Calimesa 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	Calimesa Elementary School
Street	13523 Second Street
City, State, Zip	Yucaipa, CA 92399
Phone Number	(909) 790-8570
Principal	Leslie Burghardt
Email Address	leslie_burghardt@ycjusd.us
Website	http://ces.yucaipaschools.com
County-District-School (CDS) Code	36-67959-6037402

Entity	Contact Information
District Name	Yucaipa-Calimesa Joint Unified School District
Phone Number	(909) 797-0174
Superintendent	Cali Binks
Email Address	cali_binks@ycjusd.us
Website	www.yucaipaschools.com

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

PRINCIPAL'S MESSAGE

I'd like to welcome you to the Calimesa Elementary School Annual School Accountability Report Card and thank you for taking time to explore it. As Principal, I am honored to have the opportunity to share my school with you. The purpose of this report card is to give you further insight into the quality educational program we offer.

It is the belief of Calimesa Elementary School that students can and will excel in an environment that is tailored to their evolving needs. It is due to this belief that we have been able to successfully develop a comprehensive educational system that celebrates and promotes ethnic and cultural diversity, individuality, and emotional, intellectual, and social eminence. We strive to provide students with not only the support and encouragement to accomplish such feats, but the means to do so as well.

In our long-standing tradition of excellence, we maintain our commitment to students, parents, community members, and staff to provide the best educational experience possible. We renew this commitment yearly in hopes that together, we will continue to improve our effectiveness in educating the students of today, preparing them to become productive citizens of tomorrow.

SCHOOL MISSION STATEMENT

Calimesa Elementary School is a diverse community of scholars, dedicated to the academic success and well-being of all learners through authentic learning experiences.

Our Vision:

Calimesa Elementary School, in partnership with parents and community, will empower students to learn through data-driven instruction in language arts, math, and science. As a learning community, we will instill a passion for learning as we prepare students to take on challenges, problem-solve, and represent themselves as upstanding citizens.

Motto:

Calimesa Elementary School is at the heart of sucCESs!

DISTRICT AND SCHOOL PROFILE

Located in San Bernardino County, nestled at the base of the San Bernardino Mountains, the Yucaipa-Calimesa Joint Unified School District educates approximately 9,000 kindergarten through twelfth grade students from the diverse suburban communities of Yucaipa and Calimesa. The district is proud of its long tradition of academic excellence. The district is comprised of six elementary schools (Grades TK-5); one dependent charter school (Grades K-8); two middle schools (Grades 6-8); one comprehensive high school campus (Grades 9-12); a community day school (Grades 7-12); an independent study program PEP and PEP+ (Grades K-12); a continuation high school (Grades 9-12); a special education success program (Grades Preschool-12); and an adult education program. Yucaipa-Calimesa Joint Unified School District is dedicated to educational excellence and the continuous academic growth of all students.

Calimesa Elementary School, which operates on a modified-traditional calendar, educates approximately 430 students in grades Transitional kindergarten through five. The school opened in 1956.

A Message from the Superintendent

Dear Yucaipa-Calimesa Community, Parents and Students:

YCJUSD is honored to serve students in two wonderful communities. We, as a team, continue to prepare our students to be successful in the 21st century. We work collaboratively with community partners, businesses and colleges to provide the best possible education for each and every student. The district employs high quality employees, who care for student well-being as well as academics. The school sites have a variety of clubs and programs to suit student interests and all our elementary schools have an after school care program. We strive to provide a wide variety of high quality services and programs in a safe environment.

As you become a partner of the YCJUSD, please take the opportunity to be involved. It is our desire to work hand in hand with parents to support our children. The best way to get involved is to start at the school site. Our principals can help guide you to the many opportunities that exist. No amount of involvement is too small! We also offer classes for parents that will help you and your child in their educational journey. We have the Family Learning Center which offers a host of classes that support parents in learning strategies to work with children in grades K-12. Please take an opportunity to view the website to learn more about the classes.

The role of educating children in our two communities is taken very seriously and we appreciate your trust. My goal, as your Superintendent, is to ensure that high quality instruction is delivered daily, our campuses are secure and well maintained, money is spent wisely, and students graduate from Yucaipa High School prepared to be successful!

This school year is the opportunity to work with you in supporting education of our children. Please do not hesitate to contact your principal or the district office if you have questions about the district or how to become involved.

