

# Monte Rio Elementary School

## School Accountability Report Card

### Reported Using Data from the 2014-15 School Year

#### Published During 2015-16

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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**

#### **Contact Information (Most Recent Year)**

<b>School Contact Information</b>	
<b>School Name</b>	Monte Rio Elementary School
<b>Street</b>	20700 Foothill Dr.
<b>City, State, Zip</b>	Monte Rio, CA 95462
<b>Phone Number</b>	(707) 865-2266
<b>Principal</b>	Jennifer Schwinn
<b>E-mail Address</b>	superintendent@mrusd.k12.ca.us
<b>Web Site</b>	www.monterioschool.org
<b>Grades Served</b>	K-8
<b>CDS Code</b>	49 70813 6051866

District Contact Information	
District Name	Monte Rio Union Elementary School District
Phone Number	(707) 865-2266
Superintendent	Jennifer Schwinn
E-mail Address	superintendent@mrusd.k12.ca.us
Web Site	www.monterioschool.org

### School Description and Mission Statement (Most Recent Year)

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Monte Rio Union School District

**Vision Statement:**

Monte Rio Union School provides a safe and nurturing environment where all students are given the skills, opportunity, and encouragement to prepare for a successful future as critical and creative thinkers, productive citizens and lifelong learners.

**Mission Statement:**

Our mission is to ensure that every student receives a well-rounded, differentiated, academic program and develops a strong social and emotional foundation.

We expect a high level of academic achievement in all students, as they perform the Common Core State Standards using 21st Century skills, such as critical thinking, collaboration, creativity and communication, as demonstrated via proficient performance on the Smarter Balance exam.

Teachers, support staff, administrators, students, parents, and members of the community are committed to providing on-going support and enrichment to attain these goals.

**District/Board Goals:**

1. The District will remain fiscally solvent.
2. All constituents of the school community will demonstrate open communication, professionalism, and support for one another.
3. MRUSD is committed to promoting healthy nutrition in our school community. As part of this commitment, a percentage of the fresh produce served through our food program will come from our on-site garden program.
4. MRUSD recognizes the increasingly important role of technology in our society and will ensure students have the skills needed to compete in this environment. MRUSD has adopted the Smarter Balance media literacy standards that address the needs of students at each grade level. Students will have frequent access to technology to develop grade level performance skills.
5. MRUSD recognizes the importance of physical health as part of a well-rounded education experience. The students of MRUSD will have a place for safe, active, and creative outdoor play.
6. Articulation between the high school and the elementary school will exist to ensure that students are prepared for success in high school.

### Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	17
Grade 1	9
Grade 2	12
Grade 3	9
Grade 4	9
Grade 5	9
Grade 6	12
Grade 7	5
Grade 8	7
<b>Total Enrollment</b>	<b>89</b>

### Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	1.1
Hispanic or Latino	6.7
White	79.8
Two or More Races	10.1
Socioeconomically Disadvantaged	61.8
English Learners	4.5
Students with Disabilities	5.6

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	7	7	7	0
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: September 2015

Monte Rio Union Elementary held a public hearing on Sept.14, 2015, and determined that the 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 learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in September 14, 2015 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Adopted 2001  Prentice Hall Adopted 2001  Rowland Reading Foundation Pilot 2 yrs 2013-15, Adopted 2015-16  Carnegie Learning Series: Common Core 6-8th gr Pilot 2014-15, Adopted 2015-16	Yes	0.0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Mathematics</b>	Pearson Scott Foresman Adopted 2008  Prentice Hall Adopted 2008  K-6 Math Bridges & Houghton Mifflin Expressions • Pilot yr one 2015-16  Carnegie Learning Series: Common Core 6-8th gr Pilot 2014-15, Adopted 2015-16	Yes	0.0%
<b>Science</b>	Foss Science Kits - Standards Aligned Adopted 2007  MacMillan Adopted 2006  Prentice Hall Adopted 2006	Yes	0.0%
<b>History-Social Science</b>	K-5 Scott Foresman Adopted 2005  6-8 TCI - History Alive! Adopted 2005	Yes	0.0%

### School Facility Conditions and Planned Improvements (Most Recent Year)

Monte Rio Elementary is comprised of eight classrooms, one multipurpose room/cafeteria, one library, one staff lounge, one computer lab, an environmental education site with school garden, a blacktop, and one playground.

**Cleaning Process:** The principal works daily with the custodial staff of one full-time and one part-time employee to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for the District. A summary of these standards are available at the District office for review.

**Maintenance and Repair:** District maintenance staff ensures that the repairs necessary to keep the school in good repair are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs.

