

Bill L. Williams Elementary School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Bill L. Williams Elementary School
Street	5601 Harris Road
City, State, Zip	Bakersfield, CA 93313
Phone Number	(661) 837-8070
Principal	Dion Lovio
Email Address	dlovio@pbvUSD.net
Website	http://www.pbvUSD.k12.ca.us/Domain/30
County-District-School (CDS) Code	15633626113401

Entity	Contact Information
District Name	Panama-Buena Vista Union School District
Phone Number	(661) 831-8331
Superintendent	Kevin Silberberg, Ed.D.
Email Address	ksilberberg@pbvUSD.net
Website	http://www.pbvUSD.k12.ca.us/

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

Located at 5601 Harris Road, Bill L. Williams Elementary is named in honor of Dr. Bill L. Williams, who served 37 years as an educator including 15 of those years as Superintendent of our District. The school opened on August 26, 1996, and is built on a 10 acre site adjacent to a 10 acre park. During the school year, Bill L. Williams Elementary School consists of 1 transitional kindergarten, 5 kindergarten classrooms, 16 permanent classrooms, 17 portable classrooms, a Title I portable, a speech room, an ACES portable, a daycare room, a library, a band/music room, kitchen, multi-purpose room, and administration offices. In addition Williams houses 2 full time II/C teacher portables. Support personnel included an assistant principal, an academic coach, two speech pathologists, a part-time nurse, and a school psychologist. Instrumental and vocal music teachers are assigned to Bill L. Williams.

The Bill L. Williams Elementary School staff works hard to promote and maintain the District standard of "Excellence in Education." As dedicated professionals our teachers strive to develop every child to his/her fullest potential. Each year, Bill L. Williams' staff and student body continues to grow and take on the Pioneer Pride in a climate that is safe, rewarding and responsive to the needs of our students.

Bill L. Williams Elementary takes pride in its reputation as a learning center which is safe, secure, and child-oriented. Throughout the years, we have maintained a tradition of high academic expectations. Yet the greatest reward will always be the knowledge that our staff is providing the best education possible for a community of future leaders.

We are committed to providing a learning environment and an instructional program that meets the needs of all learners. The goal of curriculum and instruction is to enable each student to acquire the academic, social and emotional skills necessary to compete successfully at higher academic levels and to exercise the rights and responsibilities of citizenship. To this end, school staff, parents, the Board of Trustees, District administration, and the broader community work collaboratively and cooperatively for the benefit of each student.

Taking pride in our outstanding academic climate and tradition of service to the school community, Williams Elementary School is dedicated to preparing students to be productive and informed citizens of the 21st century. Our united team of dedicated teachers, support staff, students, and parents welcomes you to a school where traditional activities and events augment students' academic learning experiences. The School Accountability Report Card was established by Proposition 98, an initiative passed by California voters in November 1988. The Report Card, to be issued annually by local school boards for each elementary and secondary school in the state, provides for parents and other interested people a variety of information about the school, its resources, its successes, and the areas in which improvements are needed.

A standards-based curriculum and sound assessment strategies provide the foundation for continuous improvement of student performance and school programs. Students will leave Williams Elementary School with a positive attitude toward learning, a strong foundation in basic skills, and the ability to meet future academic challenges.

"We focus today on students reaching their greatest potential to become tomorrow's confident leaders."

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

Grade Level	Number of Students
Kindergarten	161
Grade 1	134
Grade 2	133
Grade 3	120
Grade 4	144
Grade 5	138
Grade 6	131
Total Enrollment	961

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	5.4
American Indian or Alaska Native	0.5
Asian	7.5
Filipino	0.4
Hispanic or Latino	69.1
Native Hawaiian or Pacific Islander	0.6
White	14.4
Two or More Races	0.9
Socioeconomically Disadvantaged	74.5
English Learners	18.6
Students with Disabilities	7.7
Foster Youth	1.1
Homeless	8.1

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	40	40	44	887
Without Full Credential	1	1	3	54
Teaching Outside Subject Area of Competence (with full credential)	0	0	1	31

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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

