

# Fort Jones Elementary

## School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

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.

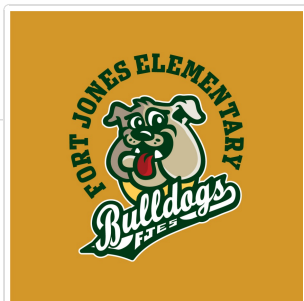
- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the 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.



### Joy Isbell

Principal, Fort Jones Elementary

#### About Our School

It is a privilege to serve the families of Scott Valley as principal of Fort Jones Elementary School. As a native of Scott Valley and former student at Fort Jones Elementary School, I know and understand that Scott Valley is a rare and beautiful place. At FJE, students, parents, teachers, and administrators work together as a team to promote the success of each and every student. We are an exemplary school with strong academics, and a devoted and dedicated staff. Our school culture is one of community and family. I'm proud to be the principal here and to continue the traditions of this school and Scott Valley.

#### Contact

Fort Jones Elementary  
11501 Mathews St.  
Fort Jones, CA 96032

Phone: 530-468-2412  
Email: [jisbell@svusd.us](mailto:jisbell@svusd.us)

## About This School

### Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
<b>District Name</b>	Scott Valley Unified
<b>Phone Number</b>	(530) 468-2727
<b>Superintendent</b>	Marie Caldwell
<b>Email Address</b>	<a href="mailto:mcaldwell@svusd.us">mcaldwell@svusd.us</a>
<b>Website</b>	<a href="http://www.svusd.us">http://www.svusd.us</a>

School Contact Information (School Year 2019—20)	
<b>School Name</b>	Fort Jones Elementary
<b>Street</b>	11501 Mathews St.
<b>City, State, Zip</b>	Fort Jones, Ca, 96032
<b>Phone Number</b>	530-468-2412
<b>Principal</b>	Joy Isbell
<b>Email Address</b>	<a href="mailto:jisbell@svusd.us">jisbell@svusd.us</a>
<b>County-District-School (CDS) Code</b>	47764556050751

*Last updated: 12/17/2019*

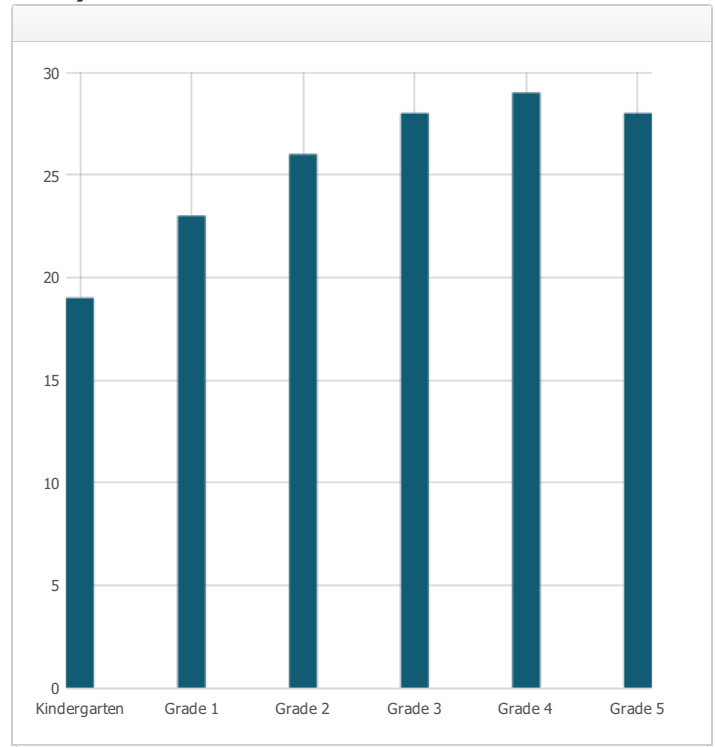
### School Description and Mission Statement (School Year 2019—20)

