44.0%	35.0%	39.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	33.0%	41.0%	28.0%	30.0%	37.0%	38.0%

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: 12/11/2018

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017—18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	309	301	97.41%	44.19%
Male	143	138	96.50%	37.68%
Female	166	163	98.19%	49.69%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino				
Hispanic or Latino	241	234	97.10%	42.31%
Native Hawaiian or Pacific Islander	--	--	--	
White	55	54	98.18%	55.56%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	245	240	97.96%	40.42%
English Learners	201	197	98.01%	39.09%
Students with Disabilities	24	24	100.00%	4.17%
Students Receiving Migrant Education Services	17	15	88.24%	26.67%
Foster Youth	--	--	--	

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: 12/11/2018

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017—18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	311	305	98.07%	40.98%
Male	145	141	97.24%	38.30%
Female	166	164	98.80%	43.29%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino				
Hispanic or Latino	243	238	97.94%	37.39%
Native Hawaiian or Pacific Islander	--	--	--	
White	55	54	98.18%	53.70%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	246	244	99.19%	37.30%
English Learners	203	200	98.52%	34.50%
Students with Disabilities	26	24	92.31%	12.50%
Students Receiving Migrant Education Services	17	17	100.00%	29.41%
Foster Youth	--	--	--	

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: 12/11/2018

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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
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: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

Last updated: 12/11/2018

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 2017—18)

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	31.1%	10.7%	0.0%

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.

Last updated: 1/9/2019

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 2018—19)

We have many opportunities for parents to become involved such as: classroom volunteers, parents' club, School Site Council, English Learner Advisory Committee, attending parent conferences, family nights, and parent workshops. Please call Summer Shadley at (530) 476-2522 for details on how to volunteer your time.

State Priority: Pupil Engagement

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 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	--	--	1.2%	4.1%	10.7%	9.7%
Graduation Rate	--	--	98.8%	95.1%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	--	1.8%	9.1%
Graduation Rate	--	94.5%	82.7%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart
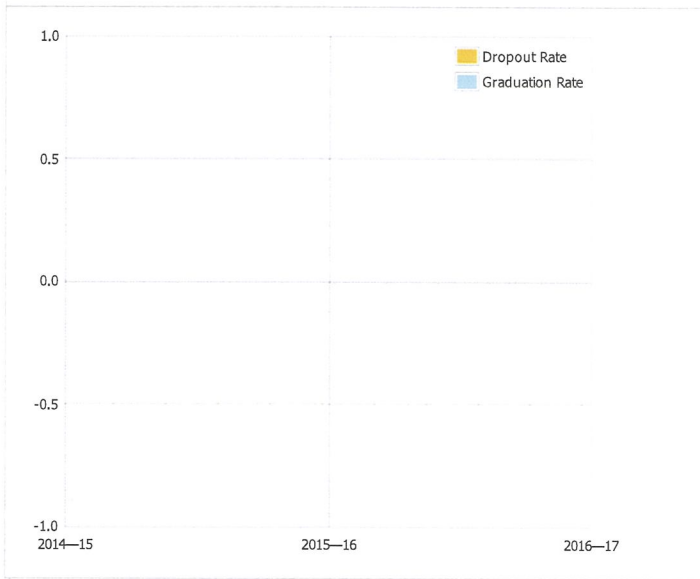
For the formula to calculate the 2016—17 adjusted cohort graduation rate, see the 2017—18 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

| Student Group	School	District	State
All Students	--	--	--
Black or African American	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Filipino	--	--	--
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	--	--	--
White	--	--	--
Two or More Races	--	--	--
Socioeconomically Disadvantaged	--	--	--
English Learners	--	--	--
Students with Disabilities	--	--	--
Foster Youth	--	--	--

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 2015—16	School 2016—17	School 2017—18	District 2015—16	District 2016—17	District 2017—18	State 2015—16	State 2016—17	State 2017—18
Suspensions	1.5%	1.1%	2.1%	6.0%	4.4%	6.3%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.1%	0.4%	0.1%	0.1%	0.1%

