

SARC 2018-19

SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2019-20



Elkhorn Elementary

Address: 2235 Elkhorn Rd. Castroville, CA 95012-9796

Principal: Sandra Cuevas, Principal

Phone: (831) 633-2405

Email: scuevas@nmcusd.org

Web Site:

CDS Code: 27738256026413



North Monterey County Unified

Superintendent: Kari Yeater

Phone: (831) 633-3343

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Web Site: www.nmcusd.org



I DATA AND ACCESS

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.

II ABOUT THIS SCHOOL

District Contact Information Most Recent Year

District Name: North Monterey County Unified
 Phone Number: (831) 633-3343
 Superintendent: Kari Yeater
 E-mail Address: kyeater@nmcusd.org
 Web Site: www.nmcusd.org

School Contact Information Most Recent Year

School Name: Elkhorn Elementary
 Street: 2235 Elkhorn Rd.
 City, State, Zip: Castroville, CA 95012-9796
 Phone Number: (831) 633-2405
 Principal: Sandra Cuevas, Principal
 E-mail Address: scuevas@nmcusd.org
 Web Site:
 County-District-School
 (CDS) Code: 27738256026413

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

Elkhorn Elementary School serves a rural, residential community in the northern section of North Monterey County Unified School District. Students who attend Elkhorn receive strong academics in all subject areas. Benchmark Advance is the language arts program is used in our Sheltered English Immersion (SEI) and our bilingual classrooms are using Benchmark Adelante. Math Expressions is the math program we use in all our Kinder through 5th grade and our 6th grade students use Go Math!. Elkhorn School also provides forty-five minutes daily of English Language Development (ELD) for our English Language Learners (ELs) and Benchmark ELD curriculum is used for instruction. The Multi Tiered Support System (MTSS) is used at Elkhorn which looks at the academic, behavioral and emotional needs of students and plans are created in those areas if needed.

Elkhorn School is proud of our collaborative efforts to increase student achievement. Staff members meet regularly to seek ways to improve our school programs. Teachers also meet in grade level groups to examine student work, discuss instructional challenges, plan for small group instruction, devise strategies and develop action plans to meet our goals. Achievement Team process is used by grade level teams to analyze data, create SMART goals, select effective instructional strategies and modify small or whole group instruction as needed. Staff development and support is provided to all teachers.

Elkhorn School provides structured Physical Education lessons by two credentialed Physical Education Teachers and two aides for all of Transitional Kinder through 6th grade students. We also provide music lessons by a credentialed music teachers for 5th and 6th grade students who choose to participate in the school band. Our 2nd through 6th grade students also have the opportunity to be part of an after school program, ASES, that offers academic and enrichment opportunities.

Elkhorn Elementary Vision for Learning is that our school is a safe, supportive, and innovative school community for ALL, where the possibilities are unlimited. Elkhorn School is a team of dedicated students, parents, staff and community members who share a collective responsibility to create a learning environment in which all students grow and succeed.

In order to create lifelong learners we envision a school where:

- * All students will learn the essential standards.
 - * All students will develop appropriate social and problem solving skills.
 - * Students academic, behavioral and emotional needs are being met.
 - * Each child has a unique pathway to learning wherein we begin where they are and facilitate their progress toward reaching their fullest potential.
 - * Students, staff, and parents communicate effectively and work cooperatively.
 - * Students show respect toward themselves and others regardless of differences.
 - * Teachers identify struggling learners and implement different teaching strategies as needed through collaboration.
 - * Staff is committed to motivating, acknowledging and exciting all students in learning to meet their needs.
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Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	108
Grade 1	98
Grade 2	97
Grade 3	98
Grade 4	101
Grade 5	99
Grade 6	97
Total Enrollment	698

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

Student Group	Percent of Total Enrollment
Black or African American	0.4%
American Indian or Alaska Native	0.4%
Asian	0.7%
Filipino	0.7%
Hispanic or Latino	84.7%
Native Hawaiian/Pacific Islander	
White	11.7%
Two or More Races	0.3%
Socioeconomically Disadvantaged	87%
English Learners	60.7%
Students with Disabilities	14.3%
Foster Youth	0.1%
Homeless	42.4%

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	27	28	32	187
Without Full Credential	5	1	2	19
Teaching Outside Subject Area of Competence (with full credential)	0	2	0	0

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 Other Instructional Materials (School Year 2019-20)

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

Subject	Textbooks and other instructional materials/year of adoption	From Most Recent Adoption?	% Students lacking own assigned copy
Reading/Language Arts	Benchmark Advanced K-6/ Adelante K-2 Spanish	Yes 2018	0%
Mathematics	CA CCSS Math Expressions K-5 2014 Gr. 6 Go Math!	Yes-Grade 6	0%
Science	McGraw-Hill Science K-5 2007 Gr. 6 Amplify Science	Yes-Grade 6	0%
History-Social Science	Harcourt-Reflections K-5 2007 Gr. 6 History Alive The Ancient World	Yes-Grade 6	0%
Foreign Language	No foreign language offered in grades 3-6	No	0%
Health	Teacher developed health units	No	0%
Visual and Performing Arts	Arts Integration units	No	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