Fort Jones Elementary is a comprehensive K-5 school with an onsite state preschool which serves approximately 160 students. We are part of a small, rural, community in Northern California with a population of approximately 660. Fort Jones is nestled in beautiful Scott Valley and is surrounded by mountains, lakes, and forests. Employment consists of farming, numerous cottage industries, small-scale logging, Scott Valley Unified School District, California Department of Fish and Wildlife, and U.S. Forest Service. We are a part of the Scott Valley Unified School District and are one of two feeder schools to the junior high school. Our district also houses a high school, continuation school, and a community day school, in addition to two state preschools, two elementary schools, and one junior high school. The Mission of Fort Jones Elementary, in partnership with students, parents, staff and community, is to provide each student with: An approved state adopted CCSS curriculum, challenging goals, timely, effective feedback, and a safe, friendly, and professional learning environment. We have high academic standards and an extremely supportive learning environment. FJE was named a California Distinguished School in 2006, a California Honor Roll School in 2016 and 2018, and our state preschool is a Golden Bell Award winner. This preschool jump starts the education of students entering Kindergarten and promotes early identification of students with special needs. By becoming a School-Wide Title 1 school, we are able to better address the needs of our students. Between our Title 1 and RSP services, we are able to offer differentiated instruction time to each student on a daily basis. These targeted interventions directly impact student achievement. Fort Jones Elementary School employs a full-time administrator and a certificated staff of six full time classroom teachers, one full time Educational Specialist/Title 1 Teacher, a half-time theater arts teacher, and a half-time Science Instructor. The classified staff includes a full-time lead maintenance/custodian, a full time custodian, a full-time cook and two part-time cook's assistants, a part-time library/media/computer technician, a full-time secretary, two full-time classroom aides, one full-time Title 1 Aide, and one full-time RSP classroom aide. It also has part-time services from Speech and Psychological Specialists provided by the Siskiyou County Office of Education. FJES's after school program BASS (Bulldog After School Studies) employs a site coordinator and two aides as well as other enrichment instructors. Our dedicated staff works extremely hard to implement all aspects of the state's standards-based educational system. They are dedicated to the belief that all children will and can achieve. All staff are appreciated and valued by a community that entrusts their children's education to Fort Jones Elementary School.

*Last updated: 12/17/2019*

### Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Kindergarten	19
Grade 1	23
Grade 2	26
Grade 3	28
Grade 4	29
Grade 5	28
<b>Total Enrollment</b>	<b>153</b>



Last updated: 12/17/2019

### Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	2.00 %
American Indian or Alaska Native	17.60 %
Asian	2.60 %
Filipino	%
Hispanic or Latino	14.40 %
Native Hawaiian or Pacific Islander	%
White	54.90 %
Two or More Races	7.20 %
Other	1.30 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	69.30 %
English Learners	0.70 %
Students with Disabilities	5.90 %
Foster Youth	%
Homeless	%

## A. Conditions of Learning

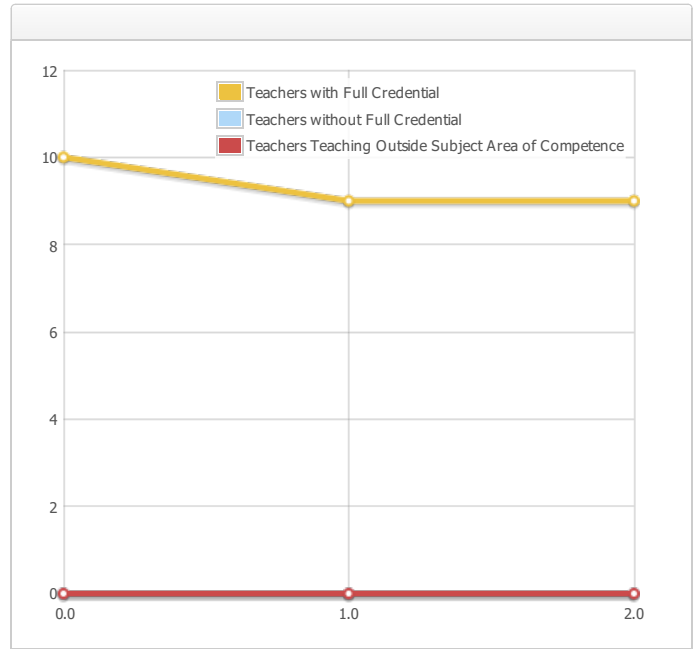
### State Priority: Basic

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

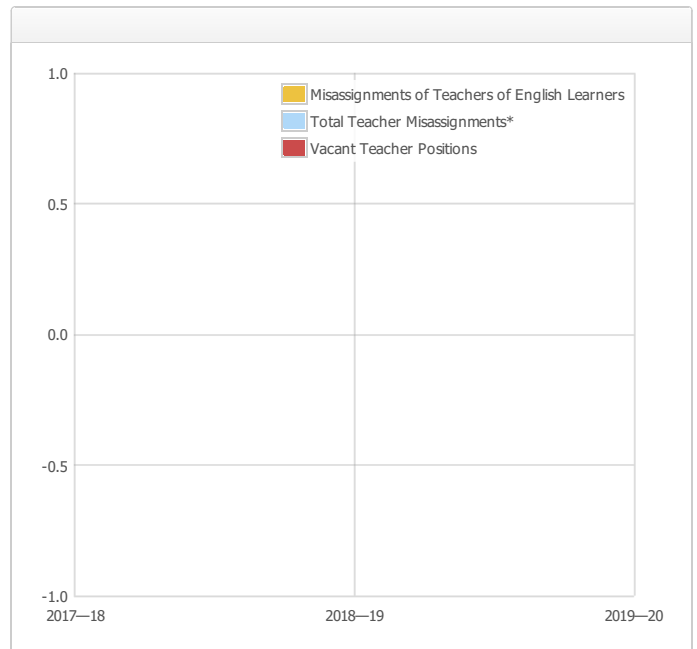
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	10	9	9	44
Without Full Credential	0	0	0	4
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 12/17/2019

