

Travis 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.

Mr. Brian Howard, Principal

Principal, Travis Elementary

About Our School

Dear Travis Elementary Families,

Welcome to the 2018-19 school year! First, let me begin by telling you how excited I am to join your educational family! Without exception, everyone has been warm, welcoming and supportive. As I begin to orient myself to the new students, parents, grandparents, teachers, custodians, clerks, secretaries, instructional assistants and other support staff, it is apparent to me that Travis Elementary is a school community united around its children. I am truly fortunate to be joining such an amazing group of people.

One of the exceptional components of Travis Elementary school is the partnership that exists between the home and school. Travis Elementary has a tradition of supportive hard-working families. Throughout the year you will have an opportunity to support our school through participation in the Parent Teacher Organization, PTO, Watch D.O.G.S. (Dads of Great Students), volunteering in the classroom, chaperoning a field trip, helping in the library or book fair, joining Site Council, Noon Duty Supervisors, or helping in other fun educational activities held on site designed to assist your child's learning.

This year we will continue to implement the No Excuses University program. Our goal is to provide an education where all Travis students, without exception, will be proficient in reading, writing, and mathematics. We invite parents to assist us with this goal by preparing a quiet study space at home, reviewing homework daily, and reading frequently to and with your child. Engaging your child in conversation about what they learned in school each day will further foster their growth as a learner.

We invite parents to encourage students to practice school expectations by following the "Falcon Talon's" of "Being Safe, Being Respectful, and Being Responsible." We will continue to support these character traits through our "Second Step" program and Kagan Cooperative strategies in the classrooms. Be sure to read the School Handbook with your student to gain a better understanding of school expectations.

To keep you informed we will post our Newsletter of upcoming events and important information related to your child's learning on our webpage and our telephone and email message system will be used to convey other pertinent information. Please visit our website often!

I am excited to be part of the dedicated staff and community at Travis Elementary school. As we embark on this journey together, I am certain we will have an amazing year filled with fun, new experiences, new relationships and learning for all of us!

Looking forward to meeting you and your children!

Brian Howard, Principal

Contact

*Travis Elementary
100 Fairfield Ave.
Travis AFB, CA 94535-1000*

*Phone: 707-437-2070
E-mail: bhoward@travisusd.org*

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Travis Unified
Phone Number	(707) 437-4604
Superintendent	Pam Conklin
E-mail Address	pconklin@travisusd.org
Web Site	www.travisusd.org

School Contact Information (School Year 2018—19)	
School Name	Travis Elementary
Street	100 Fairfield Ave.
City, State, Zip	Travis AFB, Ca, 94535-1000
Phone Number	707-437-2070
Principal	Mr. Brian Howard, Principal
E-mail Address	bhoward@travisusd.org
Web Site	www.travisusd.org/domain/12
County-District-School (CDS) Code	48705656051270

Last updated: 1/7/2019

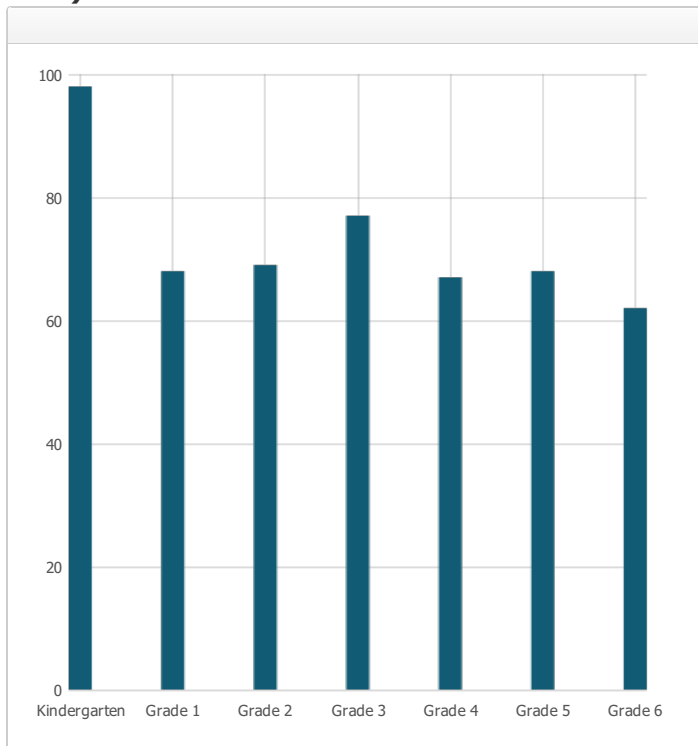
School Description and Mission Statement (School Year 2018—19)

