

Corte Madera

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.

Cynthia Maijala, Principal

 Principal, Corte Madera

About Our School

At Corte Madera, our future ready learners demonstrate exceptional character, leadership and life skills. We are proud of our students and of our joint efforts to ensure we have provide a positive and nurturing school climate that supports all students so they can learn at high levels and enjoy themselves while doing so. Corte Madera School has a well-earned reputation for academic excellence and we take pride in our accomplishments. Our Corte Madera students perform very well on state exams and our school's ranking consistently has been exceptional. We started our work with Challenge Success to ensure that we have a holistic view of student success. Parent education nights, student assemblies and a focus on designing a balanced day for our students help keep our staff and students centered. Our goal is to have a vibrant learning environment where students stretch academically and where curiosity is honored and fostered. Recognizing the importance of play, we expanded the range of activities available during lunch time. Our achievements are a testament to our hard-working students, dedicated faculty and staff, and highly supportive parents and guardians.

Contact

*Corte Madera
4575 Alpine Rd.
Portola Valley, CA 94028-8040*

*Phone: 650-851-1777
Email: cmajala@pvsd.net*

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Portola Valley Elementary
Phone Number	(650) 851-1777
Superintendent	Roberta Zarea
Email Address	rzarea@pvsd.net
Website	www.pvsd.net

School Contact Information (School Year 2019—20)	
School Name	Corte Madera
Street	4575 Alpine Rd.
City, State, Zip	Portola Valley, Ca, 94028-8040
Phone Number	650-851-1777
Principal	Cynthia Majjala, Principal
Email Address	cmajjala@pvsd.net
Website	http://cms.pvsd.net/
County-District-School (CDS) Code	41689816044275

Last updated: 12/19/2019

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

Corte Madera (4-8) is one of two schools in the Portola Valley School District. The school staff works with all students to develop critical thinking, communication, collaboration and problem-solving skills they will need to be global citizens and innovators for the future. Additionally, the school community encourages an appreciation of the arts, intellectual curiosity, personal responsibility, physical fitness and a commitment to service in order to help students navigate a diverse and rapidly changing world. To balance the academic and social-emotional needs of students, all students have a FLEX class four days a week. Twice a month all students have focused instruction on social-emotional learning. The lessons are designed by the school counselor and are aligned with identified monthly character themes.

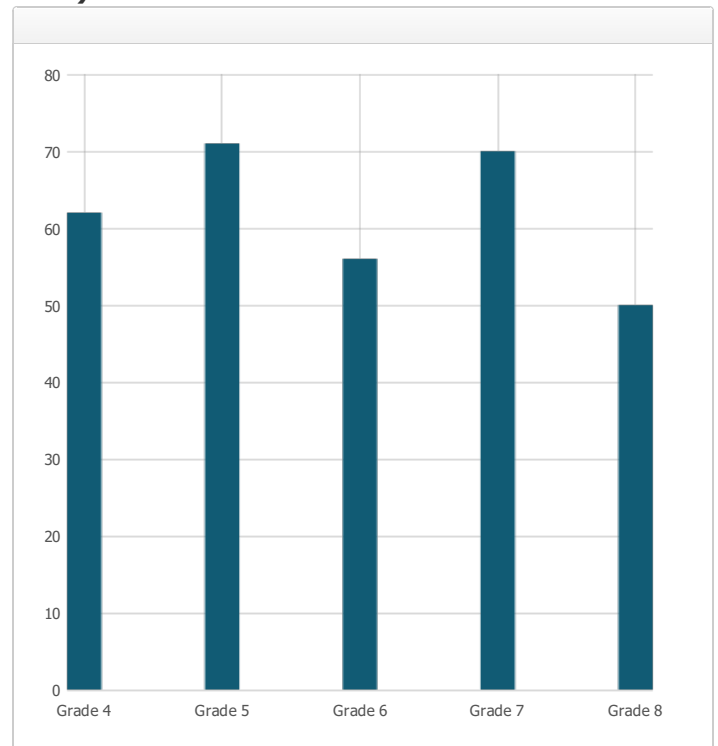
The core academic curriculum is taught to 4th and 5th-graders by their homeroom teacher. They also receive instruction in Music, Art, Physical Education, Science and Spanish from content specialists. 6th-grade students follow a schedule that includes Core (English Language Arts/Social Studies), Math, Science, and Spanish each day. Physical Education, Music classes, Study Skills, and Art are offered every other day. 7th and 8th-grade students have seven periods of instruction daily. Their classes include English Language Arts, Social Studies, and Science, Math, Spanish, Physical Education, and electives. The school Maker Space coach works across grade levels and disciplines to integrate 'making' into the school day.

