

# Grand Island Elementary

## School Accountability Report Card Reported Using Data from the 2017—18 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.



### Summer Shadley

Principal, Grand Island Elementary

### About Our School

At Grand Island Elementary (GIE) we take pride in providing your student with the highest quality education that is rigorous, relevant and built on the foundation of relationships and kindness. I strongly believe that a quality education must focus on the whole child and that is an extremely large focus here at GIE. Kindness is key.

In addition to having high academic standards for our students we also strive to promote good values and character education. This year I am excited that GIE will continue to be a part of The Great Kindness Challenge. In order to have students that are well rounded we must teach good values and positive character traits. The Great Kindness Challenge will be a platform for continuing and focusing on our character education.

GIE operates a school store for students as a positive behavior intervention program. Every day students will have opportunities to earn "Bear Bucks" these dollars can be used to buy items from the school store, which is open on Fridays. We hope to promote positive behavior and reward students who work hard and are contributing citizens on our campus.

Our school community is dedicated to providing our students with a well-rounded educational experience and I am confident that we will experience another positive and enriching school year!

### Contact

Grand Island Elementary  
551 Leven St.  
Grimes, CA 95950-0030

Phone: 530-437-2416  
E-mail: [sshadley@pierce.k12.ca.us](mailto:sshadley@pierce.k12.ca.us)

## About This School

### Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)		School Contact Information (School Year 2018—19)	
District Name	Pierce Joint Unified	School Name	Grand Island Elementary
Phone Number	(530) 476-2892	Street	551 Leven St.
Superintendent	Carol Geyer	City, State, Zip	Grimes, Ca, 95950-0030
E-mail Address	<a href="mailto:cgeyer@pierce.k12.ca.us">cgeyer@pierce.k12.ca.us</a>	Phone Number	530-437-2416
Web Site	<a href="http://www.pierce.k12.ca.us">www.pierce.k12.ca.us</a>	Principal	Summer Shadley
		E-mail Address	<a href="mailto:sshadley@pierce.k12.ca.us">sshadley@pierce.k12.ca.us</a>
		Web Site	<a href="https://gie.pierce.k12.ca.us/">https://gie.pierce.k12.ca.us/</a>
		County-District-School (CDS) Code	06616146003537

Last updated: 12/13/2018

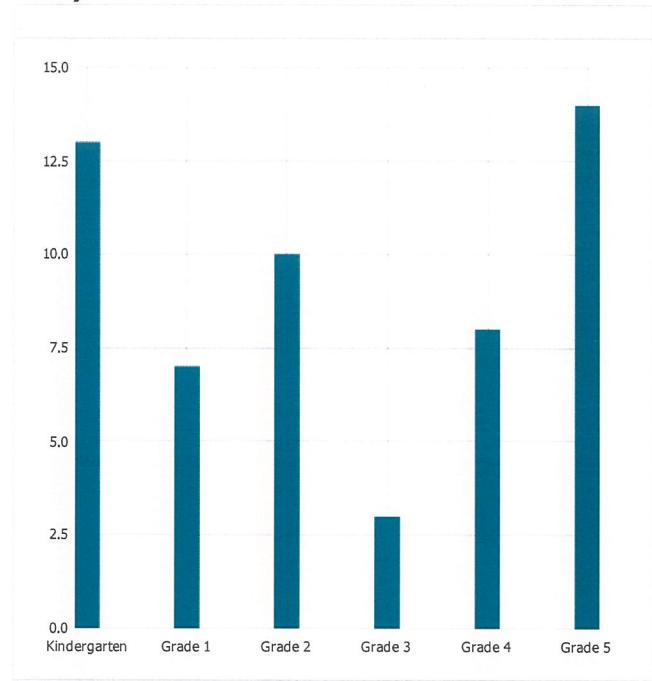
### School Description and Mission Statement (School Year 2018—19)

Grand Island Elementary school is a small necessary school that serves students in grades tk-5 and is located in Grimes, which is adjacent to the Sacramento River. The school district encompasses 60 square miles and is located in rural Colusa County. The average enrollment at GIE fluctuates but remains around 55 students. The school is the primary hub of activity in this small farming community. There are several community events held at the school and our Parent's Club sponsors several events throughout the year which are also community oriented. The facility is well kept and the district has worked to preserve the original architecture of the building. At our school we pride ourselves in building relationships with students while maintaining a rigorous and enriching curriculum that is engaging for students. Grand Island Elementary School encourages parents to get involved in every facet of their child's education.