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

Grade Level	Number of Students
Kindergarten	87
Grade 1	66
Grade 2	76
Grade 3	57
Grade 4	65
Grade 5	76
Total Enrollment	427

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.1
American Indian or Alaska Native	0.7
Asian	0.7
Filipino	1.2
Hispanic or Latino	56.9
White	36.5
Two or More Races	1.9
Socioeconomically Disadvantaged	74.5
English Learners	13.1
Students with Disabilities	15.2
Foster Youth	1.2
Homeless	16.2

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	21	23		
Without Full Credential	0	0		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

Teacher Misassignments and Vacant Teacher Positions

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

The Yucaipa-Calimesa Joint Unified School District sets a high priority to ensure that sufficient and current textbooks and materials are available to support each school's instructional program. The district went through an evaluation on October 1, 2019, and has sufficient and good quality textbooks, instructional materials, and/or science lab equipment pursuant to the settlement of Williams vs. the State of California. County School representatives conducted a Williams visit in August of 2019, finding the school has sufficient and good quality textbooks, instructional materials. The district determined that there are also sufficient visual and performing arts materials.

All students, including Special Education and English Learner students, have access to adopted instructional materials in core subjects. These materials are for use in the classroom and/or to take home to complete required homework assignments. All textbooks and instructional materials used within the district are aligned with the California State Content Standards and Frameworks.

Instructional materials in all subjects were approved by the Board of Education. Although the Board-adopted instructional materials in Mathematics are not on the State Board of Education list, the materials were recommended by an adoption committee of staff and community members following extensive research on the alignment of the materials to California State Content Standards and Frameworks, and a pilot of the materials to study their positive impact on the children we serve. The district has not yet adopted instructional materials in History-Social Science in the time since the State Board approved History-Social Science programs in November, 2017. The district is collaborating with community stakeholder groups to determine the most appropriate materials for implementing the state standards and framework in History-Social Science.

Calimesa Elementary School has an excellent library housing nearly 15,000 titles, not counting textbooks. The collection includes books, magazines, videos, DVDs, as well as reference and professional materials. The collection is labeled according to Accelerated Reader levels to ensure students choose books within their reading level. The library is staffed by a 30 hour-per-week library technician, and all classes in grades kindergarten through fifth visit the library, as a minimum, on a bi-weekly basis. A wide range of picture books are regularly read to students in primary grades and occasionally to students in upper grades as well. Two computer stations enable the students to access the collection through an online catalog and internet service is available for additional research. Students may also search the collection from their home computers via the school website.

The following chart shows the most recent textbook adoptions at Calimesa Elementary School.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Transitional Kindergarten: Opening the World of Learning, Pearson Scott Foresman (Adopted 2012) K-5: Reach for Reading, National Geographic/Cengage (Adopted 2017)	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Mathematics	Transitional Kindergarten: Opening the World of Learning, Pearson Scott Foresman (Adopted 2012, from most recent adoption) K-5: Engage NY (Adopted 2016, not from most recent adoption)	No	0
Science	Transitional Kindergarten: Opening the World of Learning, Pearson Scott Foresman (Adopted 2012) K-5: California Science, MacMillan/McGraw Hill (Adopted in 2008)	Yes	0
History-Social Science	Transitional Kindergarten: Opening the World of Learning, Pearson Scott Foresman (Adopted 2012) K-5: California Vistas, MacMillan/McGraw Hill (Adopted in 2007)	No	0

School Facility Conditions and Planned Improvements (Most Recent Year)

FACILITIES MAINTENANCE
Calimesa Elementary School provides a safe, clean environment for students, staff, and volunteers. The school facilities are well maintained and provide adequate space for students and staff. The school opened in 1956 and currently includes a library, multipurpose room, staff room, eighteen permanent classrooms, eleven portable classrooms, and two playgrounds. The facility was modernized in 2015 and 2016 with a new phone system, wireless network, and asphalt resurfacing. A campus visitor monitoring system was added in 2018 to further improve security conditions.

The following table shows the results of the most recent school facilities inspection, completed August 26, 2019.

MAINTENANCE AND REPAIR
Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and highest priority to emergency repairs. During the most recent Williams site visit the site was found to have no extreme deficiencies.

CLEANING PROCESS AND SCHEDULE
The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or at the district office. The site administration team works daily with the custodial staff of two to develop cleaning schedules to ensure a clean and safe school.