Corte Madera students perform very well on standardized assessments, and many are placed in advanced classes in both public and private high schools. During the 2019-2020 school year, 306 students were enrolled at the school, with classes arranged on a traditional calendar.

Last updated: 1/7/2020

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

Grade Level	Number of Students
Grade 4	62
Grade 5	71
Grade 6	56
Grade 7	70
Grade 8	50
Total Enrollment	309



Last updated: 1/7/2020

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

Student Group	Percent of Total Enrollment
Black or African American	1.30 %
American Indian or Alaska Native	%
Asian	7.80 %
Filipino	%
Hispanic or Latino	14.90 %
Native Hawaiian or Pacific Islander	0.60 %
White	66.00 %
Two or More Races	9.10 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	9.10 %
English Learners	4.20 %
Students with Disabilities	10.00 %
Foster Youth	%
Homeless	%

A. Conditions of Learning

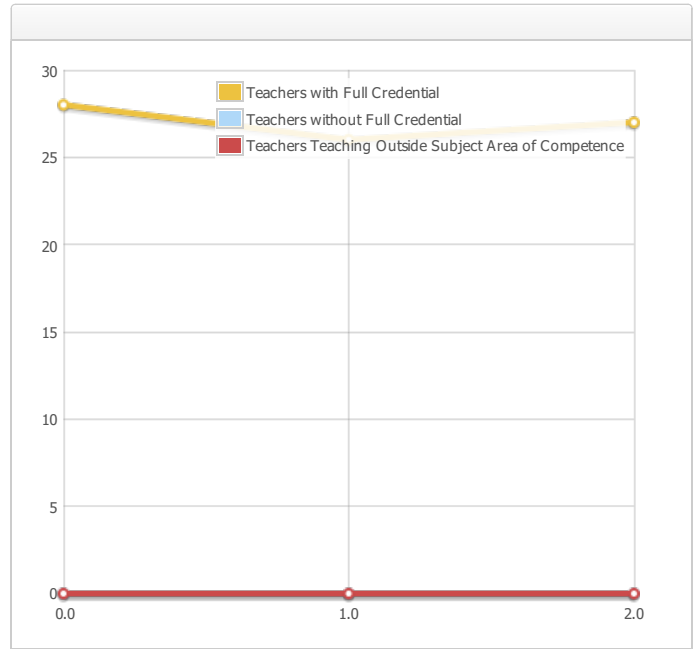
State Priority: Basic

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	28	26	27	46
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/7/2020

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.

Last updated: 1/7/2020

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

Year and month in which the data were collected: January 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	HSP Excursions Grades 4,5 McDougal-Littel Literature Grades 6,7,8 Reading & Writing Workshop Program 4,5 Heinemann Publishing (a division of Houghton Mifflin Harcourt) (2018)	Yes	0.00 %
Mathematics	Math Expressions Common Core, Houghton Mifflin Harcourt K-5 (2016) Big Ideas Math, Grades 6-8 Houghton Mifflin Harcourt (2015) Regular Pathway: Course 1 Grade 6 Course 2 Grade 7 Course 3 Grade 8 Compacted Pathway: Course 1 Grade 6 Accelerated Grade 7 Algebra I Grade 8 Advanced Pathway: Advanced 1 Grade 6 Advanced 2 Grade 6 Algebra 1 Grade 7 Geometry Grade 8	Yes	0.00 %
Science	Foss Science Kits, Standards Aligned Grades 4,5 Glencoe Grades 7,8 Activate Learning, Grade 6 (2017): IQWST * Life Science IQWST Earth Science IQWST Physical Science (*Investigating our World Through Science and Technology) IQWST Science Integrated Model for CA Grades 6,7,8 (2019)	Yes	0.00 %
History-Social Science	TCI Social Studies Alive! For California Grades 4,5 (2019) TCI History Alive! For California Grades 6,7,8 (2019)	Yes	0.00 %
Foreign Language	iHoughton Mifflin Harcourt (2017) Avancemos! Spanish 1 and Spanish 2, Grades 6,7,8	Yes	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: 1/10/2020