#### Teacher Misassignments and Vacant Teacher Positions

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



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.

Last updated: 12/17/2019

**Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)**

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

<b>Subject</b>	<b>Textbooks and Other Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	Pearson, Reading Street	Yes	0.00 %
Mathematics	Go Math	No	0.00 %
Science	Full Options Science Systems (FOSS)	No	0.00 %
History-Social Science	American Legacy Publishing	No	0.00 %
Foreign Language			0.00 %
Health			0.00 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

*Last updated: 12/17/2019*

## School Facility Conditions and Planned Improvements

Fort Jones Elementary has 9 classrooms that house students in preschool through 5th grade. In addition, the school provides a media center with a library and computer lab and a theatre arts room. Students are able to play on a primary and intermediate playground area, blacktop area at each playground, and a fenced area for preschool with play equipment. The facilities are well maintained, provide a great learning environment for all students and meet all requirements of the William's act. Fort Jones Elementary is on the Modernization funding list and will be making some improvements to the school which may include fire alarm system update, new exterior ramp and walkway, new accessible parking spaces, new door hardware on classroom doors, repair to front ingress and egress, and a single use bathroom in the elementary wing.

*Last updated: 12/18/2019*

## School Facility Good Repair Status

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	We plan to replace our front parking lot in 2020

## Overall Facility Rate

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

Overall Rating	Good
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*Last updated: 12/17/2019*

## 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%	58%	48%	50%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	55%	54%	48%	48%	38.0%	39.0%

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.

*Last updated: 12/17/2019*

**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	84	83	98.81%		57.83%
Male	47	47	100.00%		46.81%
Female	37	36	97.30%		72.22%
Black or African American	--	--	--		
American Indian or Alaska Native	16	16	100.00%		37.50%
Asian	--	--	--		
Filipino					
Hispanic or Latino	16	16	100.00%		43.75%
Native Hawaiian or Pacific Islander					
White	44	44	100.00%		75.00%
Two or More Races	--	--	--		
Socioeconomically Disadvantaged	58	58	100.00%		50.00%
English Learners	--	--	--		
Students with Disabilities	--	--	--		
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.

*Last updated: 12/17/2019*



**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	84	83	98.81%		54.22%
Male	47	47	100.00%		46.81%
Female	37	36	97.30%		63.89%
Black or African American	--	--	--		
American Indian or Alaska Native	16	16	100.00%		43.75%
Asian	--	--	--		
Filipino					
Hispanic or Latino	16	16	100.00%		31.25%
Native Hawaiian or Pacific Islander					
White	44	44	100.00%		65.91%
Two or More Races	--	--	--		
Socioeconomically Disadvantaged	58	58	100.00%		44.83%
English Learners	--	--	--		
Students with Disabilities	--	--	--		
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.

*Last updated: 12/17/2019*

**CAASPP Test Results in Science for All Students**  
**Grades Five, Eight and High School**  
**Percentage of Students Meeting or Exceeding the State Standard**

<b>Subject</b>	<b>School 2017–18</b>	<b>School 2018–19</b>	<b>District 2017–18</b>	<b>District 2018–19</b>	<b>State 2017–18</b>	<b>State 2018–19</b>
Science (grades 5, 8, and high school)						

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.

*Last updated: 12/17/2019*

# State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

## California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
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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.

*Last updated: 12/17/2019*

## 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)

Parental involvement is a strong component of Fort Jones Elementary School. Parents are encouraged and welcomed as volunteers at school, in individual classrooms, and science lab. In addition to parents and grandparents, our school is fortunate to have many retired teachers and other community members who generously donate their time to our classrooms and programs. Other opportunities for parent and community involvement include, but are not limited to classroom, field trips, Ski/Snowboard Club, Parent Teacher Organization, School Site Council, school celebrations, plays, concerts, fitness events, service learning, and our BASS after school program.

