Cypress Village Elementary
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	Cypress Village Elementary
Street	355 Rush Lily
City, State, Zip	Irvine, CA 92620
Phone Number	(949) 936-8900
Principal	Carla Beal
Email Address	carlabeal@iusd.org
Website	http://www.iusd.org/cy/
County-District-School (CDS) Code	30-73650-0129155

Entity	Contact Information
District Name	Irvine Unified School District
Phone Number	949-936-5000
Superintendent	Terry Walker
Email Address	TerryWalker@iusd.org
Website	www.iusd.org

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

Cypress Village Elementary School continues to be one of the newest elementary schools in the Irvine Unified School District. We opened our doors for transitional kindergarten through grade 6 students on September 2, 2014. Cypress Village staff, in collaboration with our parents, students, and community partners, has created a broadly effective educational program that focuses on individual student needs. In doing so Cypress Village Elementary has created a sense of unity and pride among all stakeholders at our school, and has been recognized as a California Gold Ribbon School. Cypress Village is a neighborhood school that serves the immediate community, which is continuing to grow and expand. This year Cypress Village has been identified as a schoolwide Title I school. Our parents value student achievement and they generously support the goals of the school program. It's through our collaboration with our families and community partners that a positive school culture exists with targeted emphasis on a School-Wide Positive Behavioral Interventions & Supports system. We work collectively to establish clearly defined behavior expectations and positive reinforcement for all students. Our school-wide system enables Cypress Village staff to consistently promote, teach, and maintain appropriate student behavior. At Cypress Village we STORM!

Our facility houses 36 classrooms, including three self-contained autism specific special education classrooms, as well as, a learning center program for students with mild to moderate disabilities. The classrooms are designed to promote collaboration and to facilitate technology-supported teaching. Our site also includes dedicated spaces for music, science, innovation, therapy support and living skills development. Our school has a state-of-the-art tech infrastructure to support our mobile technology focus which includes iPads in grades TK-2, and 1:1 chrome books in grades 2-6. Our media center serves as a hub for the school, providing an inspiring venue for students to engage with literacy and explore STEAM.

Cypress Village has a dedicated group of teachers and staff that work together to ensure that our children have the best possible education. Our devoted staff has carefully addressed various learner needs, including students in our autism specific program, special education programs,English Language learners, and GATE identified students. Our success is a result of the hard work of your hugely committed stakeholders and the effectiveness of our dedication to link standards, academic support, and assessment components to student outcomes,using a standards-based system of education coupled with a system-wide multi-tiered model of curriculum. Our goal is to prepare children academically and socially for the many challenges that they will face in their lives, and our vision and beliefs are at the core of every decision. Therefore, we plan a curriculum that prepares them with the knowledge and skills necessary to develop attitudes and values that will serve them for a lifetime.

Cypress Village Vision and Beliefs

Our Vision
Cypress Village is a diverse learning community united in its unwavering dedication to empower students to become responsible, respectful citizens prepared to engage in their future.

Our Beliefs
As a staff we believe… in creating responsible, contributing citizens who persevere to learn, take risks, and feel connected to their school.
As a staff we strive… to educate and nurture the whole child, creating a balanced experience that fosters a love for learning as we prepare students to be life-long learners.

As a staff we are committed to… valuing and celebrating students' diversity as we collaborate to hone skills in a healthy and fun learning environment.

As a staff we will maintain… a safe environment that upholds the highest expectations where teachers inspire collaboration, technology is essential and innovation ensures learning continues beyond the classroom.

We are a village of invested learners where everyone is a stakeholder as we partner with families and the global community.

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

Grade Level	Number of Students
Kindergarten	186
Grade 1	154
Grade 2	124
Grade 3	158
Grade 4	140
Grade 5	138
Grade 6	130
Total Enrollment	1,030

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	0.4
Asian	59.3
Filipino	6.1
Hispanic or Latino	7.1
Native Hawaiian or Pacific Islander	0.1
White	17.5
Two or More Races	7.4
Socioeconomically Disadvantaged	19.9
English Learners	35.3
Students with Disabilities	6.8
Foster Youth	0.2
Homeless	0.1

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	38.60	42.10	44	1797.99
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	1.15	1.50	1.46	75.64