School Facility Conditions and Planned Improvements

Some roofs, downspouts and gutters are in need of repair or replacement. Fascia throughout the campus needs to be repaired when exterior painting occurs. Carpet in most classrooms seem to be in fair shape, but are in need of a deep clean and possible replacement in the future. HVAC systems throughout the campus are nearly 20 years old and may be in need of replacement soon. Most system deficiencies are located in classrooms that will be demolished within the next two years. Play fields needs continued renovations to address trip hazards, bare areas, broad leaf and irrigation issues. Restrooms are in need of modernization to bring into compliance. Buildings are scheduled to be modernized within the next few years to address flooring, HVAC, fire alarm, clock bell paging and other systems throughout the campus. Restrooms are also scheduled to be modernized within the next year.

Last updated: 1/10/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	HVAC systems are nearly 20 years old throughout campus and require more maintenance.
Interior: Interior Surfaces	Good	Restrooms are dated. Carpet and flooring in classroom is in need of a deep clean or replacement.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Fair	Lighting in the older wings are deficient. Buildings are scheduled to be demolished within the next two years.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	Restrooms are dated and out of compliance. Modernization project is in design and other restrooms are scheduled to be demolished within the next two years.
Safety: Fire Safety, Hazardous Materials	Good	Fire sprinkler riser valves need to be replaced. Scheduled to take place within the month.
Structural: Structural Damage, Roofs	Poor	Dry rot on fascia throughout campus. Downspouts and gutters need to be repaired / replacement.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Asphalt areas need minor patching and re-stripping.

Overall Facility Rate

Year and month of the most recent FIT report: January 2020

Overall Rating	Fair
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Last updated: 1/8/2020

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)	82.0%	88.0%	84.0%	87.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	83.0%	82.0%	85.0%	83.0%	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: 1/7/2020

**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	310	304	98.06%	1.94%	87.50%
Male	173	168	97.11%	2.89%	84.52%
Female	137	136	99.27%	0.73%	91.18%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian	26	25	96.15%	3.85%	92.00%
Filipino					
Hispanic or Latino	46	46	100.00%	0.00%	60.87%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	203	200	98.52%	1.48%	93.50%
Two or More Races	28	26	92.86%	7.14%	96.15%
Socioeconomically Disadvantaged	28	27	96.43%	3.57%	48.15%
English Learners	23	22	95.65%	4.35%	54.55%
Students with Disabilities	34	32	94.12%	5.88%	37.50%
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: 1/9/2020

**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	310	305	98.39%	1.61%	81.97%
Male	173	169	97.69%	2.31%	82.84%
Female	137	136	99.27%	0.73%	80.88%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian	26	26	100.00%	0.00%	88.46%
Filipino					
Hispanic or Latino	46	46	100.00%	0.00%	54.35%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	203	200	98.52%	1.48%	87.50%
Two or More Races	28	26	92.86%	7.14%	92.31%
Socioeconomically Disadvantaged	28	27	96.43%	3.57%	40.74%
English Learners	23	23	100.00%	0.00%	47.83%
Students with Disabilities	34	32	94.12%	5.88%	37.50%
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: 1/9/2020

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
5	5.80%	24.60%	65.20%
7	15.30%	27.80%	51.40%

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: 1/9/2020

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)