The Williams' Facility Tool indicates that the overall condition of the school is in good repair. There are 15 individual categories where the school is evaluated. All inspection findings are in the following chart.

**Deferred Maintenance Budget :** The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. For the 2014-15 school year projects included painting, plumbing, boiler repair, back flow repair, dishwasher repair, replace router switches, and flooring replacement (\$33,713).

### School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 11/30/15				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

### Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 11/30/15				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

## 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], Science California Standards Tests); and
- The percentage of pupils 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

### California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
<b>English Language Arts/Literacy</b>	55	55	44
<b>Mathematics</b>	29	29	33

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.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	10	9	90.0	--	--	--	--
	4	9	9	100.0	--	--	--	--
	5	8	8	100.0	--	--	--	--
	6	12	12	100.0	17	25	25	33
	7	6	6	100.0	--	--	--	--
	8	7	7	100.0	--	--	--	--
Male	3		8	80.0	--	--	--	--
	4		4	44.4	--	--	--	--
	5		4	50.0	--	--	--	--
	6		5	41.7	--	--	--	--
	7		4	66.7	--	--	--	--
	8		6	85.7	--	--	--	--
Female	3		1	10.0	--	--	--	--
	4		5	55.6	--	--	--	--
	5		4	50.0	--	--	--	--
	6		7	58.3	--	--	--	--
	7		2	33.3	--	--	--	--
	8		1	14.3	--	--	--	--
Black or African American	6		1	8.3	--	--	--	--
American Indian or Alaska Native	5		1	12.5	--	--	--	--
	7		1	16.7	--	--	--	--
Hispanic or Latino	3		1	10.0	--	--	--	--
	5		1	12.5	--	--	--	--
White	3		7	70.0	--	--	--	--
	4		8	88.9	--	--	--	--
	5		6	75.0	--	--	--	--
	6		9	75.0	--	--	--	--
	7		5	83.3	--	--	--	--
	8		7	100.0	--	--	--	--
Two or More Races	3		1	10.0	--	--	--	--
	6		2	16.7	--	--	--	--
Socioeconomically Disadvantaged	3		5	50.0	--	--	--	--
	4		5	55.6	--	--	--	--
	5		6	75.0	--	--	--	--
	6		11	91.7	18	27	27	27
	7		4	66.7	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	8		5	71.4	--	--	--	--
English Learners	4		1	11.1	--	--	--	--
	5		1	12.5	--	--	--	--
Students with Disabilities	4		1	11.1	--	--	--	--
	5		1	12.5	--	--	--	--
	8		1	14.3	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

#### CAASPP Assessment Results - Mathematics

##### Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	10	9	90.0	--	--	--	--
	4	9	9	100.0	--	--	--	--
	5	8	8	100.0	--	--	--	--
	6	12	12	100.0	42	25	8	25
	7	6	6	100.0	--	--	--	--
	8	7	7	100.0	--	--	--	--
Male	3		8	80.0	--	--	--	--
	4		4	44.4	--	--	--	--
	5		4	50.0	--	--	--	--
	6		5	41.7	--	--	--	--
	7		4	66.7	--	--	--	--
	8		6	85.7	--	--	--	--
Female	3		1	10.0	--	--	--	--
	4		5	55.6	--	--	--	--
	5		4	50.0	--	--	--	--
	6		7	58.3	--	--	--	--
	7		2	33.3	--	--	--	--
	8		1	14.3	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
<b>Black or African American</b>	6		1	8.3	--	--	--	--
<b>American Indian or Alaska Native</b>	5		1	12.5	--	--	--	--
	7		1	16.7	--	--	--	--
<b>Hispanic or Latino</b>	3		1	10.0	--	--	--	--
	5		1	12.5	--	--	--	--
<b>White</b>	3		7	70.0	--	--	--	--
	4		8	88.9	--	--	--	--
	5		6	75.0	--	--	--	--
	6		9	75.0	--	--	--	--
	7		5	83.3	--	--	--	--
	8		7	100.0	--	--	--	--
<b>Two or More Races</b>	3		1	10.0	--	--	--	--
	6		2	16.7	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	3		5	50.0	--	--	--	--
	4		5	55.6	--	--	--	--
	5		6	75.0	--	--	--	--
	6		11	91.7	45	27	0	27
	7		4	66.7	--	--	--	--
	8		5	71.4	--	--	--	--
<b>English Learners</b>	4		1	11.1	--	--	--	--
	5		1	12.5	--	--	--	--
<b>Students with Disabilities</b>	4		1	11.1	--	--	--	--
	5		1	12.5	--	--	--	--
	8		1	14.3	--	--	--	--
<b>Foster Youth</b>	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

### California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
<b>Science (grades 5, 8, and 10)</b>	--	50	--	--	50	--	59	60	56

Note: Scores are not shown 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.

