San Luis Coastal Unified School District

Sinsheimer Elementary School

Transitional Kindergarten
through Grade 6

Jessica Miller, Principal

E-mail: jemiller@slcusd.org

2755 Augusta Street
San Luis Obispo, CA 93401
Phone: (805) 596-4088
Fax: (805) 544-9634
CDS Code: 40-68809-6043285
Website: si.slcusd.org

2022-2023 School Accountability Report Card
Published During 2023-2024

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DEC 2023-NOV 2024**

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Our Vision
San Luis Coastal prepares each student for a life of purpose.

Our students become courageous and creative thinkers. They are college and career ready, skillful collaborators, and productive contributors to a diverse and rapidly evolving world.

Our Mission
San Luis Coastal Unified School District educates students through rigorous, relevant, and engaging experiences provided by caring, connected staff with support of the entire community.

DISTRICT OFFICE

1500 Lizzie Street
San Luis Obispo, CA 93401
Phone: (805) 549-1200
Fax: (805) 549-9074
E-mail: district@slcusd.org
Web Site: www.slcusd.org

Eric Prater, Ed.D.
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Ryan Pinkerton
Assistant Superintendent
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Assistant Superintendent
Educational Services

The District identified the following six core principles to illustrate their values and commitment to students, staff, families, and the community as a whole. The School Board and District staff will use these principles as a guide to decision-making for the District's future.

2021-2025:

All Means All: All staff focus on success for all students. There are many pathways and opportunities for students to learn, achieve, and celebrate their intellectual, creative, personal, and future success.

High Expectations: Expectations for students, parents, and staff are clearly defined, understood, and shared. Students, parents, and staff are empowered, supported, and provided training and professional development opportunities to meet expectations. SLCUSD creates learning environments that empower students to take ownership over their learning in order for them to find purpose, meaning, and joy in their education and to excel beyond high school.

Respect and Integrity: Communication and interactions among and between students, staff, and parents is defined by mutual respect, trust, empathy, and support. SLCUSD strives to create a safe space for students to learn about themselves, other people, and the world around them.

Collaboration and Civil Discourse: The organization works collaboratively and creatively to ensure student success in a supportive environment. Decisions are made with stakeholder input and participation. Critical thinking, collegial dialogue and civil discourse around challenging problems are expected. Successes are recognized and celebrated.

Culture of Care and Safety: Schools and all district work sites are safe and secure environments for students, parents, and staff. SLCUSD focuses on the social-emotional needs of our students, values students' voices, and creates nurturing and inclusive school communities. Students, staff and families are compassionate school community members.

Continuous Improvement: Staff, students, and parents collaboratively evaluate progress using multiple, reliable measures, and make changes when necessary.

Data and Access

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest is an online data tool located 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., Academic Performance Index (API, Adequate Yearly Progress (AYP), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

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 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.

The *California School Dashboard (Dashboard)* https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About Sinsheimer Elementary School

School Description and Mission Statement
Sinsheimer Elementary School is located on the beautiful Central Coast of California. Situated within the city limits of San Luis Obispo, our school is in a residential neighborhood adjacent to a park. Sinsheimer enjoys a history of excellence in education and was honored as a California Distinguished School in 2006 and 2012. This is the result of clear and focused goals that create and maintain a supportive learning environment. All students are provided the opportunity to grow and achieve academically, socially, and emotionally.

Our Mission Statement is:
"Our Sinsheimer community is committed to providing a caring, connected environment where all students are empowered to develop independence and compassion through learning that inspires."

Our motto is: "Bee Awesome, Bee Kind, Bee YOU!"
We foster high personal standards, accountability, and a climate that values independence. The staff, parents, and students share a common vision that academic success is based on strong parental involvement.

Enrollment by Grade Level (2022-2023)

Grade Level	Number of Students
Transitional K	24
Kindergarten	50
Grade 1	49
Grade 2	42
Grade 3	57
Grade 4	45
Grade 5	47
Grade 6	57
Total Enrollment	371

Enrollment by Group (2022-2023)

Group	Percent of Enrollment
Male	52%
Female	48%
African American	0.5%
Asian	4.1%
Filipino	1%
Hispanic or Latino	17.5%
White (not Hispanic)	68%
Two or more	4.1%
Socioeconomically Disadvantaged	26.1%
English Learners	5.9%
Foster Youth	0.8%
Homeless	3.8%
Students with Disabilities	12.1%

A. CONDITIONS OF LEARNING

Teacher Preparation and Placement (School Year 2020-2021)

The data in these tables are based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully credentialed for subject and student placement	17.80	94.71	356.10	89.33	228366.10	83.12
Intern credential holders properly assigned	0	0	1	0.25	4205.90	1.53
Teachers without credentials and misassignments	0	0	4.50	1.15	11216.70	4.08
Credentials teachers assigned out-of-field	0	0	9.20	2.33	12115.80	4.41
Unknown	1	5.29	27.60	6.94	18854.30	6.86
Total Teaching Positions	18.80	100	398.60	100	274759.10	100