<p>The Travis School community is committed to student learning, in a safe and nurturing environment, where everyone is held to high expectations and strives to reach their maximum potential.</p> <ul style="list-style-type: none"> • Encourage • Inspire • Educate <p>All Travis students, without exception, will be proficient in Reading, Writing and Math.</p>

Last updated: 1/7/2019

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Kindergarten	98
Grade 1	68
Grade 2	69
Grade 3	77
Grade 4	67
Grade 5	68
Grade 6	62
Total Enrollment	509



Last updated: 1/7/2019

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	10.6 %
American Indian or Alaska Native	%
Asian	1.6 %
Filipino	7.1 %
Hispanic or Latino	18.9 %
Native Hawaiian or Pacific Islander	0.6 %
White	48.3 %
Two or More Races	11.2 %
Other	1.7 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	26.1 %
English Learners	1.0 %
Students with Disabilities	11.0 %
Foster Youth	%

A. Conditions of Learning

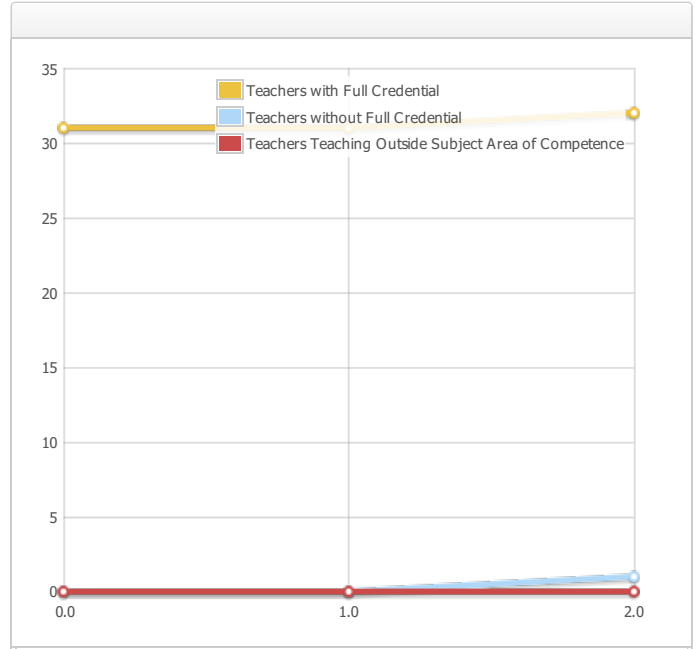
State Priority: Basic

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

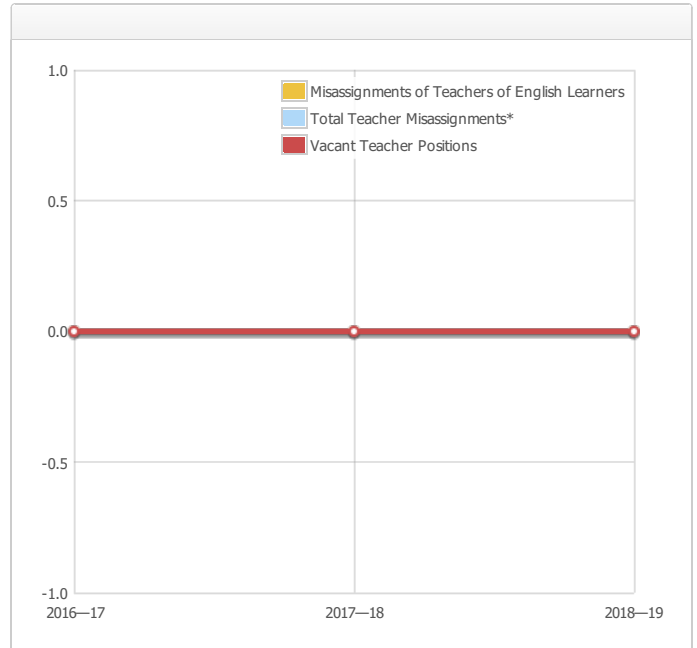
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	31	31	32	289
Without Full Credential	0	0	1	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/7/2019

