

Rock Creek Elementary School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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

DataQuest

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

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Rock Creek Elementary School
Street	3050 Bell Road
City, State, Zip	Auburn CA, 95603
Phone Number	(530) 885-5189
Principal	Suzanne Flint
E-mail Address	sflint@auburn.k12.ca.us
Web Site	
CDS Code	31-66787-6031058

District Contact Information	
District Name	Auburn Union Elementary School District
Phone Number	(530) 885-7242
Superintendent	Wendy Frederickson
E-mail Address	wfrederickson@auburn.k12.ca.us
Web Site	www.auburn.k12.ca.us

School Description and Mission Statement (School Year 2016-17)

MISSION STATEMENT

Each child in the Auburn Union School District will think analytically, solve problems, work cooperatively, explore creatively, and master common core standards. No matter their ability and background, students will be challenged and engaged, and obtain college and career readiness skills for a globally connected society.

VISION STATEMENT

We stand together to place each child at the heart of every decision.

SCHOOL DESCRIPTION

Rock Creek Elementary School, in North Auburn, has approximately 320 preschool through Fifth Grade students. Over 95% of the students qualify for free/reduced lunch, and approximately 70% of the students are English Learners. Our school's goals include continuous progress toward challenging academic goals, an emotionally and physically safe and culturally responsive environment, opportunities for students to focus on STEAM (Science, Technology, Engineering, the Arts, and Math) activities, and a quality, standards-based curriculum. Student progress is measured through Educational Software for Guiding Instruction (ESGI) for Transitional Kindergarten and Kindergarten students, Measures of Aligned Progress (MAP) assessments for First through Fifth Grade students, California Assessment of Student Progress and Performance (CAASPP) for Third through Fifth Grade students, and the California English Language Development Test (CELDT) for all Transitional Kindergarten through Fifth Grade English Learners. Our Schoolwide Title 1 funding supports students with a focus on Reading and Writing skills, and every student benefits from a schoolwide focus on the acquisition of Academic English Language fluency.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	73
Grade 1	45
Grade 2	47
Grade 3	46
Grade 4	44
Grade 5	44
Total Enrollment	299

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.7
Asian	1.7
Filipino	1.3
Hispanic or Latino	74.9
Native Hawaiian or Pacific Islander	0.3
White	18.7
Two or More Races	1.7
Socioeconomically Disadvantaged	91.6
English Learners	60.5
Students with Disabilities	13.4
Foster Youth	1.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	17	17	17	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	92.3	7.7
All Schools in District	98.3	1.8
High-Poverty Schools in District	98.3	1.8
Low-Poverty Schools in District	0.0	0.0

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: 09/2016

Auburn Union Elementary School District held a Public Hearing on September 14, 2016, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Language Learners (ELL), are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information (as of December 2016) about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	MacMillan/McGraw Hill (Treasures) Adopted 2011	Yes	0.0%
Mathematics	Houghton Mifflin Harcourt (Go Math!) Adopted 2013	Yes	0.0%
Science	Houghton Mifflin Adopted 2008	Yes	0.0%
History-Social Science	MacMillan/McGraw Hill (Treasures) Adopted 2011	Yes	0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Rock Creek Elementary School was originally constructed in 1965 and is currently comprised of 25 classrooms, a multipurpose room/cafeteria, library, a staff lounge, computer lab, and playground. There are also three county run classrooms on campus. At the time of publication, 100% of restrooms were in good working condition. Facility information is current as of December 2016.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 09/23/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X		Rooms 1-15, 24-25 (PCOE), 28-29, K1-K4, Computer Room, MPR, MPR Kitchen, Library, Main Office, Conference 1-2, Psychology-HVAC are 20 plus years old.