Last updated: 12/13/2018

**Student Enrollment by Grade Level (School Year 2017—18)**

Grade Level	Number of Students
Kindergarten	13
Grade 1	7
Grade 2	10
Grade 3	3
Grade 4	8
Grade 5	14
Total Enrollment	55



Last updated: 12/13/2018

**Student Enrollment by Student Group (School Year 2017—18)**

Student Group	Percent of Total Enrollment
Black or African American	%
American Indian or Alaska Native	1.8 %
Asian	3.6 %
Filipino	%
Hispanic or Latino	87.3 %
Native Hawaiian or Pacific Islander	%
White	7.3 %
Two or More Races	%
Other	0.0 %

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	94.5 %
English Learners	76.4 %
Students with Disabilities	7.3 %
Foster Youth	%

## A. Conditions of Learning

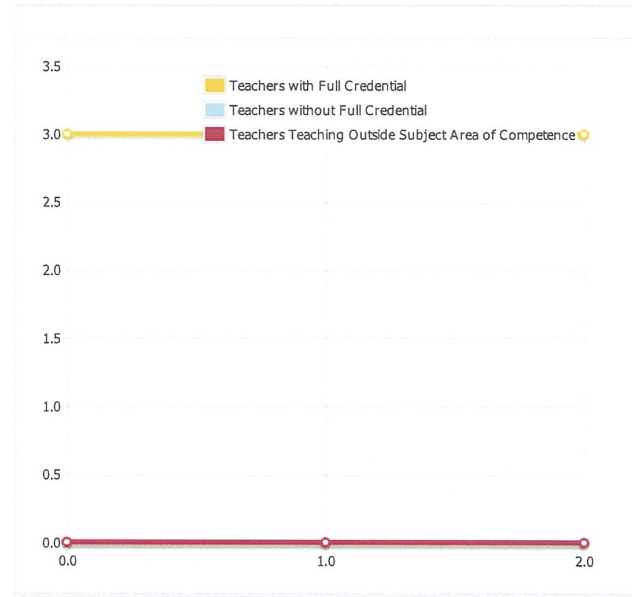
### State Priority: Basic

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

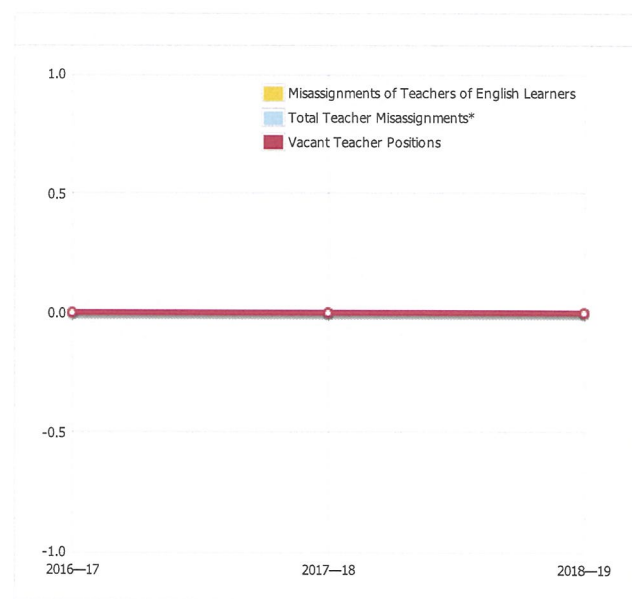
Teachers	School 2016 —17	School 2017 —18	School 2018 —19	District 2018— 19
With Full Credential	3	3	3	70
Without Full Credential	0	0	0	3
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	3



Last updated: 12/13/2018

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016— 17	2017— 18	2018— 19
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: 12/13/2018

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)**

Year and month in which the data were collected: December 2018

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	<i>McMillan McGraw Hill-CA Wonders ELA/ELD</i>	Yes	0.0 %
Mathematics	<i>Houghton Mifflin/Harcourt-Go Math</i>	Yes	0.0 %
Science	<i>Houghton Mifflin- Science California</i>	No	0.0 %
History-Social Science	<i>Scott Foresman History-Social Science for California</i>	No	0.0 %
Foreign Language			0.0 %
Health			0.0 %
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: 12/13/2018

## School Facility Conditions and Planned Improvements

1. Annual FIT inspection dated 6/25/18 indicated an overall campus average of 84.38% (FAIR Rating) on the scale of 0%-100%. Fifteen categories were evaluated with noted deficiencies noted in all but eleven categories. The types of deficiencies ranged from ADA compliance issues for drinking fountains, pest management and irrigation well. The building's roof was also identified as requiring repairs.