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: 1/7/2019

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

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

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Kindergarten - 5th Grade: McGraw -Hill Education: California Wonders Comprehensive System ELA/ELD ©2017 6th Grade: CollegeBoard: Springboard California ELA Edition, Program 1 ©2017	Yes	0.0 %
Mathematics	Kindergarten - 5th Grade: HMH: Math in Focus ©2015 6th Grade: Glencoe California Math; Your Common Core Edition, Course 1 ©2015	Yes	0.0 %
Science	Macmillan/McGraw-Hill California Science © 2008	No	0.0 %
History-Social Science	Harcourt School Publishers Kindergarten Our World, Now and Long Ago© 2007 First Grade A Child's View © 2007 Second Grade People We Know © 2007 Third Grade Our Communities © 2007 Fourth Grade A Changing State © 2007 Fifth Grade Making a New Nation © 2007 Pearson Sixth Grade: Ancient Civilizations: My World Interactive © 2019	Yes	0.0 %
Foreign Language			0.0 %
Health	Harcourt Health and Fitness © 2006	No	0.0 %
Visual and Performing Arts	Silver Burdett Making Music, California Edition © 2008	No	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: 1/8/2019

School Facility Conditions and Planned Improvements

Travis Elementary School's campus was originally built in 1958 and remodeled in 1995. The school contains 30 classrooms, one library, a gym/multipurpose room, one staff room, and three playgrounds. At the time of publication, 100% of restrooms were in working condition. Facilities information is current as of January 2018.

Cleaning Process

The principal coordinates with the custodial staff to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The Director of Maintenance and Operations coordinates in-service training for the custodial staff. Outside maintenance is done on a regular basis or as needed. Currently the district has no specific policy on cleaning requirements and has adopted the CASBO Custodial Handbook and applied the cleaning standards and care of equipment for this purpose.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Facilities Master Plan Policy (BP7110) and the Environmental Safety Policy (BP 3514) guide the maintenance and repair protocols for the district. The table shows the results of the most recent school facilities inspection. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. There are no major deficiencies at this site. The items noted in the table have been corrected or are in the process of remediation.

Last updated: 1/7/2019

School Facility Good Repair Status

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Kinder playground - Water leak - informed site guide during the inspection Fountain in front of A3: Water pressure too high or low Fountain in front of A2: Low pressure Playground Lower: Fountain is not working outside of B1/B2
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	A03: Loose or sticky door locks and latches; left exit door opens part way and binds on the asphalt. Significant cracks, trip hazards, holes, or deterioration: <ul style="list-style-type: none"> • Grounds • Kinder playground • Playground lower

Overall Facility Rate

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

Overall Rating	Exemplary
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Last updated: 1/8/2019

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 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)	66.0%	63.0%	56.0%	57.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	57.0%	56.0%	41.0%	42.0%	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: 1/7/2019

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

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	275	266	96.73%	63.16%
Male	153	145	94.77%	57.24%
Female	122	121	99.18%	70.25%
Black or African American	26	26	100.00%	65.38%
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	21	20	95.24%	85.00%
Hispanic or Latino	53	52	98.11%	48.08%
Native Hawaiian or Pacific Islander	--	--	--	
White	129	124	96.12%	67.74%
Two or More Races	33	31	93.94%	67.74%
Socioeconomically Disadvantaged	71	69	97.18%	62.32%
English Learners	--	--	--	
Students with Disabilities	29	28	96.55%	17.86%
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: 1/7/2019