Suspensions

Expulsions
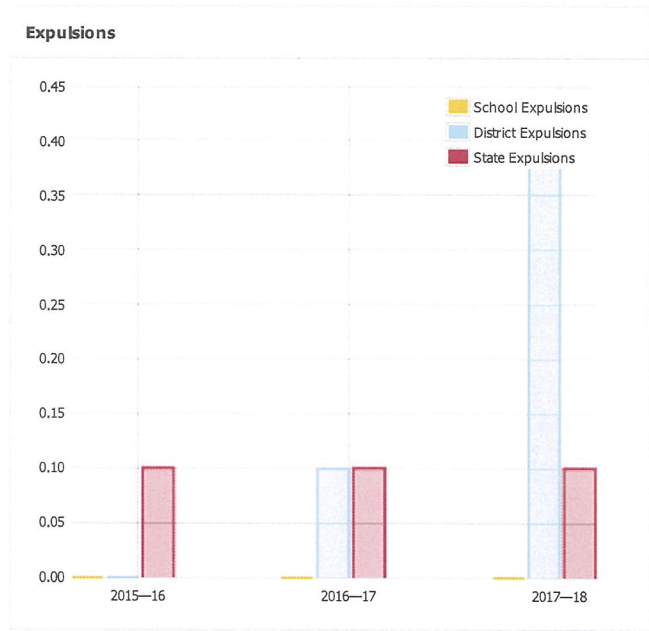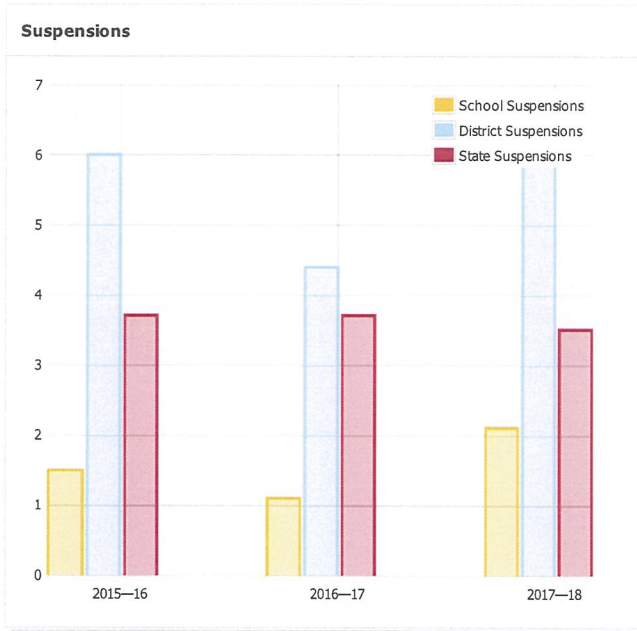
School Safety Plan (School Year 2018—19)

Regular fire, earthquake and intruder drills are conducted and logged through Raptor. The School Safety Plan is reviewed twice a year by staff at the school site. A monthly district Health and Safety Committee with administrative, teacher and parent representatives from each site review the consistency of the usage of the district discipline matrix as well as any health or safety issues that may need to be reviewed. Conflict facilitators are trained to assist in problem solving among students. Class meetings are held weekly to promote communication skills. Using the Safe Schools Planning guide, the School Site Council annually reviews elements of the school climate and the physical environment to annually update the Safe School Plan. The school has a weekly Character Matters Assembly that is held on Friday of each week where students are taught the characteristics of kindness and being a good citizen. The Bulldog Store is has been implemented and is used as positive reinforcement. All school employees have access to Bulldog Dollars that can be given to students who exhibit positive behavior.

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 (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	21.0	1	4	
1	22.0		4	
2	27.0		4	
3	25.0		4	
4	30.0		4	
5	28.0		4	
6				
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 (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	23.0		5	
1	22.0		4	
2	24.0		4	
3	27.0		4	
4	25.0		4	
5	30.0		4	
6				
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	22.0	1	4	
1	25.0		4	
2	22.0		4	
3	24.0		4	
4	29.0		4	
5	26.0		4	
6				
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.

Last updated: 12/10/2018

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	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 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	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 * 1-20	Number of Classes * 21-32	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: 12/10/2018

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.8	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.5	N/A
Psychologist	0.4	N/A
Social Worker	0.0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	0.4	N/A
Other	0.0	N/A

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

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

Last updated: 12/10/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$6598.0	$518.8	$6079.2	$72385.0
District	N/A	N/A	$8679.1	$69467.0
Percent Difference – School Site and District	N/A	N/A	-43.0%	4.0%
State	N/A	N/A	$6574.0	$63590.0
Percent Difference – School Site and State	N/A	N/A	-8.0%	12.0%

