

# Finley Elementary School

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

#### Published During 2016-17

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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**

#### **Contact Information (School Year 2016-17)**

<b>School Contact Information</b>	
<b>School Name</b>	Finley Elementary School
<b>Street</b>	13521 Edwards Street
<b>City, State, Zip</b>	Westminster, CA 92683
<b>Phone Number</b>	(714) 895-7764
<b>Principal</b>	Raul Olivas
<b>E-mail Address</b>	<a href="mailto:rolivas@wsdk8.us">rolivas@wsdk8.us</a>
<b>Web Site</b>	<a href="http://finley.wsdk8.us/">http://finley.wsdk8.us/</a>
<b>CDS Code</b>	30667466030753

<b>District Contact Information</b>	
<b>District Name</b>	Westminster School District
<b>Phone Number</b>	(714) 894-7311
<b>Superintendent</b>	Dr. Marian Kim-Phelps
<b>E-mail Address</b>	mphelps@wstk8.us
<b>Web Site</b>	<a href="http://www.wstk8.us/">http://www.wstk8.us/</a>

### **School Description and Mission Statement (School Year 2016-17)**

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#### Finley School's Mission Statement

"At Finley we practice respect, responsibility, and safety while providing all students with the necessary tools for success."

#### Finley School Vision Statement

"Empowering lifelong learners within a global society to reach their dreams and aspirations."

#### Principal's Message

Welcome to the Finley Annual School Accountability Report Card and thank you for taking the time to explore it! Finley Elementary School has an ongoing tradition of academic excellence that includes a dedicated and knowledgeable staff with a passion for pursuing the success of our diverse student body. Our goal is High Achievement for All Finley Students. We believe that all students can learn in a safe and supportive environment through our school wide focus on Positive Behavior Intervention and Supports (PBIS) and 21st Century Learning. With the school wide integration of technology using one to one chromebooks in grades 2-5, document cameras, smartboards, and a computer lab, students from preschool-grade 5 utilize ST MIND Math and Imagine Learning in grades K-1. Our students become competent readers, writers, and mathematicians who have the academic and personal skills to become ethical and responsible citizens.

At Finley, students, staff, and parents work in partnership as members of a professional learning community to address the needs of the whole child. By moving from incidental to intentional, staff members work with students and parents to build assets in our school through PBIS and the Guided Language Acquisition Design (GLAD) model. Students participate in a variety of activities such as peer tutoring, cross age tutoring, and reading buddies (upper grade and primary grade students), to promote a sense of community among the student body. All students participate in the District BOLD Character Development curriculum which celebrates a specific character trait for each month. Many students participate in the after school ASES PRIDE program funded through prop 49 for grades K-5. The ASES PRIDE program is an integrated after school program that incorporates sports, enrichment, and homework assistance.

In addition, the love for learning is celebrated throughout the school and includes an adult education ESL class in the mornings to support parents in their acquisition of English by providing babysitting for their Toddlers in a nurturing environment which promotes social skill development and early-literacy activities.

We maintain our commitment to students, parents, community members, and staff to provide the best educational experience possible. Each year we renew this commitment to maintain our focus on preparing our Finley students for the challenges of their future.

**Student Enrollment by Grade Level (School Year 2015-16)**

Grade Level	Number of Students
Kindergarten	71
Grade 1	72
Grade 2	48
Grade 3	75
Grade 4	57
Grade 5	60
<b>Total Enrollment</b>	<b>383</b>

**Student Enrollment by Group (School Year 2015-16)**

Student Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.3
Asian	23.5
Filipino	1.3
Hispanic or Latino	67.4
Native Hawaiian or Pacific Islander	1.3
White	5.5
Two or More Races	0
Socioeconomically Disadvantaged	90.1
English Learners	61.1
Students with Disabilities	7
Foster Youth	0.3

**A. Conditions of Learning**

**State Priority: Basic**

The SARC provides the following information relevant to the Basic State Priority (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			District
	2014-15	2015-16	2016-17	2016-17
<b>With Full Credential</b>	19	20	20	398
<b>Without Full Credential</b>	0	0	0	1
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	98.9	1.1
High-Poverty Schools in District	98.8	1.2
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: 11/14/2016

Westminster School District held a public hearing on October 13, 2016 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. The State of California. Core subject textbooks and instructional materials are provided for each student, including English Learners.

Standards-aligned texts and materials are reserved both for use in the classroom and to take home. All textbooks and instructional materials used within the school are aligned with California State Frameworks, State Board of Education, and District Standards.