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

School Facility Conditions and Planned Improvements

There is adult supervision at all times when students are present on the site. All playground equipment is approved for schools and regular maintenance of the equipment is done by our site custodial team or district facility team. All public access points are controlled, and visitors are directed to the office. Parents are informed of safety procedures and notices are posted in different locations of the school. Each classroom meets or exceeds the state's square footage requirement of 960 square feet, and there are adequate classrooms for the school's enrollment. Elkhorn has gone through modernization. All wiring and plumbing has been brought up to current code, and HVAC systems have been replaced. All restrooms are clean and inspected regularly. The school has a regular cleaning schedule, and the principal coordinates any additional cleaning and/or facility repairs that may be needed with the custodians or District Facility Maintenance Department. Solar panels are in the school parking lot to help with the energy cost.

School Facility Good Repair Status

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 rate for each system inspected
- The Overall Rating

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

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	✓	-	-	
Interior: Interior Surfaces	-	✓	-	Ceiling tiles repaired, water damage repair planned for when school is not in session
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	✓	-	-	
Electrical: Electrical	✓	-	-	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	✓	-	-	
Safety: Fire Safety, Hazardous Materials	-	✓	-	Repaired peeling of No Skid paint
Structural: Structural Damage, Roofs	✓	-	-	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	✓	-	-	

Overall Facility Rate

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

	Exemplary	Good	Fair	Poor
Overall Rating	-	✓	-	-

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

Subject	Percent of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19
English Language Arts/ Literacy (grades 3-8 and 11)	33%	35%	31%	34%	50%	50%
Mathematics (grades 3-8 and 11)	26%	26%	19%	20%	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	368	366	99.46%	0.54%	35.25%
Male	187	186	99.47%	0.53%	32.26%
Female	181	180	99.45%	0.55%	38.33%
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	314	312	99.36%	0.64%	31.41%
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	36	36	100.00%	0.00%	61.11%
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	316	315	99.68%	0.32%	32.70%
English Learners	255	253	99.22%	0.78%	32.02%
Students with Disabilities	46	46	100.00%	0.00%	6.52%
Students Receiving Migrant Education Services	12	12	100.00%	0.00%	25.00%
Foster Youth	--	--	--	--	--
Homeless	142	141	99.30%	0.70%	26.24%

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	368	366	99.46%	0.54%	25.68%
Male	187	187	100.00%	0.00%	25.13%
Female	181	179	98.90%	1.10%	26.26%
Black or African American	—	—	—	—	—
American Indian or Alaska Native	—	—	—	—	—
Asian	—	—	—	—	—
Filipino	—	—	—	—	—
Hispanic or Latino	314	312	99.36%	0.64%	22.44%
Native Hawaiian or Pacific Islander	—	—	—	—	—
White	36	36	100.00%	0.00%	52.78%
Two or More Races	—	—	—	—	—
Socioeconomically Disadvantaged	316	315	99.68%	0.32%	23.81%
English Learners	255	254	99.61%	0.39%	21.65%
Students with Disabilities	46	45	97.83%	2.17%	0.00%
Students Receiving Migrant Education Services	12	12	100.00%	0.00%	16.67%
Foster Youth	—	—	—	—	—
Homeless	142	141	99.30%	0.70%	20.57%

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 High School

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2017-18	2018-19	2017-18	2018-19	2017-18	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 area of physical education.

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

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	21.40%	25.50%	19.40%
7			
9			

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)

There are many opportunities for parents to get involved at Elkhorn School. The school has a Parent Teacher Group (PTG), English Learner Advisory Committee (ELAC), District English Language Advisory Committee (DELAC), and School Site Council (SSC). Parents can also volunteer in classrooms and attend field trips.

The PTG at Elkhorn School is an active group in charge of organizing fund raising activities. All parents are members of this group. Meetings are held monthly. Funding generated by the PTG supports classroom field trips and other class or school-wide activities. The ELAC meetings are held monthly and advises the SSC on programs and services for English learners. The Elkhorn SSC develops and recommends to the school district governing board the Single Plan for Student Achievement, a school plan. The SSC is made up of school staff and parents. Each member is selected by their peers and members serve 2 years.

Elkhorn School also has a website where important information is posted to keep parents informed of site protocols and procedures and of upcoming events. There is also a District App that families are encouraged to download in order to get the most up to date school and district information and communications. Principal newsletters and calendar are sent out monthly with upcoming events or reminders. Multiple parent trainings are offered throughout the year focusing on topics related to academics, social emotional, behavior and safety. Parents are encouraged to reach out to the school administrators if they are interested in becoming more involved.