2. Changes to current pest management processes has reduced the frequency of reported pest infestation in all areas of the school. School has been evaluated for long-term deferred maintenance needs that will address larger expenditures in the future.

3. Preventative Maintenance program initiated to extend service life for all mechanical systems. New hydration stations are needed to ensure ADA compliance and access by all students. Older drinking fountain units are failing due to repeated use and water quality issues

*Last updated: 12/13/2018*

## School Facility Good Repair Status

Year and month of the most recent FIT report: June 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	HVAC system showing signs of aging.
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Fair	Pest management requires treatment in kitchen at utility boxes.
<b>Electrical:</b> Electrical	Fair	Well requires minor electrical repairs.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Fair	Drinking fountains need to be updated per ADA requirements.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Poor	Roof is aging and requires full replacement.
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

Year and month of the most recent FIT report: June 2018

Overall Rating

Fair

*Last updated: 12/13/2018*

## 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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	39.0%	17.0%	35.0%	39.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	25.0%	21.0%	28.0%	30.0%	37.0%	38.0%

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: 12/13/2018*

# **CAASPP Test Results in ELA by Student Group** **Grades Three through Eight and Grade Eleven (School Year 2017—18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	24	24	100.00%	16.67%
Male	14	14	100.00%	21.43%
Female	--	--	--	--
Black or African American				
American Indian or Alaska Native				
Asian	--	--	--	--
Filipino				
Hispanic or Latino	20	20	100.00%	--
Native Hawaiian or Pacific Islander				
White	--	--	--	--
Two or More Races				
Socioeconomically Disadvantaged	22	22	100.00%	9.09%
English Learners	20	20	100.00%	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth				

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: 12/13/2018*



# **CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	24	24	100.00%	20.83%
Male	14	14	100.00%	21.43%
Female	--	--	--	
Black or African American				
American Indian or Alaska Native				
Asian	--	--	--	
Filipino				
Hispanic or Latino	20	20	100.00%	15.00%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races				
Socioeconomically Disadvantaged	22	22	100.00%	13.64%
English Learners	20	20	100.00%	15.00%
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services	--	--	--	
Foster Youth				

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: 12/13/2018*

**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 2016—17</b>	<b>School 2017—18</b>	<b>District 2016—17</b>	<b>District 2017—18</b>	<b>State 2016—17</b>	<b>State 2017—18</b>
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

*Last updated: 12/13/2018*

## 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 2017—18)

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	23.1%	15.4%	23.1%

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.

*Last updated: 1/9/2019*

## 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 2018—19)

Grand Island Elementary has an open door policy and parents are encouraged to come by at any opportunity. Our Grand Island Parents' Club has been in existence for over 70 years. The parents are involved with various fundraisers and school events. Parents are also asked to join our School Site Council (SSC) and/or English Learner Advisory Committee (ELAC). Grand Island parents and community members can also volunteer to come into the classrooms and share their special talents. Please call (530) 437-2416 for details on how to volunteer your time.

# State Priority: Pupil Engagement

Last updated: 12/13/2018

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

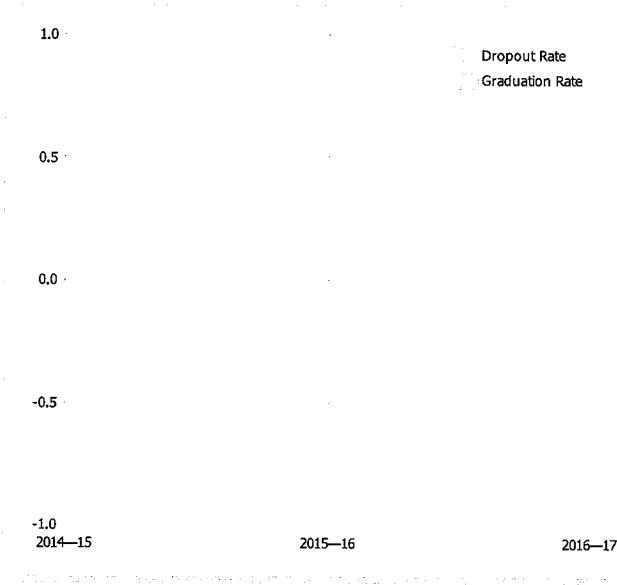
- High school dropout rates; and
- High school graduation rates