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: October 2019

All textbooks being used by students are from the most recent adoption. Second grade is piloting two separate ELA textbook programs, both California State approved curriculum to meet the Common Core State Standards.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2019. All core textbooks and instructional materials are state-adopted.	Yes	0%
Mathematics	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2019. All core textbooks and instructional materials are state-adopted.	Yes	0%
Science	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2019. All core textbooks and instructional materials are state-adopted.	Yes	0%
History-Social Science	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2019. All core textbooks and instructional materials are state-adopted.	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Health	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2019. All core textbooks and instructional materials are state-adopted.	Yes	0%
Visual and Performing Arts	All students are provided an individual textbook and/or instructional material.	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Cypress Village is a newer school with additional structures added to the original building plan. In each phase of construction the facility has added classrooms to support expanded student growth. The school across settings is safe, clean and provides an appropriate learning environment for all students. Any minor maintenance repairs are handled quickly and repair is ensured complete and in good standing. We continue to monitor our facilities to determine if any repairs of facility improvements are needed.

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: 11/20/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	R- 21: 4. SMALL CHIPS IN WHITEBOARD (PER TEACHER)
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	MUSIC RM: 7. OUTLET COVER IS MISSING ON CEILING IN HALLWAY AT EXIT
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	13: 10. FIRE SPRINKLER COVER IS MISSING ON CEILING
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
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)	80	78	77	78	50	50
Mathematics (grades 3-8 and 11)	72	71	74	74	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	575	552	96.00	4.00	77.54
Male	321	311	96.88	3.12	74.60
Female	254	241	94.88	5.12	81.33
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	350	329	94.00	6.00	83.28
Filipino	20	20	100.00	0.00	85.00

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	43	43	100.00	0.00	48.84
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	86	85	98.84	1.16	71.76
Two or More Races	57	57	100.00	0.00	77.19
Socioeconomically Disadvantaged	124	118	95.16	4.84	59.32
English Learners	226	205	90.71	9.29	65.37
Students with Disabilities	31	30	96.77	3.23	30.00
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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	575	570	99.13	0.87	70.88
Male	321	320	99.69	0.31	70.94
Female	254	250	98.43	1.57	70.80
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	350	346	98.86	1.14	80.92
Filipino	20	20	100.00	0.00	80.00
Hispanic or Latino	43	43	100.00	0.00	32.56
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	86	86	100.00	0.00	58.14
Two or More Races	57	57	100.00	0.00	64.91
Socioeconomically Disadvantaged	124	122	98.39	1.61	47.54

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
English Learners	226	223	98.67	1.33	62.33
Students with Disabilities	31	30	96.77	3.23	26.67
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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	16.2	18.3	56.3

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)

Cypress Village welcomes and values our parent volunteers. Without our volunteers, many programs and activities would not be possible. There are a variety of avenues for parents to volunteer their time and talents to our school. These include:
• Classroom/Library Assistance: Classroom teachers and our library staff will recruit parent help at the beginning of the school year. There are opportunities for parents to work directly with students, to complete clerical tasks, and to complete tasks at home.
• School Site Council: This group is composed of staff and parent members whose responsibility it is to plan, monitor, and evaluate our School Improvement Plan. Parent members are selected by a vote of all parents in the fall. Meetings and the agenda are listed in the front office, and all parents are welcome to attend.
• Parent-Teacher Association (PTA): This volunteer group is composed of all parents who wish to join. Its elected and appointed representative's goal is to support the programs here at Cypress Village and the overall educational system. A variety of programs and activities are scheduled throughout the year and coordinated by the PTA Board, which is elected in the spring of each year. All parents are encouraged to attend General Association meetings. Exact dates and times of all meetings, along with additional information is available online on our website.
• ELAC: The English Language Advisory Committee is composed of parents of English Language Learners who meet to review our instructional support of all their children. They meet as part of our School Site Council.
• Schoolwide volunteers: There are many opportunities for parents to support the whole school by supporting the front office, cafeteria, and various school programs.
• GATE Advisory Parent Representative- a parent from our GATE population collaborates with our site GATE coordinator to find ways to support our GATE program and GATE identified students.

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	0.1	0.2	0.2	1.6	1.2	1.0	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)

Below are the identified goals in Cypress Village's comprehensive safety plan. Our school safety plan was reviewed at our School Site Council meeting on October 3, 2019.

Goal 1: To lessen traffic in the surrounding neighborhood during arrival and dismissal. Objective: We will institute staggered arrival times with Upper Grade students arriving beginning at 7:45 am with classes starting at 8:00 am, while Primary Grade students preferred arrival time begins at 8:00 am with class beginning at 8:15 am.