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

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	276	267	96.74%	55.81%
Male	154	146	94.81%	50.68%
Female	122	121	99.18%	61.98%
Black or African American	26	26	100.00%	46.15%
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	21	20	95.24%	70.00%
Hispanic or Latino	54	53	98.15%	47.17%
Native Hawaiian or Pacific Islander	--	--	--	
White	129	124	96.12%	58.87%
Two or More Races	33	31	93.94%	64.52%
Socioeconomically Disadvantaged	71	69	97.18%	49.28%
English Learners	--	--	--	
Students with Disabilities	29	28	96.55%	17.86%
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: 1/7/2019

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

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Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
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: 1/7/2019

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 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	9.5%	33.3%	33.3%

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: 1/7/2019

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)

Parents play an important role at Travis Elementary School through active participation and involvement in the School Site Council, PTO, and as volunteers in classrooms and at school activities. Over the past few years, Travis Elementary School has hosted Math, PE, and Science Nights as well as school-wide reading nights. Travis Elementary School benefits from partnerships with local businesses and services including David Grant Medical Center, Travis AFB Squadrons, Daily Republic newspaper, and The Reporter.

Contact Information

Parents who wish to participate in Travis Elementary School's leadership teams, school committees, school activities, or become a volunteer, may contact the school at (707) 437-2070.

State Priority: Pupil Engagement

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

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

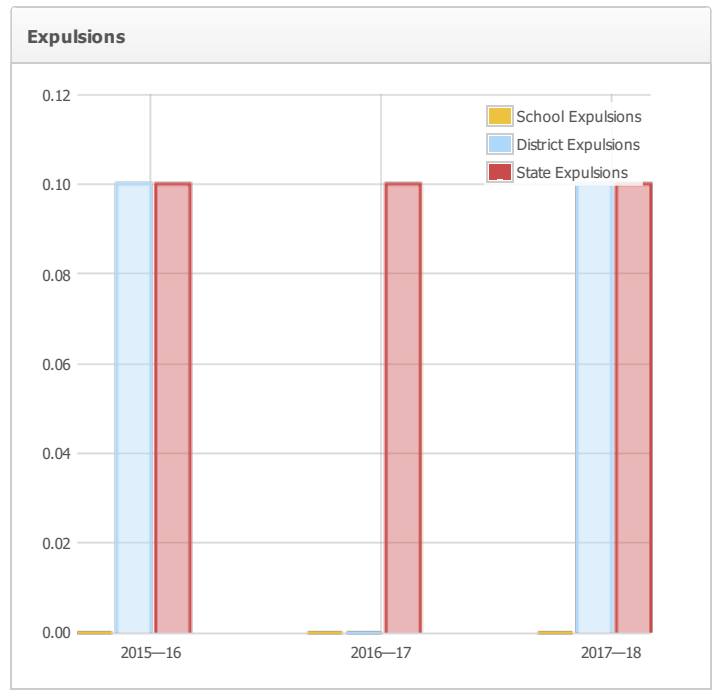
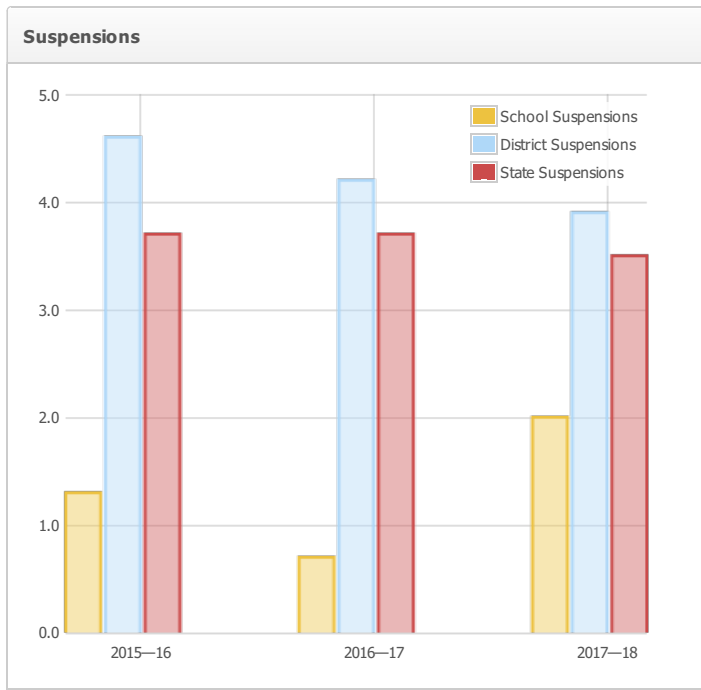
State Priority: School Climate

