

# Traver Elementary School

## School Accountability Report Card

### Reported Using Data from the 2014-15 School Year

#### Published During 2015-16

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 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, the county, and the state. 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 (Most Recent Year)**

<b>School Contact Information</b>	
<b>School Name</b>	Traver Elementary School
<b>Street</b>	36736 Canal Dr.
<b>City, State, Zip</b>	Traver, CA 93673-0069
<b>Phone Number</b>	(559) 897-0236
<b>Principal</b>	Steve Ramirez
<b>E-mail Address</b>	sramirez@traversd.com
<b>Web Site</b>	
<b>Grades Served</b>	K-8
<b>CDS Code</b>	54722236054449

<b>District Contact Information</b>	
<b>District Name</b>	Traver Joint Elementary School District
<b>Phone Number</b>	(559) 897-2755
<b>Superintendent</b>	Steve Ramirez
<b>E-mail Address</b>	sramirez@traversd.com
<b>Web Site</b>	www.tcoe.org/districts/traver.shtm

**School Description and Mission Statement (Most Recent Year)**

It is the mission of the board, administration, teachers, support staff and classified personnel, to work as a team committed to guiding our students toward the goal of academic excellence. Stimulating and challenging learning experiences are provided to maximize each student’s potential and enhance self-esteem. We are committed to insuring that our students are in an environment that is clean, safe, and conducive to learning, based on the district’s high academic and behavioral expectations of students and staff. Traver provides instructional materials that are State-adopted with each student having access to the core curriculum through provision of all texts in all subject areas for school and home use. Traver School is dedicated to building an effective team of educators, parents, and community, providing exemplary programs that empower students to realize their full potential, becoming life-long learners who are prepared to be productive citizens of a changing world.

**Student Enrollment by Grade Level (School Year 2014-15)**

<b>Grade Level</b>	<b>Number of Students</b>
Kindergarten	35
Grade 1	17
Grade 2	28
Grade 3	31
Grade 4	34
Grade 5	26
Grade 6	17
Grade 7	13
Grade 8	25
<b>Total Enrollment</b>	<b>226</b>

**Student Enrollment by Group (School Year 2014-15)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Asian	0.9
Hispanic or Latino	95.1
White	3.5
Two or More Races	0.4
Socioeconomically Disadvantaged	95.6
English Learners	64.6
Students with Disabilities	5.8
Foster Youth	0.4

## 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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	10	10	10	10
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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 2014-15)

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	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	0.0	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 2015-16)

Year and month in which data were collected: October 2014

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	(K-5th)-Treasures – McMillan/McGraw Hill, 2010 (6th-8th)-CA Literature-McGraw Hill/Glencoe, 2010	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Mathematics</b>	(K-6th)-McGraw-Hill School Division, 2009 (7th)-Holt, PreAlgebra, 2008 (8th)-Holt, Algebra, 2008	Yes	0%
<b>Science</b>	(K-5th)-Houghton Mifflin, 2007 (6th-8th)-Pearson Prentice Hall, 2008	Yes	0%
<b>History-Social Science</b>	(K-6th)-Harcourt, 2006 (7th-8th)-Holt Rinehart & Winston, 2007	Yes	0%
<b>Foreign Language</b>	Not taught at this time.	Yes	0%
<b>Health</b>	Taught in Science and PE using supplemental materials	Yes	
<b>Visual and Performing Arts</b>	Music is done K-4, 4th-8th play in band.	Yes	

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

Traver Joint Elementary School District provides a safe, clean environment for students, staff and volunteers. The school facilities are all up-to-date and provide adequate space for students and staff. Buildings and grounds are well maintained and that sets a stage for a good learning environment. The maintenance staff cares about the condition of the facilities, taking time to perform regular maintenance and to repair in a timely fashion items in need of attention. A deferred maintenance program is regularly funded and allows for the necessary maintenance and improvement of the district facilities. As buildings meet modernization age requirements the district actively gets involved in upgrades.

- School facilities include:
- Administrative offices
- 12 classrooms
- Cafeteria/kitchen
- Nurse's office
- Preschool
- RSP, speech and language
- Band room
- Tutor room
- Staff lounge/staff workroom
- Gym

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

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 09/10/2013				
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			

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 09/10/2013				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<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			

#### Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 09/10/2013				
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], Science California Standards Tests); and
- The percentage of pupils 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

### California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
<b>English Language Arts/Literacy</b>	18	18	44
<b>Mathematics</b>	12	12	33