Teacher Preparation and Placement (School Year 2021-2022)

Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully credentialed for subject and student placement	19	95.01	373.10	89.76	234405.20	84
Intern credential holders properly assigned	0	0	4	.096	4853	1.74
Teachers without credentials and misassignments	0	0	5	1.21	12001.50	4.30
Credentials teachers assigned out-of-field	0	0	13.40	3.24	11953.10	4.28
Unknown	1	4.99	20	4.83	15831.90	5.67
Total Teaching Positions	20	100	415.70	100	279044.80	100

Teachers without credentials and misassignments

Authorization/Assignment	2020-2021	2021-2022
Permits and Waivers	0	0
Misassignments	0	0
Vacant Positions	0	0
Total Teachers without credentials and misassignments	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.

Credentialed Teachers Assigned Out-of-Field

Indicator	2020-2021	2021-2022
Credentialed teachers authorized on a Permit or Waiver	0	0
Local assignment options	0	0
Total Out-of-field teachers	0	0
Misassignments for English Learners	0	0
No credential, permit or authorization to teach	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp

QUALITY, CURRENCY, AVAILABILITY OF TEXTBOOK AND OTHER INSTRUCTIONAL MATERIALS (2023-2024)

Supplying staff and students with high quality textbooks and instructional materials is a priority of the school district. The ratio of textbooks per pupil is one textbook to each student.

Subject	Textbooks and Instructional Materials	Most Recent Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	1 per student	Yes	0
Mathematics	1 per student	Yes	0
Science	1 per student	Yes	0
History/Social Science	1 per student	Yes	0
Foreign Language	N/A	Yes	0
Health	N/A	Yes	0
Visual and Performing Arts	Suff. Instr. Materials	Yes	0
Science Laboratory Equipment (9-12)	Suff. Instr. Materials	Yes	0

K-8 Core Curriculum Areas

The district has adopted and purchased the following materials from the most recent list of standards-based materials adopted by the State Board of Education.

Subject	Adopted	Grade Levels	Publisher	Title
Reading/Language Arts	2016	K-6 (6th City)	Heinemann	*Units of Study for Teaching Reading/Writing*
	2019	K-2	Heinemann	*Phonics Units of Study*
	2023	6th (city)	Houghton Mifflin Harcourt	*Into Literature*
	2022	6th (LOMS), 7,8	Houghton Mifflin Harcourt	*Into Literature*
	2021	6th (LOMS), 7-8	Cengage	*Inside the USA*
	2022	7-8	Cengage	*Inside, Fundamentals-Level D*
	2023	K-1	McGraw Hill	*Maravillas/Wonders*
	2023	2-6	Benchmark	*Adelante/Advance*
Mathematics	2014	K-2	Math Learning Center	*Bridges, 2nd Edition*
	2015	3-5	Math Learning Center	*Bridges, 2nd Edition*
	2016	6	College Preparatory Mathematics	*Core Connections, Course 1*
	2016	7	College Preparatory Mathematics	*Core Connections, Course 2*
	2016	8	College Preparatory Mathematics	*Core Connections, Course 3*
History/Social Science	2007	K-5	Houghton Mifflin	*Houghton Mifflin History/Social Science*
	2020	6	National Geographic Learning	*World History: Ancient Civilizations*
	2020	7	National Geographic Learning	*World History: Medieval and Early Modern Times*
	2020	8	National Geographic Learning	*US History: American Stories, Beginnings to World War I*
Science	2016	K-5	Delta Education	*FOSS Next Generation*
	2020	6	Delta Education	*FOSS Next Generation*
	2020	7	Delta Education	*FOSS Next Generation*
	2020	8	Delta Education	*FOSS Next Generation*

SCHOOL FACILITY CONDITIONS AND PLANNED IMPROVEMENTS

Facility Conditions and Planned Improvements

The District extends great efforts to maintain the schools in a manner that ensures that they are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument, with all potential problems related to safety reported and monitored for completion by site administration and the Building, Grounds, and Transportation Department. Information about this evaluation can be found for all sites at https://www.slcusd.org/departments/bgt/facility-planning. Elementary and middle school planned improvements include accessibility upgrades, campus-wide painting projects, fire alarms, and parking lot paving.

The following is specific information on the condition of the school and the efforts made to ensure that students are provided a clean, safe, functional learning environment.

Maintenance and Repair

The District maintenance staff ensures that repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is utilized to ensure efficient service, and ensures that emergency repairs are given the highest priority. Many of our facilities are being modernized as part of the District Measure D program enacted in 2014.