The Portola Valley School District has tremendous parent and community support. The district-wide Parent Teacher Organization (PTO) is very active in volunteer work, parent education, and child advocacy. The PTO and the Portola Valley School Foundation (PVSF) provide funding and resources to enhance the school and its programs. This includes funding for parent education forums, instructional support, school breakfasts, barbeques and banquets, and a wide variety of theme and spirit days. The school also benefits from several community partnerships, including with the Town of Portola Valley. Parents or community members who wish to participate in Corte Madera School's PTO and/or PVSF leadership teams, school activities, or to become volunteers may contact the school office at (650) 851-1777 x2551 or x2552, or visit the District website at www.pvsd.net. The Portola Valley Schools Foundation may be contacted at: (650) 851-1777 x2542, or by visiting the Foundation website at <http://pvschoolsfoundation.org>. The PVSF raises funds each year which are used to support the schools in a number of ways, including elective funding and class size reduction.

State Priority: Pupil Engagement

Last updated: 1/7/2020

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	1.60%	5.40%	1.90%	0.90%	3.20%	1.00%	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: 1/7/2020

School Safety Plan (School Year 2019—20)

The safety of students and staff is a primary concern of Corte Madera School. The school complies with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety Committee reviews and updates the plan each Fall. The safety plan is updated annually, the last update for the safety plan was August, 2019; the Corte Madera Safety Plan is aligned with San Mateo County's Big 5 Protocols.

All revisions to the safety plan are communicated to both the classified and certificated staff during the back to school meetings in August. The school's 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. Our Safety Committee meets multiple times throughout the year to ensure safety protocols are being followed and emergency supplies are up to date. Student Council assists with practice drills and debriefs the drills in Student Council. Drills provide important information related to needs on the campus. Due to scheduled black outs and smoke days during the year, Portola Valley Schools PTO funded additional equipment to ensure the safety and comfort of students and staff.

Students are supervised before, during and after school by certificated staff, classified staff, and the administration. There is a designated area for student drop off and pick up. Visitors must obtain a visitors' badge before entering the campus.

Last updated: 1/7/2020

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				
1				
2				
3				
4	16.00	4		
5	19.00	4		
6	17.00	25	4	
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				
1				
2				
3				
4	24.00		3	
5	21.00		3	
6	21.00	11	21	
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				
1				
2				
3				
4	21.00	1	2	
5	23.00		3	
6	15.00	30	3	
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.

Last updated: 1/7/2020

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	14.00	2		
Mathematics	18.00	8	1	
Science	18.00	10	2	
Social Science	15.00	1		

* 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)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English				
Mathematics	16.00	7	1	
Science	17.00	9		
Social Science	9.00	1		

* 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)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	20.00	4	3	
Mathematics	17.00	7	1	
Science	21.00	3	4	
Social Science	24.00		5	

* 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: 1/7/2020

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

Title	Ratio**
Counselors*	1

*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

Last updated: 1/7/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	0.50
Social Worker	
Nurse	0.10
Speech/Language/Hearing Specialist	0.50
Resource Specialist (non-teaching)	0.00
Other	5.68

*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: 1/10/2020

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	\$27075.24	\$6382.39	\$20692.86	\$96446.00
District	N/A	N/A	\$20540.47	\$105685.11
Percent Difference – School Site and District	N/A	N/A	0.74%	-9.14%
State	N/A	N/A	\$7506.64	\$64941.00
Percent Difference – School Site and State	N/A	N/A	94.00%	39.00%

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

Last updated: 1/9/2020

Types of Services Funded (Fiscal Year 2018—19)