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

Year and month in which data were collected: 09/2019

All grade levels have access to Core Literature books to help enhance learning. In addition, each student in grades 1-6, students have access to IXL (Math & ELA), Moby Max online reading program, as well as NextGen online math program. Kindergarten students use Starfall online reading program as well.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Adopted 2017: Benchmark Education Company, "Benchmark Advance" (TK-6)	Yes	0
Mathematics	Adopted 2014: Houghton Mifflin Harcourt "2015 California GO Math" K-8. EngageNY is a supplementary curriculum used to provide additional practice of CCSS math standards.	Yes	0
Science	Adopted 2007: Macmillan/McGraw-Hill, "California Science" (K-5); Glencoe, "California Focus on Science" (6th)	Yes	0
History-Social Science	Adopted 2006: Scott Foresman, "History-Social Science for California" (K-5); Glencoe "Discovering Our Past: Ancient Civilizations" (6th)	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Bill L. Williams provides a safe and clean environment for learning. A scheduled maintenance program is administered by the District to ensure that all classrooms and facilities are maintained to a degree of adequacy that provides for good learning. Ongoing repairs and modifications to the physical plant exceed California Building and Safety Codes. The District's Coordinator of Safety and Risk Management verifies quarterly that OSHA requirements are met. The exterior grounds are well lit and the perimeter of the school facility is fenced for student protection and safety. A team of custodians ensures classrooms and campus grounds are kept clean and safe. The restrooms are cleaned, sanitized and secured at the end of each school day with 100% of the toilets in operating condition. As outlined in our Safe Schools Plan, the safety committee has addressed concerns for the safe coming and going of our students. The committee feels that security of all students is of the highest priority. Staff receives inservice in emergency protocol and CPR. All district employees, including substitutes, must wear identification badges while on our site or any district site. Visitor badges are issued to parents entering our campus, volunteers, and other visitors as they register in our office. The gates on the perimeter of the school playground are locked during school hours and staff members are trained to activate lock down procedures in the event of an emergency. Our positive partnership with local law enforcement is evident in their quick response time when concerns arise. Designated staff members carefully supervise students on the playground and in the cafeteria. Grounds and playground equipment are inspected regularly for potential hazards. The District provides on-going training in CPR/First Aid as part of its staff development program. Fire and/or disaster drills occur monthly and a complete school site disaster plan has been prepared and is in place and available for public review. Scheduled certificated supervision of students begins officially thirty minutes prior to the start of school (7:50) and ten minutes after the end of school (3:20).

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 12/27/2018

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 Rating	Exemplary	

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)	52	53	51	52	50	50
Mathematics (grades 3-8 and 11)	38	46	34	37	38	39

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

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	531	526	99.06	0.94	52.66
Male	263	262	99.62	0.38	50.76
Female	268	264	98.51	1.49	54.55
Black or African American	28	28	100.00	0.00	39.29
American Indian or Alaska Native	--	--	--	--	--
Asian	37	37	100.00	0.00	70.27
Filipino	--	--	--	--	--
Hispanic or Latino	371	369	99.46	0.54	50.41
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	75	72	96.00	4.00	51.39

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	336	332	98.81	1.19	49.70
English Learners	150	150	100.00	0.00	52.67
Students with Disabilities	65	63	96.92	3.08	25.40
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	39	37	94.87	5.13	43.24

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

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	531	527	99.25	0.75	45.54
Male	263	262	99.62	0.38	43.51
Female	268	265	98.88	1.12	47.55
Black or African American	28	28	100.00	0.00	35.71
American Indian or Alaska Native	--	--	--	--	--
Asian	37	37	100.00	0.00	59.46
Filipino	--	--	--	--	--
Hispanic or Latino	371	369	99.46	0.54	43.90
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	75	73	97.33	2.67	46.58
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	336	332	98.81	1.19	40.96
English Learners	150	150	100.00	0.00	44.67
Students with Disabilities	65	64	98.46	1.54	21.88
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	39	37	94.87	5.13	35.14

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

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

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

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	20.7	23.7	17.0

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

The parents of Williams Elementary School students support their children, the school and the community by helping their children at home with their school work, providing a caring environment, and by attending conferences, programs, and athletic and academic events. Opportunities for Parental Involvement at Williams Elementary School include the Parent Club, School Site Council, Parent Advisory Council, and classroom volunteers. The Parent Club provides funds and supports assemblies, field trips, playground equipment, school carnivals, and many other extra benefits for the school and its students. Contact Person: Dion Lovio, Principal -
Contact Phone No.: (661) 837-8070

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	1.5	1.5	3.1	4.0	2.2	3.2	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Bill L. Williams Elementary School has a positive learning environment. The goal of Williams' discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Williams Elementary School believes students who develop a sense of personal responsibility will mature both academically and emotionally. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation as well as individual parent-student handbooks.

We have established a School Safety Plan that is reviewed and updated annually by our School Site Council with input from our ELAC. This plan includes information such as, but not limited to, how we are a closed campus, visitors are identified by all staff members, and specific training including first aide and CPR that some of our staff is certified with at this time. Our Safety Plan was reviewed, updated, discussed, and approved at our SSC meeting on Wednesday, October 17th, 2019.