Cleaning Process and Schedule

The Board of Education has adopted cleaning standards for all schools in the district. A summary of these standards is available at Buildings, Grounds and Transportation. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget

The district utilizes a deferred maintenance plan that is funded by an annual percentage from the District general fund. The District uses the funding to assist schools with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

Deferred Maintenance Projects

The complete deferred maintenance plan is available at the Buildings, Grounds and Transportation office.

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status. Year and month of the most recent FIT report: 10/28/23

System Inspected	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	✓			
Interior: Interior Surfaces	✓			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	✓			
Electrical: Electrical	✓			Action taken or planned is tracked with School Dude.
Restrooms/Fountains: Restrooms, Sinks/Fountains	✓			
Safety: Fire Safety, Hazardous Materials	✓			
Structural: Structural Damage, Roofs	✓			
External: Playground, School Grounds, Windows, Doors, Gates, Fences	✓			
Overall Rating	Exemplary			

B. PUPIL OUTCOMES

Pupil Achievements

Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System 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 give in grades three thorough 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.

2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.

3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready: 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.

California Assessment of Student Performance and Progress Results for All Students (School Year 22-23)

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2021-22	2022-23	2021-22	2022-23	2021-22	2022-23
English Language Arts/Literacy (grades 3-8 and 11)	67	64	64	65	47	47
Mathematics (grades 3-8 and 11)	67	61	56	57	33	35

Please note scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of an individual student.
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 Assessment Results – English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 22-23)

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	206	201	98	64
Male	106	102	96	58
Female	100	99	99	70
Filipino	--	--	--	--
Hispanic or Latino	37	36	97	40
White	142	138	97	70
Two or More Races	11	11	100	45
Socioeconomically Disadvantaged	62	58	94	42
English Learners	11	11	100	55
Students with Disabilities	25	22	88	32

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 Assessment Results – Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 22-23)

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	206	201	98	61
Male	106	102	96	65
Female	100	99	99	58
Filipino	--	--	--	--
Hispanic or Latino	37	36	97	22
White	142	138	97	70
Two or More Races	11	11	100	64
Socioeconomically Disadvantaged	62	58	94	33
English Learners	11	11	100	36
Students with Disabilities	25	22	88	32

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

Subject	School 2021-22	School 2022-23	District 2021–22	District 2022-23	State 2021-22	State 2022-23
Science (5th grade)	40	42	45	51	29	30

CAASPP Assessment Results – Science
Disaggregated by Student Groups, Grades Five, Eight and High School (School Year 22-23)

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	49	45	92	42
Male	29	25	86	40
Female	20	20	100	45
Filipino	--	--	--	--
Hispanic or Latino	7	7	100	--
White	35	31	89	42
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	17	14	82	14
English Learners	--	--	--	--
Students with Disabilities	10	7	70	--

California Physical Fitness Test Results (2022-23)

The California Physical Fitness Test (PFT) is administered to students in grades 5, 7, and 9. In January 2022, the State Board of Education passed PFT regulations which changed the definition of PFT results to indicate that local educational agencies (LEAs) will report participation rates only on the School Accountability Report Card (SARC).

Grade Level	Student Participation Rate for each component by grade level				
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Flexibility	Upper Body Strength and Endurance	Flexibility
5	96.3%	97%	97.2%	96.9%	97.2%

C. ENGAGEMENT

Parental Involvement

Opportunities for Parental Involvement
Parental involvement is a key element in the success of Sinsheimer Elementary School. We have an engaged school community where parents walk their children to school and turn out in large numbers for events. Parent volunteers are utilized in the classroom, library, and playground settings. A strong PTA enriches and enhances the school program by providing funding for assemblies, field trips, cultural arts programs, supplemental materials, and equipment for classrooms. Social activities, such as the carnival, walk-a-thon, auction, and movie nights are designed to enhance community participation in our school. Parent education is conducted through offerings by the school principal, staff, community members, and the school newsletter. The focus of parental involvement and education is to foster healthy children who will grow up to be successful, competent, and caring adults. For further information regarding opportunities for parental involvement, please contact Jessica Miller, Principal, at 805-596-4088.

