

Camerado Springs Middle 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	Camerado Springs Middle School
Street	2480 Merrychase Drive
City, State, Zip	Cameron Park, CA 95682
Phone Number	(530) 677-1658
Principal	Douglas Shupe
Email Address	dshupe@buckeyeusd.org
Website	https://www.buckeyeusd.org/csms
County-District-School (CDS) Code	09618386096614

Entity	Contact Information
District Name	Buckeye Union Elementary School District
Phone Number	(530) 677-2261
Superintendent	David Roth, Ph. D.
Email Address	droth@buckeyeusd.org
Website	www.buckeyeusd.org

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

Camerado Springs Middle School is a school that is a safe and positive place to be, a place where students and staff are proud to belong. It is a place where students and teachers are respected and valued, where teachers and staff work as a team to support our students and each other. Camerado Springs is a 6-8 middle school located in Cameron Park, CA. The current enrollment of Camerado Springs Middle School is approximately 520 students. Camerado Springs Middle School opened in September 1976 as the first middle school in the Buckeye Union School District. The campus had a full modernization of the facilities in 2007-2008, improving classroom facilities, technology upgrades, and improving the grounds to make it ADA compliant. In the Spring of 2017, Camerado Springs was recognized as a Gold Ribbon School by the California Department of Education and in the Summer of 2019, Camerado Springs became an International Baccalaureate (IB) candidate school.

We are dedicated to creating a learning environment that enables students to achieve their maximum potential in academic performance, critical thinking skills, expressive talents, physical development, social and emotional growth, and use of technology. At Camerado Springs we have high expectations for student achievement. We are committed to providing students with a solid academic background in a safe and supportive environment. We challenge students through an academic curriculum that requires them to apply skills and knowledge to meet district and state standards. Our intent is to build an academic foundation that will allow students to be successful in high school and beyond. In addition to academics, students participate in an active exploratory program and have access to a variety of extra-curricular activities that include clubs, after school events, and sports. Students in the middle grades need to become increasingly responsible and independent as they prepare for high school. We help students develop responsibility by providing binder reminders and online grades accessible to students and parents so that students can track their own academic progress. We recognize students for responsible citizenship and academic achievement. When students are not acting responsibly, the student, parent and teachers meet to clarify the situation and develop a plan to assist the student.

While we emphasize academics, we understand that early adolescence is a time of change, and students need guidance and support to succeed. During the middle grades, students need to feel included, welcomed, safe, and secure at school. We have a consistent and well-communicated discipline plan and a reward program in place for students who exhibit good behavior.

Student safety is made a priority with regular drills and safety practices. These are coordinated with local emergency responders to ensure their effectiveness. The emotional safety of students is also a priority and is addressed in a number of ways. There is no tolerance for bullying, teasing or the like. Students work to create an environment that is positive and safe. They play an active role in speaking against bullying and teasing in positive ways. Teachers also reach out to students to build relationships that create connectedness to the school while our counselor assists individual students who struggle both academically and emotionally.

Camerado Springs strives to develop a community of inquiring lifelong learners through a rigorous curriculum. We offer challenging programs with high expectations that are based on student needs. Our program encourages intercultural understanding and diversity in order to help create a more peaceful community as we prepare for an increasingly connected global society.

The Camerado Springs community, which includes students, staff, families, and community members, truly believes that every child can reach their full potential. We work together in a collaborative manner to provide an education that will nurture and build the academic strengths of each child. Our dedicated and innovative teaching staff shares in leadership responsibilities, knowing that solid research based planning is the key to a quality academic program.

Camerado Springs strives to be a school where all students are welcome, safe, respected and challenged to achieve.

Camerado Springs Vision Statement

“Camerado Springs Middle School is a school...”

- That is a safe and positive place to be – a place where students and staff are proud to belong
- Where students and teachers are respected and valued
- Where teachers and staff work as a team to support our students and each other
- With a challenging curriculum and high expectations based on student needs
- That provides many opportunities to expand learning
- Where students have a desire and love of learning

Camerado Springs Mission Statement

Camerado Springs strives to develop a community of inquiring lifelong learners through a rigorous curriculum. We offer challenging programs with high expectations that are based on student needs.

Our program encourages intercultural understanding and diversity in order to help create a more peaceful community as we prepare for an increasingly connected global society.