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 Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
<b>All Students</b>	3	31	30	96.8	50	27	23	0
	4	35	35	100.0	74	17	6	3
	5	27	26	96.3	54	31	12	4
	6	18	18	100.0	33	39	28	0
	7	13	13	100.0	38	31	23	0
	8	26	24	92.3	42	38	21	0
<b>Male</b>	3		13	41.9	54	38	8	0
	4		20	57.1	70	20	5	5
	5		12	44.4	50	42	8	0
	6		11	61.1	55	27	18	0
	7		7	53.8	--	--	--	--
	8		9	34.6	--	--	--	--
<b>Female</b>	3		17	54.8	47	18	35	0
	4		15	42.9	80	13	7	0
	5		14	51.9	57	21	14	7
	6		7	38.9	--	--	--	--
	7		6	46.2	--	--	--	--
	8		15	57.7	40	33	27	0
<b>American Indian or Alaska Native</b>	8		0	0.0	--	--	--	--
<b>Filipino</b>	4		1	2.9	--	--	--	--
	5		1	3.7	--	--	--	--
	6		1	5.6	--	--	--	--
<b>Hispanic or Latino</b>	3		29	93.5	52	28	21	0
	4		33	94.3	76	18	3	3
	5		23	85.2	57	30	9	4
	6		16	88.9	31	38	31	0
	7		12	92.3	33	33	25	0
	8		24	92.3	42	38	21	0
<b>White</b>	3		1	3.2	--	--	--	--
	4		1	2.9	--	--	--	--
	5		2	7.4	--	--	--	--
	6		1	5.6	--	--	--	--
	7		1	7.7	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	3		27	87.1	48	30	22	0
	4		33	94.3	76	18	3	3
	5		24	88.9	54	29	13	4

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	6		15	83.3	33	40	27	0
	7		13	100.0	38	31	23	0
	8		23	88.5	43	35	22	0
English Learners	3		18	58.1	50	39	11	0
	4		25	71.4	80	16	0	4
	5		12	44.4	75	25	0	0
	6		8	44.4	--	--	--	--
	7		8	61.5	--	--	--	--
	8		11	42.3	64	36	0	0
Students with Disabilities	4		3	8.6	--	--	--	--
	5		2	7.4	--	--	--	--
	8		4	15.4	--	--	--	--
Students Receiving Migrant Education Services	3		0	0.0	--	--	--	--
	4		1	2.9	--	--	--	--
	5		2	7.4	--	--	--	--
	7		1	7.7	--	--	--	--
	8		3	11.5	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

### CAASPP Assessment Results - Mathematics

#### Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	31	30	96.8	47	40	13	0
	4	35	35	100.0	40	51	3	3
	5	27	26	96.3	69	19	8	4
	6	18	18	100.0	39	39	17	0
	7	13	13	100.0	38	31	15	8
	8	26	24	92.3	67	25	8	0
Male	3		13	41.9	31	54	15	0

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4		20	57.1	40	50	5	5
	5		12	44.4	75	17	0	8
	6		11	61.1	45	27	18	0
	7		7	53.8	--	--	--	--
	8		9	34.6	--	--	--	--
Female	3		17	54.8	59	29	12	0
	4		15	42.9	40	53	0	0
	5		14	51.9	64	21	14	0
	6		7	38.9	--	--	--	--
	7		6	46.2	--	--	--	--
	8		15	57.7	67	27	7	0
American Indian or Alaska Native	8		0	0.0	--	--	--	--
Filipino	4		1	2.9	--	--	--	--
	5		1	3.7	--	--	--	--
	6		1	5.6	--	--	--	--
Hispanic or Latino	3		29	93.5	48	38	14	0
	4		33	94.3	42	48	3	3
	5		23	85.2	70	22	4	4
	6		16	88.9	38	38	19	0
	7		12	92.3	33	33	17	8
	8		24	92.3	67	25	8	0
White	3		1	3.2	--	--	--	--
	4		1	2.9	--	--	--	--
	5		2	7.4	--	--	--	--
	6		1	5.6	--	--	--	--
	7		1	7.7	--	--	--	--
Socioeconomically Disadvantaged	3		27	87.1	44	44	11	0
	4		33	94.3	42	48	3	3
	5		24	88.9	71	17	8	4
	6		15	83.3	40	47	7	0
	7		13	100.0	38	31	15	8
	8		23	88.5	70	22	9	0
English Learners	3		18	58.1	50	39	11	0
	4		25	71.4	40	52	0	4
	5		12	44.4	92	8	0	0
	6		8	44.4	--	--	--	--
	7		8	61.5	--	--	--	--
	8		11	42.3	91	9	0	0



Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Students with Disabilities	4		3	8.6	--	--	--	--
	5		2	7.4	--	--	--	--
	8		4	15.4	--	--	--	--
Students Receiving Migrant Education Services	3		0	0.0	--	--	--	--
	4		1	2.9	--	--	--	--
	5		2	7.4	--	--	--	--
	7		1	7.7	--	--	--	--
	8		3	11.5	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

#### California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	12	20	9	12	20	9	59	60	56

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.

### California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	9
All Students at the School	9
Male	9
Female	10
American Indian or Alaska Native	--
Filipino	--
Hispanic or Latino	8
White	--
Socioeconomically Disadvantaged	--
English Learners	0
Students with Disabilities	10
Students Receiving Migrant Education Services	--
Foster Youth	--

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.