Westminster School District is actively involved in the selection process of materials and textbooks. The selection process involves teachers, administrators, district support personnel, and parents. The district follows the State of California's Textbook Adoption Cycle, which requires every school site to review textbooks in each curriculum area within a seven-year cycle; textbooks are replaced at the rate of one subject area per year. The table contains a list of the most recent textbook adoptions in core curriculum areas for the school as of October 2016.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	English/Language Arts Houghton Mifflin 2002 English/Language Arts SRA/McGraw-Hill 2002	Yes	0
Mathematics	Mathematics McGraw-Hill 2016	Yes	0
Science	Science Scott Foresman 2008	Yes	0
History-Social Science	History/Social Studies Houghton Mifflin 2007	Yes	0
Visual and Performing Arts	Visual and Performing Arts MacMillan/ McGraw Hill 2009	Yes	0

### School Facility Conditions and Planned Improvements (Most Recent Year)

Finley Elementary School offers a safe and secure campus for students, staff, and visitors. The school was built in 1958 and provides up-to-date facilities and adequate space. Finley Elementary School is comprised of a kindergarten area, library media center, two computer labs, large multipurpose room, and 24 classrooms. The school also enjoys a spacious playground with swings, a slide and play bars, as well as grassy fields for running, sports, and games. The chart displays the results of the most recent facility inspection provided by the district in November 2016.

The school's Comprehensive School Site Safety Plan is updated in the spring of each year to ensure the protection of students and staff. All staff members have copies of the plan and annually attend in-service days regarding school site safety policies. Students are supervised throughout the day by classified employees and teachers. There is a designated area for student drop-off and pick-up. Visitors register at the office and receive identification badges that must be displayed at all times.

The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. Earthquake preparedness drills and fire drills are held on a regular basis. In the event of an emergency, the school's Disaster Preparedness Plan has clearly defined procedures to accommodate crisis situations and supplies are readily available.

### School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 9/22/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Sinkhole in K-wing playground. Cracks in asphalt.

### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 9/22/2016				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

## 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	53	48	50	55	44	48
Mathematics	49	45	47	50	34	36

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.

#### CAASPP Test Results in ELA by Student Group

##### Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	76	72	94.7	44.4
	4	58	57	98.3	43.9
	5	63	61	96.8	57.4
Male	3	35	33	94.3	51.5
	4	29	28	96.5	32.1
	5	32	31	96.9	48.4
Female	3	41	39	95.1	38.5
	4	29	29	100.0	55.2
	5	31	30	96.8	66.7
Asian	3	21	18	85.7	66.7
	4	12	11	91.7	45.5
	5	19	19	100.0	68.4
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	3	49	48	98.0	31.3
	4	43	43	100.0	41.9
	5	36	34	94.4	50.0

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Native Hawaiian or Pacific Islander	3	--	--	--	--
	4	--	--	--	--
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	54	52	96.3	30.8
	4	54	54	100.0	42.6
	5	56	55	98.2	54.5
English Learners	3	38	35	92.1	14.3
	4	32	31	96.9	12.9
	5	17	17	100.0	23.5
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	76	73	96.0	49.3
	4	58	57	98.3	40.4
	5	63	61	96.8	44.3
Male	3	35	34	97.1	55.9
	4	29	28	96.5	46.4
	5	32	31	96.9	51.6
Female	3	41	39	95.1	43.6
	4	29	29	100.0	34.5
	5	31	30	96.8	36.7
Asian	3	21	19	90.5	68.4

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	12	11	91.7	72.7
	5	19	19	100.0	63.2
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	3	49	48	98.0	37.5
	4	43	43	100.0	32.6
	5	36	34	94.4	29.4
Native Hawaiian or Pacific Islander	3	--	--	--	--
	4	--	--	--	--
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	54	53	98.2	35.9
	4	54	54	100.0	40.7
	5	56	55	98.2	45.5
English Learners	3	38	36	94.7	19.4
	4	32	31	96.9	19.4
	5	17	17	100.0	17.6
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>	67	59	63	74	74	70	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

### CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
<b>All Students</b>	63	60	95.2	63.3
<b>Male</b>	32	30	93.8	70.0
<b>Female</b>	31	30	96.8	56.7
<b>Asian</b>	19	19	100.0	73.7
<b>Hispanic or Latino</b>	36	33	91.7	51.5
<b>Socioeconomically Disadvantaged</b>	56	54	96.4	61.1
<b>English Learners</b>	17	17	100.0	35.3

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20	20	41.7

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.