Staff members, through a collaborative group process, developed this vision and mission statement. The focus was on the student as a whole and their complete experience at Camerado Springs. It was recognized that academic success is not only about pedagogy and curriculum, but also a sense of security, respect and belonging.

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

Grade Level	Number of Students
Grade 6	169
Grade 7	190
Grade 8	236
Total Enrollment	595

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	0.3
Asian	2
Filipino	1.3
Hispanic or Latino	15.5
Native Hawaiian or Pacific Islander	0.2
White	75.3
Two or More Races	4.2
Socioeconomically Disadvantaged	24.9
English Learners	1.8
Students with Disabilities	14.3
Foster Youth	0.5
Homeless	0.7

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	31	29	28	217
Without Full Credential	0	1	0	1
Teaching Outside Subject Area of Competence (with full credential)	1	0	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 Instructional Materials (School Year 2019-20)

Year and month in which data were collected: September 2019

Buckeye Union School District held a public hearing in September 2019 and determined that each school within the District had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Language Learners (ELL), are provided their own individual standards-aligned textbooks or instructional materials, or both, in core subjects as well as foreign language for use in the classroom and to take home. All recommended materials are available for parent examination at the District office prior to adoption. The table displays the most recent information collected about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt Collections (6th-8th), Adopted in 2016	Yes	0
Mathematics	Big Ideas Math (6th-8th), Adopted in 2014	Yes	0
Science	Amplify Science, Adopted in 2018	Yes	0
History-Social Science	TCI History Alive! (6th-8th), Adopted in 2015	Yes	0
Foreign Language	Avancemos!; Holt McDougall, Adopted in 2012	Yes	0
Health	Positive Prevention Plus, Adopted in 2017	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The Buckeye Union School District and Camerado Springs are proud of the facilities that are provided for students and families. Each year parent surveys indicate that they are pleased with the condition of the schools.

Camerado Springs Middle School was originally constructed in 1976 and is currently comprised of 40 classrooms, one gym, one multipurpose room, one administration building, one library, one staff lounge, two computer labs, three blacktop areas, and one sports field. Full modernization of the campus was completed in 2011. Through Measure K all classrooms were equipped with Promethean boards, the science labs were updated and evening lighting was installed throughout campus. Renovation to the lunch area (benches, fencing, walkways & ramps/steps), basketball courts, and blacktop were completed in the Summer of 2017.

Cleaning Process

The principal works daily with the custodial staff to ensure that the school is cleaned and maintained to provide for a clean and safe learning environment.

Maintenance and Repair

District maintenance staff ensures that the maintenance and repairs necessary to keep the school in good repair are completed in a timely manner.

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: 12/03/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Sheetrock repair needed in the gym boy's bathroom, and paint is needed in the gym girl's bathroom.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	1 hand dryer not working. Several light bulbs need to be replaced. Some rooms have different colored light bulbs that will be replaced so they are all the same color. One outside light fixture is making noise and will be repaired. 1 light fixture was not working and will be repaired.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	1 sink not working, 5 drinking fountains needed adjustment, 1 drinking fountains need to be repaired. James C. made the adjustments at the time of inspection and is going to repair the exterior drinking fountain over the next break period (Winter Break). A contractor may be needed to complete the drinking fountain repair. 2 bathroom stall were locked at the time of inspection due to leaks. James C. has ordered the parts and will make the required repairs once the parts have been delivered.
Safety: Fire Safety, Hazardous Materials	Good	1 daisy chained extension cord was noted during the inspection, and removed immediately. A paper cutter was also found in one classroom, and was removed immediately.
Structural: Structural Damage, Roofs	Good	Ceiling tile stains were noted during the inspection. James C. to investigate after the next rain event to make sure all leaks have been repaired prior to replacing the stained ceiling tile.
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)	59	67	67	69	50	50
Mathematics (grades 3-8 and 11)	51	56	60	61	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	584	576	98.63	1.37	66.84
Male	289	287	99.31	0.69	59.93
Female	295	289	97.97	2.03	73.70
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	72.73
Filipino	--	--	--	--	--
Hispanic or Latino	89	88	98.88	1.12	59.09
Native Hawaiian or Pacific Islander					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
White	447	440	98.43	1.57	67.95
Two or More Races	22	22	100.00	0.00	72.73
Socioeconomically Disadvantaged	148	145	97.97	2.03	55.17
English Learners	28	28	100.00	0.00	53.57
Students with Disabilities	84	82	97.62	2.38	23.17
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	584	576	98.63	1.37	55.73
Male	289	286	98.96	1.04	55.94
Female	295	290	98.31	1.69	55.52
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	72.73
Filipino	--	--	--	--	--
Hispanic or Latino	89	88	98.88	1.12	46.59
Native Hawaiian or Pacific Islander					
White	447	440	98.43	1.57	57.73
Two or More Races	22	22	100.00	0.00	36.36
Socioeconomically Disadvantaged	148	146	98.65	1.35	45.21
English Learners	28	28	100.00	0.00	46.43
Students with Disabilities	84	82	97.62	2.38	18.29