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

Last updated: 1/9/2019

## Types of Services Funded (Fiscal Year 2017—18)

Before and after school tutoring programs are offered by individual grade level teams. Primary Intervention Program (PIP) is available to qualifying students in grades K-3 to help students with social issues. Students meet one-on-one with an aide for thirty minutes during a semester. Counseling is available to our students 4 days a week through our district counselor. One full-time reading specialist works with students in grades 1-5 who are experiencing difficulty with reading and writing skills. A literacy coach trains certificated paraprofessionals, substitutes and parents in reading and writing strategies. Conflict facilitation is offered at the school site. Fourth and fifth grade students are trained to help students resolve conflicts among each other. One full-time and one part-time English Language Development (ELD) teacher works with English language learners as a supplemental ELD service. Reading Counts is available in all classrooms. This program is used to promote reading and recognize students for their reading achievement. Read Naturally is used in classrooms to promote reading fluency. Arbuckle Elementary operates an after school program under the ASES grant. Lexia is a computer based phonics program utilized by struggling readers. FASTT Math is a computer based math facts program for student support. Compass Learning is a computer based program that provides students a curriculum based on their individual needs. All of these programs are monitored and analyzed by the administrators and teachers on a regular basis.

Last updated: 12/10/2018

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$43,384	$42,990
Mid-Range Teacher Salary	$61,614	$61,614
Highest Teacher Salary	$89,705	$85,083
Average Principal Salary (Elementary)	$99,148	$100,802
Average Principal Salary (Middle)	$117,172	$105,404
Average Principal Salary (High)	$125,241	$106,243
Superintendent Salary	$156,959	$132,653
Percent of Budget for Teacher Salaries	35.0%	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/ .

Teacher Salary Chart

Principal Salary Chart
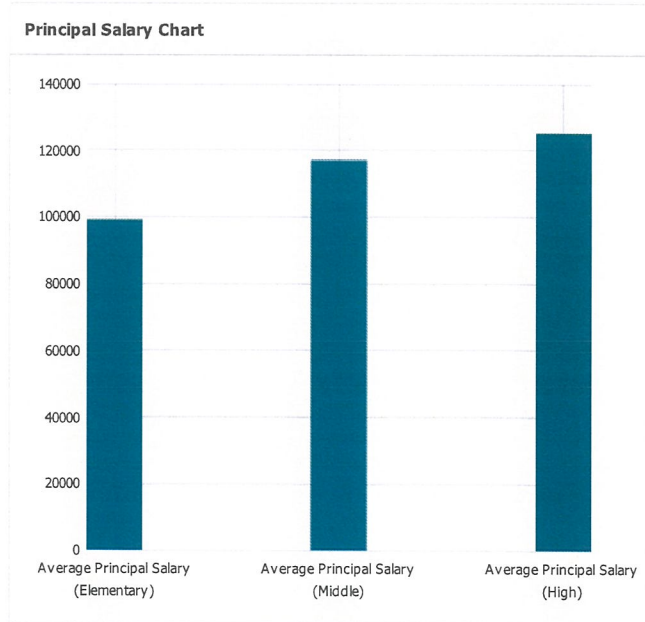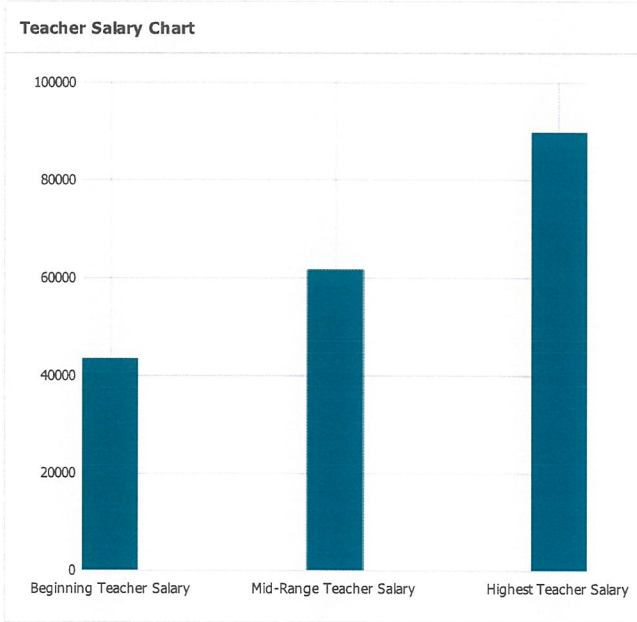
Last updated: 12/10/2018

Advanced Placement (AP) Courses (School Year 2017—18)

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	0.0%

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

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

Last updated: 12/10/2018

Professional Development

A total of six full days per year are utilized for teacher training/staff development. Every Wednesday students are released at 2:00 p.m. in order for teaching staff to collaborate as a grade level team. Formative assessment, ELA/ELD framework, Illuminate, Edivate, technology integration, EL instructional strategies, Science Technology Engineering and Math (STEM), science and social science frameworks as well as explicit direct instruction.

Last updated: 1/8/2019