### California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	25.90	29.60	18.50
7	8.30	25.00	

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 (Most Recent Year)

Traver parents are encouraged to become involved in program and classroom activities at Traver Joint Elementary School District. Some of the activities that parents can participate in include: Volunteering in the classroom, attending or serving on various committees such as; School Site Council, ELAC, Migrant, School Advisory Committee, Parent and Teacher Club; chaperoning field trips; attending school programs and activities; play, Christmas Program, Back to School Night, Open House, Parent Teacher Conferences; helping with PAT activities; Jog-a-thon, Family Fun Night, Candy Sale, Literacy, Math and Science Nights and Red Ribbon activities. Parents also keep informed of all the school's activities through the weekly calendar and student handbook. Parents may also participate in the Parenting Partners in-service program. If you are interested in volunteering or helping at an event please contact Mrs. Navarro at 559-897-2755.

## 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
<b>Suspensions</b>	2.08	5.93	0.00	2.08	5.93	0.00	5.07	4.36	3.80
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.00	0.00	0.13	0.10	0.09

### School Safety Plan (Most Recent Year)

The safety of all students and staff are of the utmost importance and concern. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The schools disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, disaster, and lock-down drills are conducted on a regular basis. Before, during and after school, assigned staff monitors the campus. Cameras are in place to monitor key areas of the school grounds. All visitors must check in at the front office, wear an identification badge while on school grounds, and check out upon leaving. The Comprehensive School Safety Plan is reviewed with the school staff at the beginning of each school year.

## 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.

### Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
<b>Made AYP Overall</b>	Yes	Yes	Yes
<b>Met Participation Rate: English-Language Arts</b>	Yes	Yes	Yes
<b>Met Participation Rate: Mathematics</b>	Yes	Yes	Yes
<b>Met Percent Proficient: English-Language Arts</b>	N/A	N/A	N/A
<b>Met Percent Proficient: Mathematics</b>	N/A	N/A	N/A
<b>Met Attendance Rate</b>	Yes	Yes	Yes
<b>Met Graduation Rate</b>	N/A	N/A	Yes

### Federal Intervention Program (School Year 2015-16)

Indicator	School	District
<b>Program Improvement Status</b>	In PI	Not In PI
<b>First Year of Program Improvement</b>	2013-2014	
<b>Year in Program Improvement*</b>	Year 1	
<b>Number of Schools Currently in Program Improvement</b>	N/A	1
<b>Percent of Schools Currently in Program Improvement</b>	N/A	100.0

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

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

Grade Level	2012-13				2013-14				2014-15			
	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	24		1		9	3			12	3		
1	18	1	1		15	2			9	2		
2	17	1	1		13	2			14	2		
3	30		1		16	1	1		16	1	1	
4	18	1			30		1		34			1
5	18	1			18	1			26		1	
6	21		1		16	1			17	1		

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

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

Note: 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.

**Academic Counselors and Other Support Staff (School Year 2014-15)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.20	N/A
Social Worker	.14	N/A
Nurse	.03	N/A
Speech/Language/Hearing Specialist	.10	N/A
Resource Specialist	.20	N/A
Other	1.0	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 2013-14)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$8,767.79	1,490.02	\$7,277.77	\$62,015.00
District	N/A	N/A	\$7,277.77	\$58,091
Percent Difference: School Site and District	N/A	N/A	0.0	12.6
State	N/A	N/A	\$5,348	\$59,180
Percent Difference: School Site and State	N/A	N/A	55.2	7.0

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

**Types of Services Funded (Fiscal Year 2014-15)**

Traver Joint Elementary School District funds the core curricular programs and staff through unrestricted State and Local monies. For over-and-above services (Categorical Programs), the District uses designated restricted funding from State and Federal sources as mandated. The Project Director and Curriculum Specialist time is funded partly by categorical programs as well as a reading teacher in order to reduce the class size for the reading instruction. Tutors are used in the reading and math programs. After school tutoring is provided for all students below grade level. Supplemental materials are also purchased with categorical funds. Technology, such as Accelerated Reader and Lexia, is a part of the supplemental curriculum provided by program money.

**Teacher and Administrative Salaries (Fiscal Year 2013-14)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,856	\$39,948
Mid-Range Teacher Salary	\$58,199	\$57,401
Highest Teacher Salary	\$72,543	\$73,183
Average Principal Salary (Elementary)		\$94,578
Average Principal Salary (Middle)		\$97,400
Average Principal Salary (High)		
Superintendent Salary	\$95,500	\$112,657
Percent of Budget for Teacher Salaries	35%	35%
Percent of Budget for Administrative Salaries	5%	7%

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)**

Professional development within the District addresses the individual needs of the teachers as well as broader school concerns. The district offers two staff development days annually for each teacher to use for his or her professional growth. The District also offers various workshops, staff development days, professional conferences and times for collaboration. These days and sessions are used to provide teacher training, to discuss standards and classroom practices, and to implement content standards and guidelines into the curriculum.