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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
7	12.0	22.8	46.7

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)

Camerado Springs Middle School realizes the positive correlation between parent involvement and student success. For this reason, the school continually searches for avenues to involve parents and the community to participate in the education of our students. The school greatly benefits from its supportive parents who serve as volunteers on the School Site Council, representation on district committees (LCAP, Budget, Wellness, Buckeye Education Foundation), and are a part of the Parent Teacher Organization (PTO). Parent education opportunities are offered at various points in the school year: Love and Logic Parenting classes, Parent Math Support Classes, Camerado Springs 101, and Parenting the Smartphone Generation. The school also benefits from several community partnerships including Intel Corporation's PC Pals program and Indian Education. Parents are also encouraged and welcome to volunteer at the site. Camerado has many opportunities for parents to assist in classrooms or with student activities. Parents should contact the school office if interested in getting involved in one of the above opportunities.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

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	4.0	4.9	3.4	1.6	1.6	1.3	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)

The school provides a safe, clean environment for students, staff, and volunteers. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire, earthquake, and disaster drills are held regularly throughout the school. The School Site Safety Plan was last reviewed and updated in September 2019 by the School Safety Committee and approved by the school Site Council. All revisions were communicated to the both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Students are supervised during break periods, before-and-after school by certificated staff, and yard duties supervise students during lunch. There is a designated area for student drop off and pick up. Visitors are welcome, and asked to check-in and receive a pass in the main office.

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+
6	27	8	35	1	22	10	31		24	7	27	1
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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	25	3	13	3	29	1	15	1	27	2	12	2
Mathematics	22	2	2		27	3	10	5	27	2	13	1
Science	28	3	12	2	31		10	6				
Social Science	28	1	12	4	29		15	1	29	1	11	2

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

Title	Ratio
Academic Counselors*	595.0

*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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

*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	\$10,183	\$2,455	\$7,728	\$81,268
District	N/A	N/A	\$7,187	\$75,112.00
Percent Difference - School Site and District	N/A	N/A	7.3	7.9
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	2.9	4.6

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 general state funding, Buckeye Union School District receives state and federal funding for the following categorical funds and other support programs:

- Special Education
- Title I
- Title II
- Title III
- Supplemental Grant Funding
- Home to School Transportation
- Lottery

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,804	\$49,378
Mid-Range Teacher Salary	\$70,694	\$77,190
Highest Teacher Salary	\$94,745	\$96,607
Average Principal Salary (Elementary)	\$122,979	\$122,074
Average Principal Salary (Middle)	\$128,139	\$126,560
Average Principal Salary (High)	\$0	\$126,920
Superintendent Salary	\$167,569	\$189,346
Percent of Budget for Teacher Salaries	39%	36%
Percent of Budget for Administrative Salaries	6%	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	3	3	3

As part of the growth process, opportunities for training and staff development are provided at both the District and individual school sites to administrators, teachers, and classified staff. The District offers three staff development days annually, where staff members are offered growth opportunities in curriculum, teaching strategies, and methodologies.

The 2019-2020 staff development focus included: International Baccalaureate: Lesson Design & Policy Development, Common Core State Standards in mathematics and English language arts, differentiated Instruction to meet the needs of a variety of learners in the classroom, use of technology in the classroom, wellness in the workplace, Illuminate: review of data related to state and District level assessments, Special Education Accommodations/Modifications training, and California Assessment of Student Performance and Progress Portal (CAASPP Portal).

Staff is offered support through the Peer Assistance Review (PAR) program and new educators can find mentors through the Teacher Induction Program Preconditions and Standards (TIPPS).