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: 08-26-2019

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	Multipurpose Room: Elevator/wheelchair lift permit not current.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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)	28	37	52	52	50	50
Mathematics (grades 3-8 and 11)	17	27	39	41	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	196	194	98.98	1.02	37.11
Male	104	103	99.04	0.96	33.01
Female	92	91	98.91	1.09	41.76
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	104	104	100.00	0.00	32.69
Native Hawaiian or Pacific Islander					
White	78	77	98.72	1.28	41.56

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	160	158	98.75	1.25	37.34
English Learners	42	42	100.00	0.00	40.48
Students with Disabilities	40	39	97.50	2.50	20.51
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	35	34	97.14	2.86	32.35

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	197	195	98.98	1.02	27.18
Male	104	103	99.04	0.96	33.01
Female	93	92	98.92	1.08	20.65
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	104	104	100.00	0.00	19.23
Native Hawaiian or Pacific Islander					
White	79	78	98.73	1.27	34.62
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	161	159	98.76	1.24	23.27
English Learners	42	42	100.00	0.00	26.19
Students with Disabilities	40	39	97.50	2.50	10.26
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	36	35	97.22	2.78	20.00

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	22.5	19.7	35.2

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)

At Calimesa, we value parent participation. It is our belief that when parents and staff come together and support our students as a team, we create an environment that allows our scholars to grow and learn in a safe, happy and engaging environment.

Our PTA works tirelessly to ensure that students are provided with fun and educational experiences throughout the year. Parents are encouraged to be involved in their child's education through volunteering in the classroom or at school, as well as attending school-wide events such as Family Fun Night, the Book Fair, Back-to-School Night, Friday POPS assemblies, Family Education Nights, and various other school assemblies. Parents are kept informed of school activities through a beginning of the year school calendar, Wildcat Chat newsletters, flyers, messages displayed on our marquee, Calimesa website, phone calls home, Twitter, Remind and weekly POPS assemblies. Parent education classes are offered. Classes are offered at the school site and our district Family Learning Center to help parents understand how to support their child's learning, share curriculum and facilitate parent learning.   Parents who wish to volunteer or participate in Calimesa Elementary School's leadership teams, school committees, and/or school activities may call the school's office at (909) 790-8570.

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	1.7	0.2	1.0	3.1	3.2	3.8	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Calimesa Elementary School updates its safety plan yearly. This plan is reviewed by the staff at the Back to School staff meeting at the beginning of each year. It was also reviewed by our site safety team in September of 2019. Fire, earthquake, and/or intruder drills are practiced monthly.

Calimesa Elementary School is a closed campus. During school hours the entrance is secured to ensure visitors check in with the front office. All visitors are required to sign in and to wear a visitor badge during their stay. While we welcome visits by parents and community members, anyone wishing to be on campus during school hours should notify staff ahead of time. During lunch, breaks, and before and after school, yard aides, the principal, and teachers supervise students and monitor the campus.

During the 2017-2018 school year, the San Bernardino County Sheriff's Department conducted a Security Assessment at Calimesa Elementary. The assessment results indicated the campus is in good condition considering the age of the school. No issues of concern were recommended in the areas of Crisis Response and Disaster Preparedness; Agency Relationships and Reporting and Discipline Policies; Social and Cultural Considerations; and Staff Development.

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	22		4		25		4		21	1	4	
1	23		2		18	1	3		25		2	
2	21	1	2		20	3			16	3	1	
3	20	1	3		20	2	1		22		3	
4	26		2		27	1		2	30		1	1
5	34			2	28		2		28	1		2
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*	711.7

*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)	.6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.5
Other	3.5

*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	7,082	859	6,224	75,805.00
District	N/A	N/A	6715	$84,535.00
Percent Difference - School Site and District	N/A	N/A	-7.6	-10.9
State	N/A	N/A	$7,506.64	$78,059.00
Percent Difference - School Site and State	N/A	N/A	-18.7	-2.9

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)

In addition to the State General Fund, Yucaipa-Calimesa Joint Unified School District receives Federal and State categorical funding for special programs. For the 2017-2018 school year, the district received Federal and State aid for categorical, special education, and other support programs including:

- Title I-A and I-D
- Title II-A
- Title III LEP
- Title III A Immigrant
- Perkins Grant
- ASES Grant
- LCAP

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$48,042	$49,084
Mid-Range Teacher Salary	$80,738	$76,091
Highest Teacher Salary	$103,074	$95,728
Average Principal Salary (Elementary)	$130,333	$118,990
Average Principal Salary (Middle)	$137,378	$125,674
Average Principal Salary (High)	$145,474	$137,589
Superintendent Salary	$216,526	$230,096
Percent of Budget for Teacher Salaries	35%	35%
Percent of Budget for Administrative Salaries	4%	6%

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	170	141	95

The district offers staff development annually where administration, certificated staff and classified staff members are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, methodologies and various other areas. Staff development topics are developed through needs identified by staff surveys and current research. In 2016-17, the district offered 101 opportunities; in 2017-2018, the district offered 196 opportunities; in 2018-2019 we are offering 105 opportunities for staff development, professional growth and training.