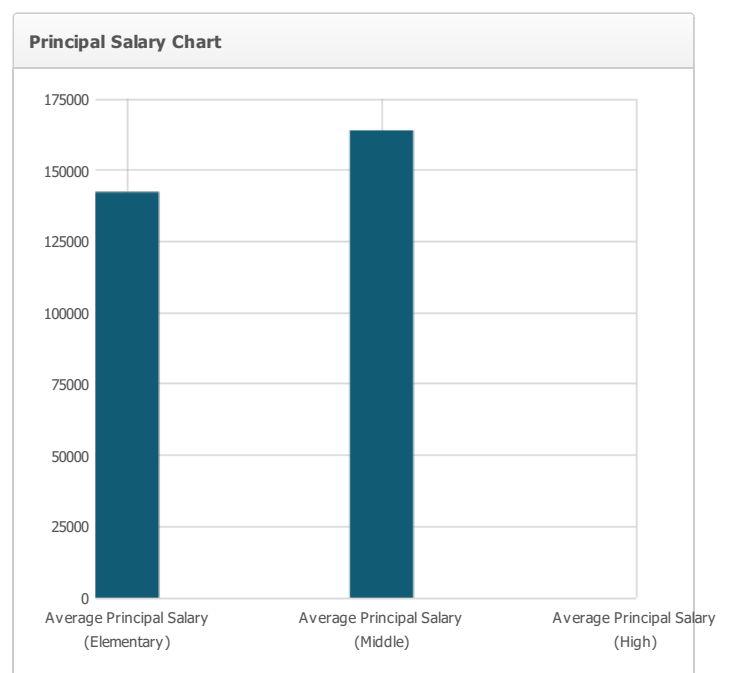
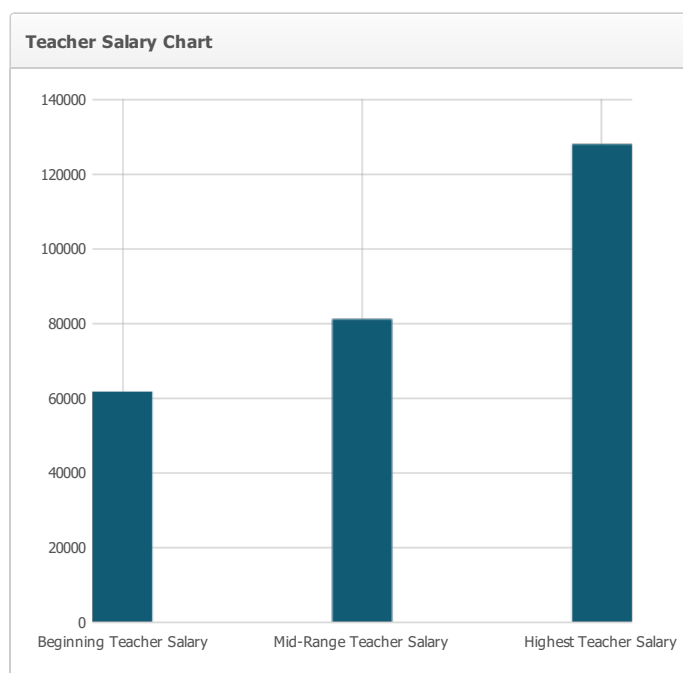
The Portola Valley School District does not receive substantial Federal or State grant funding; however the District is fortunate to have strong support from the local community in funding locally defined grants via the Portola Valley Schools Foundation (PVSF) and the Portola Valley Parent Teacher Association (PTO). These grants support 21st century learning, visual, audio, and performing arts, student physical and mental health; additionally, they align with the Districts' LCAP goals, helping to cultivate a safe learning environment for students and staff.

Last updated: 1/9/2020

Teacher and Administrative Salaries (Fiscal Year 2017–18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$61,608	\$45,252
Mid-Range Teacher Salary	\$81,055	\$65,210
Highest Teacher Salary	\$127,902	\$84,472
Average Principal Salary (Elementary)	\$142,380	\$107,614
Average Principal Salary (Middle)	\$164,010	\$112,242
Average Principal Salary (High)	\$	--
Superintendent Salary	\$225,000	\$124,686
Percent of Budget for Teacher Salaries	33.00%	31.00%
Percent of Budget for Administrative Salaries	7.00%	7.00%

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



Last updated: 1/9/2020

Professional Development

Measure	2017–18	2018–19	2019–20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Last updated: 1/7/2020