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	1.3%	0.7%	2.0%	4.6%	4.2%	3.9%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.1%	0.0%	0.1%	0.1%	0.1%	0.1%



Last updated: 1/7/2019

School Safety Plan (School Year 2018—19)

The safety of students and staff is a primary concern of Travis Elementary School. The School Site Safety plan is evaluated and revised annually by Travis staff members and School Site Council. Key elements of the Safety Plan are the school’s physical and social/emotional environments, as well as the Emergency Response Team. Included within the School Site Safety Plan is a disaster preparedness plan which lays out steps that are to be taken to ensure student and staff safety during a disaster. In 2008-09 all classrooms were supplied with a Safety Kit, in case of a disaster. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire and disaster drills are conducted on a monthly basis throughout the school year. Travis Elementary coordinates with the TAFB Fire Department, Security police, and Mission Support Group in regards to student safety and disaster preparedness. Students are supervised throughout the day by teachers and noon duty supervisors. All visitors to the school must sign in at the school office and receive a visitor’s badge.

Last updated: 1/7/2019

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

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

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	25.0		4	
1	24.0		3	
2	23.0		3	
3	23.0		3	
4	30.0		2	
5	29.0		2	
6	23.0		2	
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	17.0	4	2	
1	27.0		3	
2	26.0		3	
3	23.0		3	
4	33.0		1	1
5	30.0		2	
6	33.0			2
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	17.0	3	3	
1	23.0		3	
2	23.0		3	
3	25.0		3	
4	33.0		1	1
5	34.0			2
6	31.0		2	
Other**	8.0	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: 1/7/2019

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

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	3.0	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: 1/10/2019

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8570.0	\$2070.0	\$6500.0	\$72773.0
District	N/A	N/A	\$6798.0	\$70311.0
Percent Difference – School Site and District	N/A	N/A	-4.0%	3.0%
State	N/A	N/A	\$6574.0	\$76522.0
Percent Difference – School Site and State	N/A	N/A	-9.0%	-5.0%

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

Last updated: 1/8/2019

Types of Services Funded (Fiscal Year 2017—18)

Travis Unified receives Local Control Funding Formula (LCFF) funding from the state. Part of this funding is Supplemental Grant Funding (SGF) which is used to meet the needs of low income students, English learners, foster youth, and homeless children. In addition, we receive Title I funding, which is used at the middle school to provide targeted instruction for struggling students. Title I funding is also used for professional development. We receive Title II funding for professional development, and Title III funding to support English learners. We also receive some funding for Special Education.