Goal 2: To further secure our school campus, and to ensure that all adults on campus have been pre-screened, we have instituted a "Closed Campus". Objective: Campus will be closed both before and after school instructional hours, beginning at 7:45 am and ending at 2:45 pm. It is our expectation that this will effectively address the issues of adults entering student restrooms during school hours.

Goal 3: Our students and staff will continue to be safe in the event of a crisis. Objective: Safety team, in conjunction with administrative staff, and PTA will evaluate emergency supplies on-hand to ensure that, in the case of an emergency, adequate water, food, and other essential supplies will be available to support and sustain students and staff. Objective 2: Staff will develop and practice plans for accurate and efficient accounting and reunification of students with parents in an emergency. Emergency Team will provide a structure/system to account for all student, and staff.

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	30		6		31		6		29		7	
1	28	1	5		31		4		28		5	
2	30		5		26	1	5		27		4	
3	25	1	5		26	1	5		25	1	6	
4	30		4		34			4	25	1	4	
5	33			4	32		3	1	30		5	
6	26	1	2	1	34			4	32		4	
Other**					9	1			7	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)	

Title	Number of FTE* Assigned to School
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.3
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.5

*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	$4,561	$111	$4,450	$80,203
District	N/A	N/A	$5,630	$81,988.00
Percent Difference - School Site and District	N/A	N/A	-23.4	-8.1
State	N/A	N/A	$7,506.64	$82,403.00
Percent Difference - School Site and State	N/A	N/A	-48.7	-6.3

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 Local Control Funding Formula has replaced California's previous method of allocating funds to school districts. In place of more than 40 specific funding categories, the new model has established three sources of state funding with increased local discretion to determine how best to spend those funds in the service of students. All districts receive a BASE of per-student funding that varies slightly depending on grade level. All districts also receive SUPPLEMENTAL funding. IUSD has used BASE and SUPPLEMENTAL funding to support the following programs:

Site Programs and Services: 1) Support professional learning and teacher coaching through induction program, content TOSAs and teacher mentor program , 2) provide summer school and summer athletic programs, 3) Allocating site funding and staffing to support student achievement through support of Professional Learning Communities (PLC) and site PLC coaches, 4) Elementary P.E. paraprofessionals, 5) Support for English language learners, 6) Elementary science, music, and art programs, 7) Purchase textbooks and instructional materials, 8) Develop a technology rich learning environment including; Technology matching programs, Technology Maintenance fund and site technology support staff, 9) Maintain previously implemented class-size reduction, 10) Additional secondary sections to reduce class size, 11) Middle school zero period program, 12) Maintain positive behavioral intervention and support program, 13) Maintain site staffing with full-time assistant principals, 14) 450:1 counseling ratio, support for large elementary schools and elementary classroom aides, 15) Support interventions and supplemental programs impacting English learners, low income and foster youth, 16) Continue to build Career-Technical Education pathways and blended 0n-line learning opportunities for students, 17) Develop mental health and wellness programs and hire district and site based staff including support for the Irvine Family Resource Center.

Finally, CONCENTRATION grant funding equal to 50 percent of the base is provided to districts in which English-learners, low-income students and foster youth exceed 55 percent of the total enrollment. Irvine Unified School District is not eligible for concentration funding because its enrollment does not exceed the 55 percent threshold.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$47,823	$48,612
Mid-Range Teacher Salary	$85,411	$74,676
Highest Teacher Salary	$110,405	$99,791
Average Principal Salary (Elementary)	$121,327	$125,830
Average Principal Salary (Middle)	$147,385	$131,167
Average Principal Salary (High)	$165,402	$144,822
Superintendent Salary	$320,910	$275,796
Percent of Budget for Teacher Salaries	34%	34%
Percent of Budget for Administrative Salaries	6%	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			

Staff will engage in professional development that is aligned to our School Site Plan, all 2 hours with exception to Oct. date which is 6 hours.

Staff Development Days
- Aug. 21, 2018 - Site Professional Development (2 hrs) Safety and technology training, calm classroom
- Sept. 18, 2019 Site PD STORM Time - Differentiated instruction with supports to meet all student needs
- Oct. 14, 2019 Site PD (6 hrs) Calm Classroom, Suicide Prevention, Nurse Training First Aid, Math Resources
- Oct. 23, 2019 - History Social Science Curriculum
- Jan. 29, 2020 - Math Differentiated Instruction
- Feb. 19, 2020 - Teacher led PD on instructional topics (differentiation, reading strategies, technology, mindfulness)
- April 22, 2020 - Grading practices

Our professional development is determined by our school data, goals to support student learning in English language arts, math, science, and social sciences, and district initiatives.