School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: 09/23/2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Interior: Interior Surfaces		X		Portable Room 28- Ceiling tiles, tackable surface on walls coming loose. Portable Room 28, Rooms 1,2,6-7, 9, 11, 13-15, Workroom ALC/Teachers Lounge, Computer Room, K3, K4, MPR, Library- Post UCP. Portable Girls and Boys Restrooms- Linoleum cove coming off, Linoleum sun damaged at entrance to bathroom. Workroom ALC/Teachers Lounge- Replace stained ceiling tiles. Room 16- Replace ceiling tiles with holes in them. K1, K2- Replace laminate in front of sink. Library- Replace missing ceiling tiles; Remove unstable items off of top of higher shelves; Office- Burglar Alarm box open. Conference 1, Psychology- Ceiling tiles stained.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Rooms 1,3- Remove materials on top of upper cabinets (fall hazard). Room 3- Replace burned out light bulbs. Room 6- Boxes stacked too high (unstable). Room 10- Remove Ferris Wheel off of upper cabinet; clear window sill of objects so curtains can be closed. Life Lab- Remove debris, glass containers, Rough Wooden Surface with exposed nails. Title 1 Room- Boxes on top shelf can fall.
Electrical: Electrical		X		Closet- Light disconnected from electrical power doesn't work (either fix light or remove/replace light fixture with a plate). Room 4- Exposed electrical cord from sink plug bar to microwave. Portable Staff Restroom- Fan missing cover, missing outlet cover. Room 8- Electrical outlet by sink with extension cord. Closet- Remove/replace inoperable light fixture with a plate. Library- Remove electrical cord strung across ceiling.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Janitor Closet- Water faucet leaks from handles when taps are opened. Room 24 (PCOE)- Faucet need diffuser.
Safety: Fire Safety, Hazardous Materials	X			Life Lab- lock up tools not being used with direct supervision (Sharp surfaces and garden tools were within reach of children).
Structural: Structural Damage, Roofs	X			Portable Room 28-Exterior dry rot/exposed nail heads. Portable Girls Restroom-Trex board on ramp siding fell off. K1-K4, Common Room- Dry Rot in eaves. Library- Sink has no water, interior water intrusion.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Covered Lunch Area- Repair exterior damage, paint. Education Street Playground- Tube braces on tunnel need to be repaired. Library Playground- Trip hazard at point where gravel meets asphalt, flat climbing panels cracked and present possible choking hazard. Life lab- Rough wooden surfaces with exposed nails. Portable Girls and Staff Restroom- Window needs screen.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 09/23/2016				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	27	18	38	39	44	48
Mathematics	19	17	34	34	34	36

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	45	44	97.8	11.6
	4	48	46	95.8	19.6
	5	50	46	92.0	21.7
Male	3	21	20	95.2	5.0
	4	22	20	90.9	25.0
	5	19	19	100.0	21.1
Female	3	24	24	100.0	17.4
	4	26	26	100.0	15.4
	5	31	27	87.1	22.2
Black or African American	4	--	--	--	--
	5	--	--	--	--
American Indian or Alaska Native	4	--	--	--	--
Asian	4	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	--	--	--	--
Filipino	4	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	3	37	36	97.3	8.6
	4	29	28	96.5	10.7
	5	37	36	97.3	22.2
Native Hawaiian or Pacific Islander	3	--	--	--	--
White	3	--	--	--	--
	4	12	11	91.7	45.5
	5	--	--	--	--
Two or More Races	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	44	43	97.7	11.9
	4	43	41	95.3	19.5
	5	46	43	93.5	20.9
English Learners	3	24	23	95.8	4.5
	4	11	10	90.9	
	5	19	17	89.5	5.9
Students with Disabilities	3	11	10	90.9	11.1
	4	--	--	--	--
	5	11	9	81.8	
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	45	44	97.8	13.6
	4	48	46	95.8	21.7
	5	50	46	92.0	15.2
Male	3	21	20	95.2	10.0
	4	22	20	90.9	20.0
	5	19	19	100.0	15.8
Female	3	24	24	100.0	16.7
	4	26	26	100.0	23.1
	5	31	27	87.1	14.8
Black or African American	4	--	--	--	--
	5	--	--	--	--
American Indian or Alaska Native	4	--	--	--	--
Asian	4	--	--	--	--
	5	--	--	--	--
Filipino	4	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	3	37	36	97.3	13.9
	4	29	28	96.5	21.4
	5	37	36	97.3	16.7
Native Hawaiian or Pacific Islander	3	--	--	--	--
White	3	--	--	--	--
	4	12	11	91.7	27.3
	5	--	--	--	--
Two or More Races	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	44	43	97.7	13.9
	4	43	41	95.3	19.5
	5	46	43	93.5	13.9
English Learners	3	24	23	95.8	8.7
	4	11	10	90.9	
	5	19	17	89.5	5.9
Students with Disabilities	3	11	10	90.9	
	4	--	--	--	--
	5	11	9	81.8	