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	--	--	1.2%	4.1%	10.7%	9.7%
Graduation Rate	--	--	98.8%	95.1%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	--	1.8%	9.1%
Graduation Rate	--	94.5%	82.7%

## Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



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

Last updated: 12/13/2018

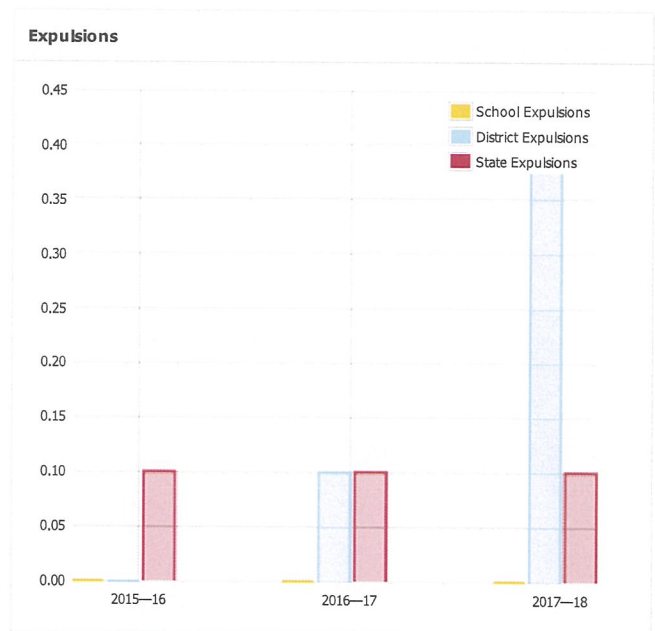
# State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	--	1.6%	1.8%	6.0%	4.4%	6.3%	3.7%	3.7%	3.5%
Expulsions	--	0.0%	0.0%	0.0%	0.1%	0.4%	0.1%	0.1%	0.1%



Last updated: 12/13/2018

## School Safety Plan (School Year 2018—19)

Regular fire, earthquake and intruder drills are conducted and recorded using Raptor. The School Safety Plan is reviewed by the staff a minimum of two times per year. Each staff member has a binder with the Safety Plan and other safety related documents. A monthly District Safety Committee consisting of administrative, teacher and parent representatives from each site review the usage of the district discipline matrix as well as any safety issues that may need to be reviewed. Conflict facilitators are trained to assist in problem solving among students. Class meetings are held weekly to promote communications skills. The School Site Council annually reviews elements of the school climate and the physical environment and uses the information to annually update the Safe School Plan. We have implemented a school store to reward students for positive behavior. This positive reinforcement has been quite a success.

Last updated: 12/13/2018

## 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 (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	12.0	1		
1				
2				
3	17.0	1		
4				
5	20.0	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 (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.0		1	
1				
2				
3				
4	20.0	1		
5	15.0	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	20.0	1		
1				
2				
3				
4				
5	22.0		1	
6				
Other**	13.0	1		

\* 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: 12/13/2018

**Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
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 2016—17)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
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)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
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: 12/13/2018*



**Academic Counselors and Other Support Staff (School Year 2017—18)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.1	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.1	N/A
Psychologist	0.1	N/A
Social Worker	0.0	N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	0.1	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	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.