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			District			State		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
Suspensions	0.7	1.6	0.8	4.0	4.3	4.1	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Elkhorn Elementary provides a safe and positive learning environment for all students. We recognize that everyone in the school community has the right to a safe and secure campus. The school discipline plan is reviewed annually with students and parents for clarity and fairness. Elkhorn School staff has been trained and implements a positive behavior discipline system. Behavioral Concern Forms will be tracked and support will be given to staff based on the data from the referrals. One of the components of MTSS is behavior so the goal is to reduce behavior problems and to focus on instructing students on how to demonstrate positive behaviors. Elkhorn has a support team that includes school psychologist, behavior technician, social worker/counselor that support students; which is part of the MTSS TIER 2.

Monthly Spirit Assemblies focus on a character trait for the month. Teachers plan lessons that incorporate the character trait in the daily routines. Anti-bullying school wide assemblies and other school wide and classroom anti-bullying activities are incorporated into the school day. Positive attendance plays a big role in how students do academically and it's important that students feel safe so they want to be at school. There are grade level and school wide goals for attendance. Students are recognized for perfect attendance and there are other incentives that motivate students to want to come to school. Our Assistant Principal and Attendance Clerk meet with parents when there are any truancy concerns or issues related to attendance.

Elkhorn Elementary has an updated comprehensive school safety plan. The goals for the safety plan are developed using the information and data from the California Healthy Kids Survey that gets input from 5th grade students, school staff and parents. The safety plan is shared with staff and gets approved by our SSC members. Our District is very fortunate to have a Student Resource Officer (SRO) that supports all the schools in the District. The SRO comes to our school and does classroom presentations, visits with students during recess time and meets with individual teachers if requested. Elkhorn School works closely with the North Monterey County Fire Department and Monterey County Sheriffs' Department through the SRO in establishing a district wide Emergency Operational Plan. The purpose of this plan is to ensure that everyone from the school follows specific guidelines during an emergency to ensure students' safety. Elkhorn Staff has been trained on a variety of procedures, such as ALICE (active killer on campus) training, in order to be able to carry out the response plan. Teachers also have student accountability boards that help them keep track student locations when they are not in their classroom during an emergency. Emergency drills are practiced at the school.

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	Avg. Class Size	2016-17 Number of Classes*		
		1-20	21-32	33+
K	17	3	4	
1	24		4	
2	23		4	
3	25		4	
4	32		3	
5	21	1	3	
6	24	1	3	
Other**	8	1		

* 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)

Grade Level	Avg. Class Size	2017-18 Number of Classes*		
		1-20	21-32	33+
K	17	3	4	
1	22		4	
2	22		4	
3	23		4	
4	32		2	1
5	29		3	
6	21	1	3	
Other**	8	2		

* 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)

Grade Level	Avg. Class Size	2018-19 Number of Classes*		
		1-20	21-32	33+
K	20	2	4	
1	24		4	
2	23		4	
3	22		4	
4	32		3	
5	26	1	3	
6	20	2	3	
Other**	8	1		

* 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)	.71
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.75
Psychologist	.5
Social Worker	.14
Nurse	.14
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	1.8
Other	1

* 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	\$9,800	\$4,142	\$5,658	\$64,030
District	N/A	N/A	\$6,472	\$73512
Percent Difference – School Site and District	N/A	N/A	13.42%	13.79%
State	N/A	N/A	\$7506.64	\$72949
Percent Difference – School Site and State	N/A	N/A	28.08%	13.02%

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

Types of Services Funded (Fiscal Year 2018-19)

Elkhorn Elementary School has implemented the following measures in order to ensure that students receive effective instruction:

Students who fail to meet grade-level academic benchmarks and/or demonstrate social, emotional or behavioral needs are provided interventions and supports within the classroom by the teacher. If progress is not realized, students are referred for TIER 2 meeting in which an action plan is developed regarding additional supports that should will be provided, The TIER 2 meetings are comprised by Assistant Principal, School Psychologist, classroom teacher and other support staff depending on the needs of the student, If student is still struggling they are then referred to a Student Success Team (SST) meeting. The SST is comprised of the principal, classroom teacher, resource team personnel, and parents.

Intervention services funded by Title I , Supplemental Concentration, and other state and federal funds are provided to lower-performing students in the form of small group instruction provided by credentialed teachers or Instructional Specialists. Supplemental curriculum that supports students with meeting grade level benchmarks is also purchased with these funds.

Substitutes are hired for on and off site professional development such as GLAD Training, Acting Right training, Benchmark Advance training, Achievement Team and English Learner strategies that support the site mission and goals. Substitutes are also hired to release grade levels for meetings which focus on academic planning and next steps for supporting students.

Professional development days listed below are a combination of full and partial days available for the school year.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

This data is typically provided by the CDE and will be loaded once the CDE releases the information.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46245	\$46208
Mid-Range Teacher Salary	\$68183	\$72218
Highest Teacher Salary	\$96988	\$92742
Average Principal Salary (Elementary)	\$121761	\$134864
Average Principal Salary (Middle)	\$118391	\$118220
Average Principal Salary (High)	\$133499	\$127356
Superintendent Salary	\$187292	\$186823
Percent of Budget for Teacher Salaries	33%	33%
Percent of Budget for Administrative Salaries	7%	6%

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

Professional Development

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	37	48	38