# State Priority: Pupil Engagement

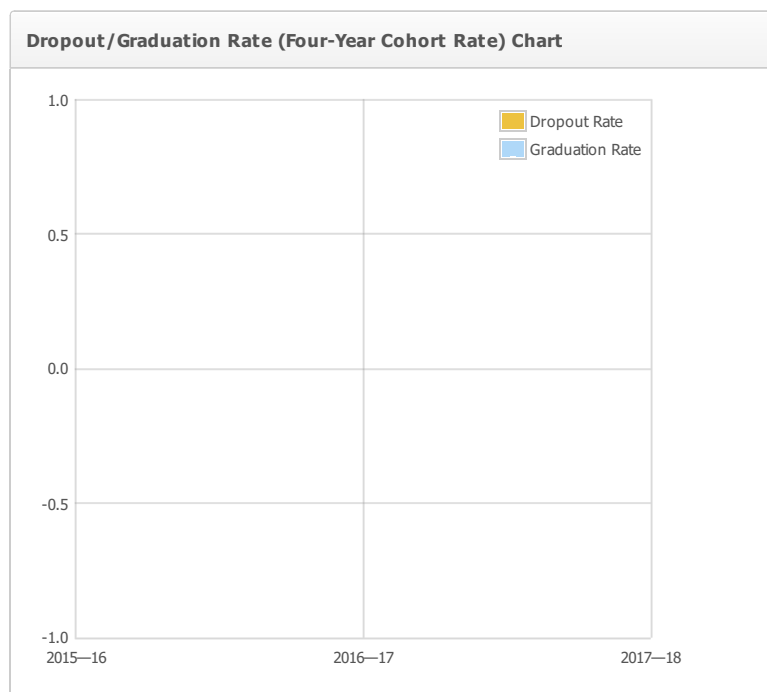
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

## Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	--	0.00%	9.70%
Graduation Rate	--	100.00%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	--	--	2.20%	1.60%	9.10%	9.60%
Graduation Rate	--	--	97.80%	91.80%	82.70%	83.00%



For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 12/17/2019

# 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	4.00%	4.20%	3.60%	6.20%	8.60%	9.80%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

*Last updated: 12/23/2019*

## School Safety Plan (School Year 2019—20)

Fort Jones Elementary School provides a safe, clean environment for students, staff, and volunteers. A team of custodians and maintenance personnel ensures classrooms, restrooms, and campus grounds are kept clean and safe. A scheduled maintenance program is administered by the Scott Valley Unified School District to ensure that all classrooms and facilities are well maintained. The school is in compliance with laws, rules and regulations pertaining to hazardous materials and state earthquake standards. The school's Disaster Preparedness Plan includes steps for ensuring student and staff safety during a disaster and is coordinated with community services agencies. Fire and disaster drills are conducted on a regular basis throughout the school year. Members of the Safety Plan Committee revise the School Site Safety Plan annually.

*Last updated: 12/17/2019*

## 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) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	19.00	1		
1	27.00		1	
2	25.00		1	
3	22.00		1	
4	25.00		1	
5	16.00	1		
6				
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 (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	21.00		1	
1	21.00		1	
2	29.00		1	
3	25.00		1	
4	24.00		1	
5	27.00		1	
6				
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 (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	19.00	1		
1	22.00		1	
2	26.00		1	
3	28.00		1	
4	28.00		1	
5	28.00		1	
6				
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) (School Year 2016—17)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes *</b> <b>1-22</b>	<b>Number of Classes *</b> <b>23-32</b>	<b>Number of Classes *</b> <b>33+</b>
English				
Mathematics				
Science				
Social Science				

\* 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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes *</b> <b>1-22</b>	<b>Number of Classes *</b> <b>23-32</b>	<b>Number of Classes *</b> <b>33+</b>
English				
Mathematics				
Science				
Social Science				

\* 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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes *</b> <b>1-22</b>	<b>Number of Classes *</b> <b>23-32</b>	<b>Number of Classes *</b> <b>33+</b>
English				
Mathematics				
Science				
Social Science				

\* 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.

*Last updated: 12/17/2019*

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

Title	Ratio**
Counselors*	0.00

\*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.

\*\*Average Number of Pupils per Counselor

**Student Support Services Staff (School Year 2018—19)**

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

\*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.