*Last updated: 12/13/2018*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$10235.3	\$2289.3	\$7946.0	\$74159.0
District	N/A	N/A	\$8679.1	\$69467.0
Percent Difference – School Site and District	N/A	N/A	-9.0%	6.0%
State	N/A	N/A	\$6574.0	\$63590.0
Percent Difference – School Site and State	N/A	N/A	17.0%	14.0%

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

*Last updated: 1/9/2019*

## Types of Services Funded (Fiscal Year 2017—18)

After school tutoring programs are offered at all grade levels. Suite360 is a social and emotional curriculum that is offered to all students as part of their regular instructional day. Counseling is available to our students through Colusa County Mental Health and through the district to qualifying students. Paraprofessionals are hired to help enhance our language arts and math instruction. A literacy coach trains certificated paraprofessionals, substitutes and parents in reading and writing strategies. Conflict facilitation is offered at the school site. Fourth and Fifth and grade students are trained to help students resolve conflicts among each other. An English Language Development (ELD) teacher works with English language learners. Reading Counts is available in all classrooms. This program is used to promote reading and recognize students for their reading achievement. Read Naturally is used in classrooms to promote reading fluency. Grand Island Elementary operates an after school program under the ASES grant. Lexia is a computer based phonics program utilized by struggling readers. FASTT Math is a computer based math program for student support. Compass Learning is an online program that provides leveled instruction to students based on area of need.

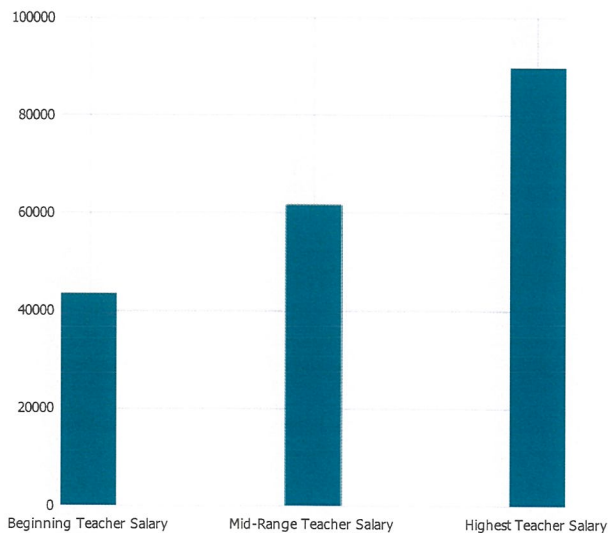
Last updated: 12/13/2018

## Teacher and Administrative Salaries (Fiscal Year 2016—17)

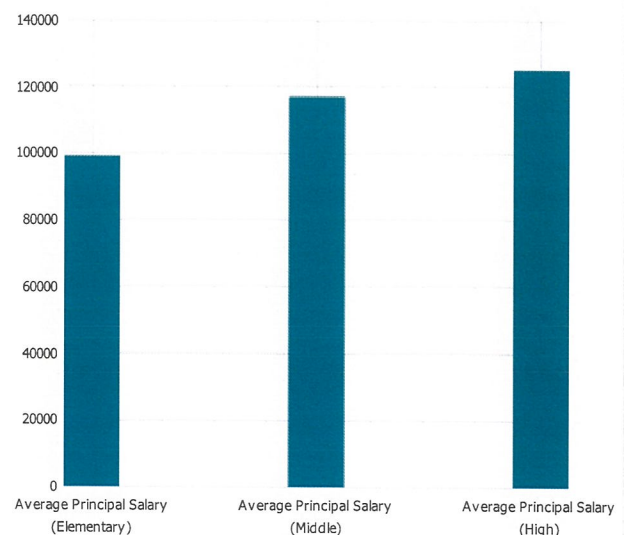
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,384	\$42,990
Mid-Range Teacher Salary	\$61,614	\$61,614
Highest Teacher Salary	\$89,705	\$85,083
Average Principal Salary (Elementary)	\$99,148	\$100,802
Average Principal Salary (Middle)	\$117,172	\$105,404
Average Principal Salary (High)	\$125,241	\$106,243
Superintendent Salary	\$156,959	\$132,653
Percent of Budget for Teacher Salaries	35.0%	30.0%
Percent of Budget for Administrative Salaries	7.0%	6.0%

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

Teacher Salary Chart



Principal Salary Chart



Last updated: 12/13/2018

## Professional Development

Six full days per year are utilized for teacher training/staff development. Every Wednesday students are released at 2:00 p.m. in order for teaching staff to collaborate as a grade level team and staff. Formative assessment is the focus currently for staff development, as well as, mathematical practices, new curriculum training, Illuminate, technology integration, EL instructional strategies and explicit direct instruction.

*Last updated: 12/13/2018*