## C. Engagement

### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2016-17)

Finley Elementary School understands the positive correlation between parent and community involvement and the success of students. Finley Staff value Parent and community member involvement. They are encouraged to join the teachers and district administrators in the many activities, programs, and organizations that support its students. Numerous programs and activities are enriched by the generous contributions made by the following sources: Student Council, School Site Council, Parent & Community Volunteers, and the Parent Teacher Association (PTA).

Finley Elementary School encourages all parents to become involved in the school. The annual Parent Power Lunch, Back to School Night, Parent conferences, Open House, and special events such as the Fall Festival, Family Literacy Night, and International Day are designed to welcome parents, celebrate our families and their rich heritages, launch school wide initiatives while soliciting input, and answering questions. The school also has an active Parent Teacher Association (PTA) and publishes a newsletter to provide parents with updates on the school's school wide initiatives, goals, accomplishments, and recent developments. Parents are encouraged to make an appointment with their child's teacher prior to scheduling an appointment with the principal.

### State Priority: School Climate

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

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

#### Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Suspensions</b>	1.4	1.9	1.0	3.3	3.0	2.6	4.4	3.8	3.7
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

#### School Safety Plan (School Year 2016-17)

Finley Elementary School offers a safe and secure campus for students, staff, and visitors. The school was built in 1958 and provides up-to-date facilities and adequate space. Finley Elementary School is comprised of a kindergarten area, library media center, a computer lab, a large multipurpose room, and 24 classrooms. The school also enjoys a spacious playground with swings, a slide and play bars, as well as grassy fields for running, sports, and games. The chart displays the results of the most recent facility inspection provided by the district in November 2016.

The school's Comprehensive School Site Safety Plan is updated in the spring of each year to ensure the protection of students and staff. All staff members have copies of the plan and annually attend in-service days regarding school site safety policies. Students are supervised throughout the day by classified employees and teachers. There is a designated area for student drop-off and pick-up. Visitors register at the office and receive identification badges that must be displayed at all times.

The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. Earthquake preparedness drills and monthly fire drills are held on a regular basis including the annual Great American Shakeout full simulation drill. In the event of an emergency, the school's Disaster Preparedness Plan has clearly defined procedures to accommodate crisis situations and supplies are readily available.

## 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.

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2008-2009	2011-2012
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	12
Percent of Schools Currently in Program Improvement	N/A	85.7

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

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

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19	2	2		21	1	3		21	1	3	
1	22		3		24		2		24		2	
2	23		3		25		3		25		3	
3	32		1		28		2		28		2	
4	33		1	2	32		1		32		1	
5	25	1	2		26	1	3		26	1	3	
Other					7	1			7	1		

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

### Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.2	2000
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.8	N/A
Psychologist	0.2	N/A
Social Worker	0.0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist	1.0	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.

### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$1,394	\$1,302	\$92	\$74,290
District	N/A	N/A	\$4,038	\$78,324
Percent Difference: School Site and District	N/A	N/A	-97.7%	5.3%
State	N/A	N/A	\$5,677	\$75,137
Percent Difference: School Site and State	N/A	N/A	-98.3%	5.8%

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

### Types of Services Funded (Fiscal Year 2015-16)

- Federal, ECIA/ESEA/IASA
- Federal, Special Education, Entitlement per UDC
- Federal, Special Education, Discretionary Grants
- Federal, Drug/Alcohol/Tobacco Funds
- Federal, Interagency Contracts
- Special Education Master Plan - Current Year
- Local Control Funding Formula
- Special Education Transportation
- Educational Technology Assistance Grants
- McKinney-Vento Grant

### Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,321	\$44,573
Mid-Range Teacher Salary	\$77,821	\$72,868
Highest Teacher Salary	\$95,899	\$92,972
Average Principal Salary (Elementary)	\$114,702	\$116,229
Average Principal Salary (Middle)	\$114,146	\$119,596
Average Principal Salary (High)		\$121,883
Superintendent Salary	\$208,884	\$201,784
Percent of Budget for Teacher Salaries	44%	39%
Percent of Budget for Administrative Salaries	5%	5%

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

### Professional Development (Most Recent Three Years)

Staff members build teaching skills and concepts by participating in conferences and workshops throughout the year. The district offers two staff development days annually where teachers are offered a broad based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. The areas of focus include 21st century teaching and learning, differentiating instruction, and training to support English Learner (EL) students. Teachers were also trained in cultural proficiency.