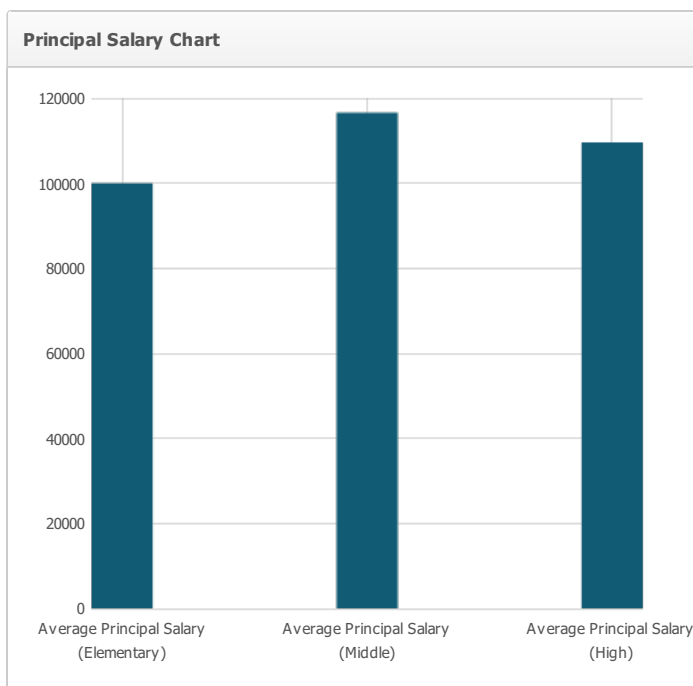
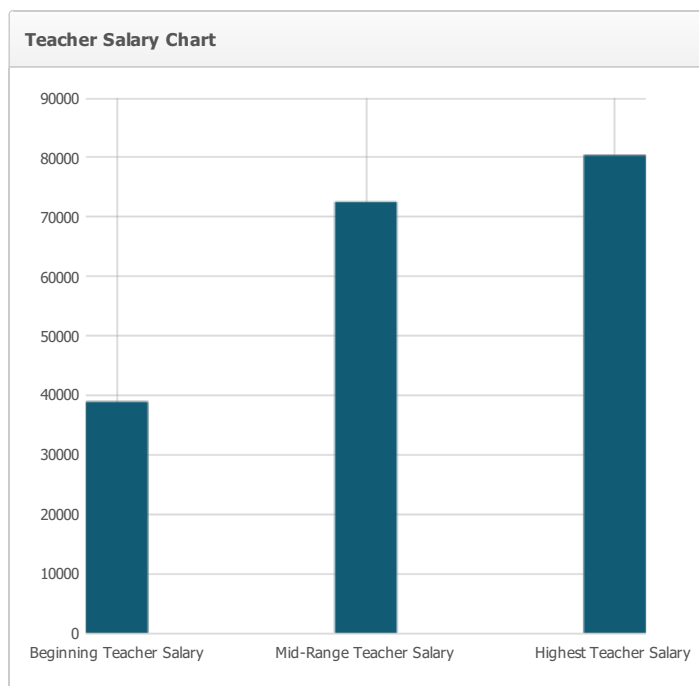
With LCFF, districts are required to develop, adopt, and annually update a three year Local Control and Accountability Plan (LCAP). The LCAP and budget must demonstrate how the district is using funds to address the eight state priority areas and improve outcomes for all students as well as specific student subgroups. The eight state priority areas are student achievement, implementation of state standards, student engagement (attendance and dropout rates), school climate, parent involvement, basic services, course access, and other locally determined student outcomes.

Last updated: 1/8/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,940	\$47,547
Mid-Range Teacher Salary	\$72,551	\$74,775
Highest Teacher Salary	\$80,424	\$93,651
Average Principal Salary (Elementary)	\$99,969	\$116,377
Average Principal Salary (Middle)	\$116,584	\$122,978
Average Principal Salary (High)	\$109,582	\$135,565
Superintendent Salary	\$185,170	\$222,853
Percent of Budget for Teacher Salaries	37.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	6.0%

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



Last updated: 1/7/2019

Professional Development

Staff members have a variety of opportunities for professional development. We have a full day of professional development in October, plus a variety of workshops throughout the year. Teachers received training in technology (including website development and ADA Accessibility training), English Language Arts / Math strategies, Multi-Tiered

Systems of Support, and Special Education processes. Teachers worked in PLCs (teacher work teams) and curriculum development groups to develop pacing guides, align curriculum to standards, and to develop assessments. Additionally, elementary administrators and teachers attended "No Excuses University" training.

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