Pupil Engagement

Chronic Absenteeism by Student Group (School Year 2022-2023)

Group % of Enrollment	Enrollment	Eligible Enrollment	Chronic Absent Count	Chronic Absent. Rate %
All Students	383	379	72	19%
Male	202	199	37	18.6%
Female	181	180	35	19.4%
Non-binary				
African American	4	4	1	25%
American Indian or Alaska Native	1	1	0	0%
Asian	21	19	3	15.8%
Filipino	3	3	1	33.3%
Hispanic or Latino	76	75	21	28%
Pacific Islander				
White (not Hispanic)	249	249	42	16.9%
Two or more	18	17	1	5.9%
Socioeconomically Disadvantaged	111	109	37	33.9%
English Learners	23	23	7	30.4%
Foster Youth	3	3	0	0%
Homeless	20	20	9	45%
Students with Disabilities	56	56	15	26.8%

School Climate

Suspensions and Expulsions
This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District			State		
	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23
Suspensions	0.75%	2.51%	1.57%	1.76%	3.36%	3.54%	2.45%	3.17%	3.6%
Expulsions	0%	0%	0%	0.11%	0.4%	0.11%	0.05%	0.07%	0.08%

Suspensions and Expulsions by Student Group (School Year 2022-2023)

Group % of Enrollment	Suspensions Rate	Expulsions Rate
All Students	1.57%	0%
Male	2.97%	0%
Female	0%	0%
Non-binary	0%	0%
African American	0%	0%
American Indian or Alaska Native	0%	0%
Asian	0%	0%
Filipino	0%	0%
Hispanic or Latino	0%	0%
Pacific Islander	0%	0%
White (not Hispanic)	2.41%	0%
Two or more	0%	0%
Socioeconomically Disadvantaged	5.41%	0%
English Learners	0%	0%
Foster Youth	0%	0%
Homeless	15%	0%
Students with Disabilities	3.57%	0%

School Safety Plan (2023-2024)

Planning for safety is a major concern for all schools. Sinsheimer prides itself in maintaining a safe school community that promotes high standards for behavior, as well as the social and emotional health of our students and families. Because safety is both an internal as well as external concern, our school's safety plan encompasses emergency procedures such as a nuclear plan, procedures for earthquake, fire preparedness, and intruders on campus. Included are all emergency phone numbers and phone trees. Maps such as gas and water shut-offs, exit routes, and safe routes to school are located in the document. In addition, crisis management and district policies and procedures are included along with crime reports and healthy school's information. Annually, all parents receive a handbook which explains the school rules and expectations for student conduct. Sinsheimer teachers have an emergency manual explaining safety procedures that is updated each year.   The safety plan is a comprehensive document that covers major safety issues and concerns specific to Sinsheimer School. It is reviewed each year and approved by the School Site Council. The School Safety Plan was last updated and reviewed with staff in the fall of 2023.

D. OTHER SARC INFORMATION

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2020-21				2021-22				2022-23			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
TK	14	1			24		1		24		1	
K	17	2			24				25		2	
1	17	1	2		19	2			25		2	
2	25		2		27		2		20	2		
3	13	2	1		18	1	2		29		2	
4	17	1	2		20	2			23		2	
5	21	1	2		20	1	2		22		2	
6	28		2		21	1	2		29		2	

Student Support Services Staff (2022-2023)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Counselor
Counselor	1	371
Library Media Teacher (librarian)		
Library Media Services Staff (paraprofessional)	1	
Psychologist	0.75	
Nurse	0.2	
Speech/Language/Hearing Specialist	0.7	
Resource	0.25	
Adaptive Physical Education	0.11	
Occupational Therapist	0.2	

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021-2022)
This table displays a comparison of the schools per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at http://www.cde.ca.gov/ds/fd/ec/, and teacher salaries can be found on the Certificated Salaries and Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	$14,750	$4,240	$10,510	$79,025
District			$17,275	$80,831
Percent Difference - School Site and District			-39.16%	-2.23%
State			$7,607	$87,362
Percent Difference - School Site and State			38.16%	-9.54%

Types of Services Funded (2022-2023)
Funded services include instructional, transportation, operations, and administrative. Some of the programs funded by state and federal resources that enable the district to provide services to support student achievement and well-being are:

Career Technical Education
College Readiness
English Language Instruction
Homeless Child Education
Lottery

Limited English Proficiency, Title III
Special Education
Title I, Title IV Student Support & Academic Enrichment
Vocational Education
Lowest Performing Student Block Grant

Teacher and Administrative Salaries (Fiscal Year 2021-2022)
This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found on the Certificated Salaries and Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Avg For Districts In Same Category
Beginning Teacher Salary	$50,354	$54,190
Mid-Range Teacher Salary	$75,212	$85,111
Highest Teacher Salary	$105,806	$104,999
Average Principal Salary (Elementary)	$132,560	$132,492
Average Principal Salary (Middle)	$155,240	$140,987
Average Principal Salary (High)	$151,385	$153,884
Superintendent Salary	$237,678	$255,503
% of Budget for Teacher Salaries	31.12%	32.09%
% of Budget for Admin Salaries	4.94%	5.25%

Professional Development

Professional development days are scheduled annually to provide training on specific curricular areas, and/or assessment.

Measure	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	59/43	45/27	78/9

Note: Full days/partial days

The School Accountability Report Card (SARC), required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at http://www.cde.ca.gov/ta/ac/sa/. For additional information about this school, parents and community members should contact the school principal or the district office.