Students with excessive tardies, truancies or unexcused absences are subject to disciplinary action including loss of recess and mandatory parent conferences. "We truly believe that missing school is missing out." The District has established an Independent Study Program for students who must be absent from school due to illness for an extended period of time.

Williams establishes guidelines to provide students with a meaningful, productive, and enjoyable school experience. Appropriate behavior is encouraged through praise and motivational incentives as well as assertive discipline and conflict resolution tools to further develop personal growth. Expulsions occur only when required by law or when all other alternatives are exhausted.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	27		5		26		6		27		6	
1	26		5		27		5		27		5	
2	28		5		27		5		27		5	
3	29		5		30		5		30		4	
4	31		4		28		5		29		5	
5	28		4		32		4		31		4	
6	31		4		31		4		29		5	
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.

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

Title	Ratio
Academic Counselors*	.0

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

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	3.0
Other	3.4

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	10,123.00	2,935.00	7,188.00	78,377.00
District	N/A	N/A	7,579.00	\$74,220.00
Percent Difference - School Site and District	N/A	N/A	-5.3	5.4
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	-4.3	-5.3

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

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

Types of Services Funded (Fiscal Year 2018-19)

The District uses LCFF funds for its general purpose funding, including, but not limited to:

- General operations—salaries, benefits, services, materials, and support to the general education
- Special Education—programs offering appropriate, individualized instruction to students with special needs
- School-Based Coordinated Program—staff salaries, staff benefits, services, materials, and support for our lowest performing schools
- Gifted and Talented Education Program—specialized learning assistance for identified students of high ability, achievement, or potential
- Special projects—monies from agencies (federal or state) earmarked for specific programs/projects or services
- Transportation
- Maintenance and Operations
- Facilities
- District administration

Each school in the District receives an instructional budget based on enrollment, programs, and formulas set by Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding sources.

The types of services funded with categorical funds include:

Title I

Title I, Part A (Title I) of the Elementary and Secondary Education Act, (ESEA) provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards. Title I is designed to help students served by the program to achieve proficiency on challenging State academic achievement standards. Title I schools with percentages of students from low-income families of at least 40 percent may use Title I funds, along with other Federal, State, and local funds, to operate a "school wide program" to upgrade the instructional program for the whole school. Based on an analysis of student achievement data done by the school site, Title I resources may be used for professional development, supplemental instruction and intervention, parental involvement, personalization and support for students with at-risk behaviors. Targeted assistance schools design, in consultation with parents, staff, and district staff, an instructional program to meet the needs of specifically identified students who are failing, or most at risk of failing, to meet the State's challenging academic achievement standards. Both school wide and targeted assistance programs must use instructional strategies based on scientifically based research and implement parental involvement activities.

Title II

The district uses Title II funds to increase the academic achievement of all students by helping schools and district (1) improve teacher and principal quality through professional development and other activities and (2) providing low-income and minority students greater access to effective teachers, principals, and other school leaders.

Title III

The district uses Title III funds to help ensure that children who are limited English proficient, including immigrant children and youth, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging State academic content and student academic achievement standards as all children are expected to meet. The focus is on professional development for teachers across the district that will: 1). Improve the instruction and assessment of ELs; 2). Enhance the ability of teachers to implement curriculum, and improve their instructional strategies for ELs; and 3). Effectively increase students' English language proficiency.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,867	\$45,741
Mid-Range Teacher Salary	\$73,055	\$81,840
Highest Teacher Salary	\$92,173	\$102,065
Average Principal Salary (Elementary)	\$117,980	\$129,221
Average Principal Salary (Middle)	\$123,086	\$132,874
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$212,233	\$224,581
Percent of Budget for Teacher Salaries	35%	36%
Percent of Budget for Administrative Salaries	5%	5%

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

Professional Development (Most Recent Three Years)

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

Professional Development Focus areas include English Language Development, Benchmark Advance, Technology, 95% Group Intervention for MTSS, Direct Interactive Instruction, Classroom Management, Common Core Standards Implementation, Grade Level Focus Groups, DIBELS, as well as PBIS and AVID implementation. Areas were selected based on a district-wide survey reflecting on student achievement and areas of additional need from the teacher point of view. Professional development is delivered through District-sponsored PBV-U, Grade Level Focus Groups, conference attendance, District workshops with teacher release time, and online video tutorials. Professional Readiness and Educational Program days (Prep Days) which include one (1) hour each week release time, is also provided for teachers to receive school site staff development and work with their collaborative teams. Teachers attend multi-day seminars with presenters and follow-up coaching is provided to support Direct Interactive Instruction and to develop standards-based common core lessons with Benchmark Advance. Teachers are also supported by curriculum specialists, categorical program specialists, Induction Program mentors, and Academic Coaches.