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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 Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	76	69	43	70	62	55	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	50	46	92.0	43.5
Male	19	19	100.0	52.6
Female	31	27	87.1	37.0
Hispanic or Latino	37	36	97.3	44.4
Socioeconomically Disadvantaged	46	43	93.5	39.5
English Learners	19	17	89.5	5.9
Students with Disabilities	11	9	81.8	11.1

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	8.3	10.4	8.3

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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

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

Opportunities for Parental Involvement (School Year 2016-17)

Parents play an integral role in their child's education through their hard work as volunteers in the classrooms and on field trips, and through participation in our Parent Teacher Club, School Site Council, English Learners' Advisory Committee, Reading Programs and School Garden. A rich variety of annual special programs are also offered to students and their families.

Kids First, a local family resource center, is located nearby the school and offers parenting classes, counseling, medical and dental information, and job skills. English as a Second Language classes are available to parents and other adults in the community through a daytime class organized and facilitated by community volunteers, and through an evening class facilitated by Placer School for Adults. Parenting classes, offered in both English and Spanish, are available on and off campus during the school year. Our Community Liaison is available to help parents navigate through the educational, medical, dental, counseling, and legal resources available to them, both on and off-campus.

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Rock Creek Elementary School at (530) 885-5189.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	1.6	1.6	4.3	3.3	4.4	6.2	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.2	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

The safety of students and staff is a primary concern of Rock Creek Elementary School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated in the Spring 2016 by the School Site Council. All revisions were communicated to both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, Earthquake, Shelter in Place, and Lockdown drills are conducted on a regular basis throughout the school year. The entire campus is surrounded by fencing, and all gates are locked to outsiders throughout the school day. Signs posted in English and Spanish remind all visitors of the requirement to sign in at the main office and obtain a visitor pass prior to entering campus, a policy closely monitored by staff. Personnel are posted on the playground to supervise students during all recess breaks. Additional personnel monitor the entrances and exits before and after school, and the car and bus loading and unloading zones. A crossing guard assists students and families that cross Education Street before and after school.

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	21	1	2		22	1	2					
1	24		2		24		2					
2	21	1	1		23		2					
3	16	1	2		21	1	1					
4	21	1	1		21	1	1					
5	16	2	1		21	1	1					

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

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	.5	N/A
Resource Specialist	1	N/A
Other		N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7,784	\$2,232	\$5,552	\$55,773
District	N/A	N/A	\$6,990	\$60,812
Percent Difference: School Site and District	N/A	N/A	-20.6	-5.9%
State	N/A	N/A	\$5,677	\$71,610
Percent Difference: School Site and State	N/A	N/A	3.8%	-19.3%

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

Types of Services Funded (Fiscal Year 2015-16)

In addition to general state funding, Auburn Union Elementary School District receives state and federal funding for the following categorical funds and other support programs:

- No Child Left Behind/Title I, part A
- Limited English Proficient Programs
- California Lottery
- Economic Impact Aid (EIA)
- Peer Assistance and Review (PAR)
- Student Transportation
- State Block Grants
- Instructional Materials

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,424	\$44,507
Mid-Range Teacher Salary	\$61,333	\$68,910
Highest Teacher Salary	\$76,054	\$88,330
Average Principal Salary (Elementary)	\$86,427	\$111,481
Average Principal Salary (Middle)	\$95,102	\$115,435
Average Principal Salary (High)		\$113,414
Superintendent Salary	\$136,000	\$169,821
Percent of Budget for Teacher Salaries	34%	39%
Percent of Budget for Administrative Salaries	6%	6%

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

Professional Development (Most Recent Three Years)

Opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. The district offers three staff development “buy-back” days annually (August, October/November, and January), during which certificated staff members are offered professional growth opportunities in curriculum, teaching strategies, and methodologies. Our areas of focus during the 2016-17 school year are on the integration of English Language Development standards throughout every curricular area, and on the implementation of the Next-Generation Science Standards (NGSS). Areas of learning during structured Professional Development days are revisited and emphasized during staff meetings, Professional Learning Community (PLC) meetings, and District Grade-Level meetings.