*Last updated: 12/17/2019*

**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	\$12474.99	\$3189.69	\$9280.26	\$54945.00
District	N/A	N/A	\$9280.26	\$54945.00
Percent Difference – School Site and District	N/A	N/A	0.00%	0.00%
State	N/A	N/A	\$7506.64	\$64732.00
Percent Difference – School Site and State	N/A	N/A	21.13%	16.35%

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

*Last updated: 12/18/2019*

**Types of Services Funded (Fiscal Year 2018—19)**

In addition to general fund state funding, Fort Jones Elementary School receives state and federal categorical funding for special programs, which include the following categorical, special education, and support programs:

Title I, Part A

Title II Teacher Quality

Title VI Indian Education

After School Tutoring

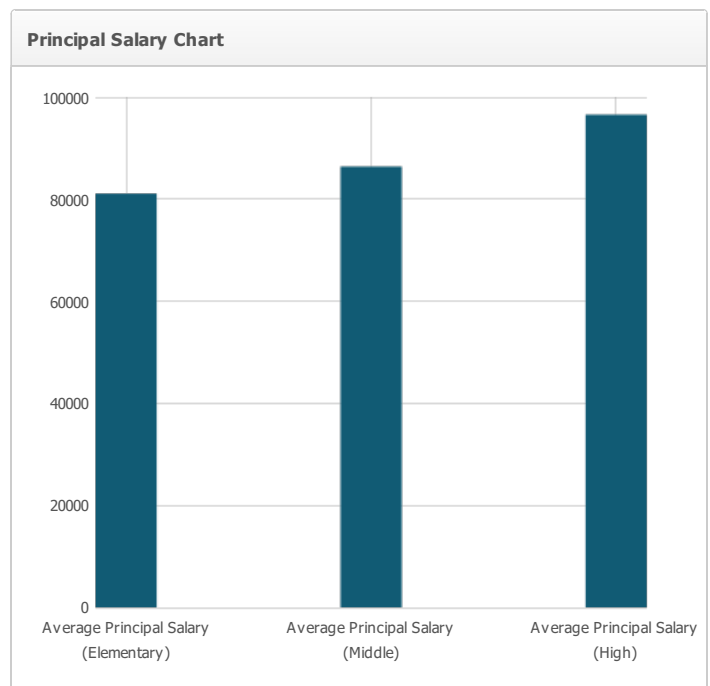
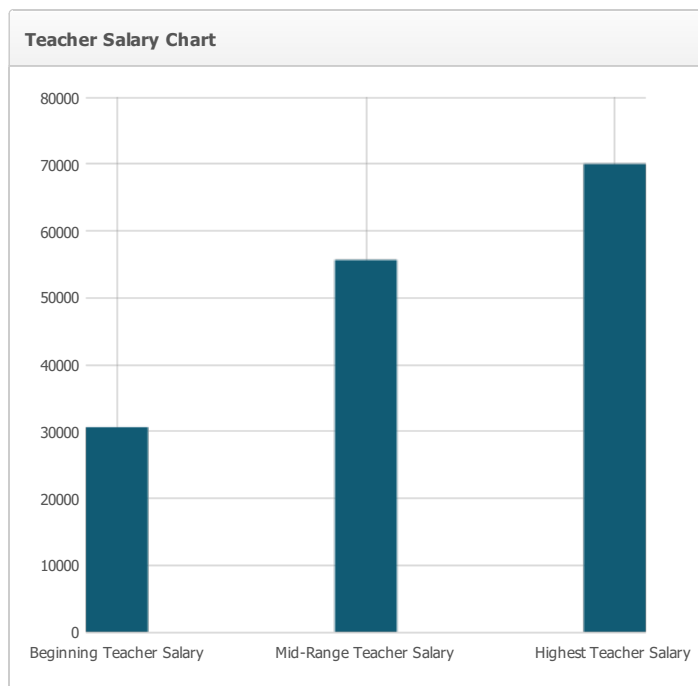
Fort Jones Elementary provides various supplemental services to support all students. These supplemental services include: Reading Academy for at-risk readers, English Language Development, iPass mathematics intervention program, Universal Access during reading/language arts, paraprofessional support for inclusion students and at-risk students, and counseling.

*Last updated: 12/17/2019*

### Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$30,634	\$43,574
Mid-Range Teacher Salary	\$55,648	\$63,243
Highest Teacher Salary	\$70,008	\$86,896
Average Principal Salary (Elementary)	\$81,104	\$103,506
Average Principal Salary (Middle)	\$86,400	\$108,961
Average Principal Salary (High)	\$96,564	\$108,954
Superintendent Salary	\$131,866	\$136,125
Percent of Budget for Teacher Salaries	27.00%	30.00%
Percent of Budget for Administrative Salaries	6.00%	6.00%

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



Last updated: 12/17/2019

### Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	36	37	37

Last updated: 12/17/2019