### California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
<b>All Students in the LEA</b>	--
<b>All Students at the School</b>	--
<b>Male</b>	--
<b>Female</b>	--
<b>Hispanic or Latino</b>	--
<b>White</b>	--
<b>English Learners</b>	--
<b>Students with Disabilities</b>	--
<b>Foster Youth</b>	--

Note: Scores are not shown 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 Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

### Opportunities for Parental Involvement (Most Recent Year)

Monte Rio Elementary greatly benefits from its supportive parents who volunteer in the classroom and at special events. The school has a strong base of parent volunteers who are members of the Monte Rio Parents' Club. Parents are also welcome to join the School Site Council. The school also benefits from several community partnerships, including Community Family Service Agency, the Monte Rio Chamber of Commerce, The Bohemian Club, River to Coast Children's Services, and the Monte Rio Recreation and Park District.

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer in another capacity, may contact the office at Monte Rio Union School at (707) 865-2266 or visit our website at monterioschool.org to learn more.

## State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	6.78	10.26	11.34	6.78	10.26	11.34	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.13	0.10	0.09

### School Safety Plan (Most Recent Year)

Safety of students and staff is a primary concern of Monte Rio Elementary. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated by the School Site Council, and approved by the Board of Trustees on March 19, 2015. All revisions were communicated to both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a monthly basis throughout the school year. Lockdown drills are held as needed. Students are supervised before and after school and at recess and lunch by certificated and classified staff as well as the principal. There is a designated area for student drop off and pick up. Visitors are required to sign in at the office as soon as they are on campus.

## 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.

### Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

### Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	.0

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

**Average Class Size and Class Size Distribution (Elementary)**

Grade Level	2012-13			2013-14			2014-15					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	7	2			8	2			9	2		
1	12	1			12	1			9	1		
2	4	1			10	1			12	1		
3	11	1			8	1			9	1		
4	16	1			10	1			9	1		
5	8	10			16	1			9	1		
6	9	14			7	1			12	1		

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2012-13			2013-14			2014-15					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	10	8										
Mathematics	10	2										
Science	10	2										
Social Science	10	2										

Note: 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.

**Academic Counselors and Other Support Staff (School Year 2014-15)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.40	90
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	.25	N/A
Psychologist	.05	N/A
Social Worker		N/A
Nurse	.05	N/A
Speech/Language/Hearing Specialist	.10	N/A
Resource Specialist	.45	N/A
Other		N/A

Note: Cells with N/A values do not require data. 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 2013-14)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$12,175	\$2,050	\$10,115	\$54,325
District	N/A	N/A	\$11,271	\$54,325
Percent Difference: School Site and District	N/A	N/A	-10.3	0.0
State	N/A	N/A	\$5,348	\$59,180
Percent Difference: School Site and State	N/A	N/A	89.1	-8.2

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

**Types of Services Funded (Fiscal Year 2014-15)**

In addition to general state funding, Monte Rio Elementary receives state and federal funding for the following categorical funds and other support programs: Title I, Part A, and Title II, Part A. Monte Rio Union School District is a Basic Aid district, meaning it is funded in part by property tax revenue.

**Teacher and Administrative Salaries (Fiscal Year 2013-14)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$39,948
Mid-Range Teacher Salary		\$57,401
Highest Teacher Salary		\$73,183
Average Principal Salary (Elementary)		\$94,578
Average Principal Salary (Middle)		\$97,400
Average Principal Salary (High)		
Superintendent Salary		\$112,657
Percent of Budget for Teacher Salaries	25%	35%
Percent of Budget for Administrative Salaries	14%	7%

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

**Advanced Placement (AP) Courses (School Year 2014-15)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

\* Cells with N/A values do not require data. Where there are student course enrollments.

### **Professional Development (Most Recent Three Years)**

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Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues. The district dedicated four days to staff development annually for the past three years. Topics for staff development during the most recent three school years included, teaching writing strategies, common core standards & strategies, Houghton Mifflin Math Expressions training, Lexia training, developing new benchmark testing practicum exams, and design a Single Plan for Student Achievement, CPR & EPI Pen training, Anti-bully curriculum, school finance, student electronic data maintenance, Safe School Plan, preventing sexual harassment, blood borne pathogens, managing student behaviors, and mandated reporter training.