

Sebastopol Independent Charter

School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



Chris Topham, Executive Director

Principal, Sebastopol Independent Charter

About Our School

Chris Topham, Executive Director

Principal's Comment

Chris Topham, Executive Director

Contact

*Sebastopol Independent Charter
1111 Gravenstein Hwy N
Sebastopol, CA 95472*

Phone: 707-824-9700

Email: ctopham@sebastopokcharter.org

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Sebastopol Union Elementary
Phone Number	(707) 829-4570
Superintendent	Linda Irving
Email Address	lirving@sebusd.org
Website	www.sebastopolschools.org

School Contact Information (School Year 2019—20)	
School Name	Sebastopol Independent Charter
Street	1111 Gravenstein Hwy N
City, State, Zip	Sebastopol, Ca, 95472
Phone Number	707-824-9700
Principal	Chris Topham, Executive Director
Email Address	ctopham@sebastopolcharter.org
Website	www.sebastopolcharter.org
County-District-School (CDS) Code	49709386113039

Last updated: 1/28/2020

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

The Sebastopol Independent Charter School is a charter school that also is its own LEA with a charter granted by the Sebastopol Union School District. In 2019-20, our enrollment is 296 students in grades kindergarten through eight. Our K-8 class teaching staff consists of 13 credentialed teachers; all of our class teachers and most others are also certified Waldorf Teachers. The Sebastopol Independent Charter School has a Special Education program to assist qualifying students in meeting their academic needs.

Established in 1995, Sebastopol Charter is a K-8 public charter school guided by the core principles of Public Waldorf Education.

This kind of education allows for the development of a strong and healthy imagination. Prospective parents need to be committed to eliminating television viewing, internet access, and video games for their children in younger grades and to limiting those activities in the middle grades.

The mission of the school is to provide an education that nurtures the development of the whole child, to teach and encourage each child to become a life-long learner, and to become a benefit to the community and society.

Class teachers move with their classes through the grades beginning in first grade. This commitment on the part of the teachers allows for a strong bond to develop between the children, their parents, and the teacher. The curriculum addresses the developmental needs of children. In so doing, it fosters wholeness while holding high academic standards. Throughout the grades, we bring a living education, integrating storytelling, music, movement, crafts, and the arts into the academic day.

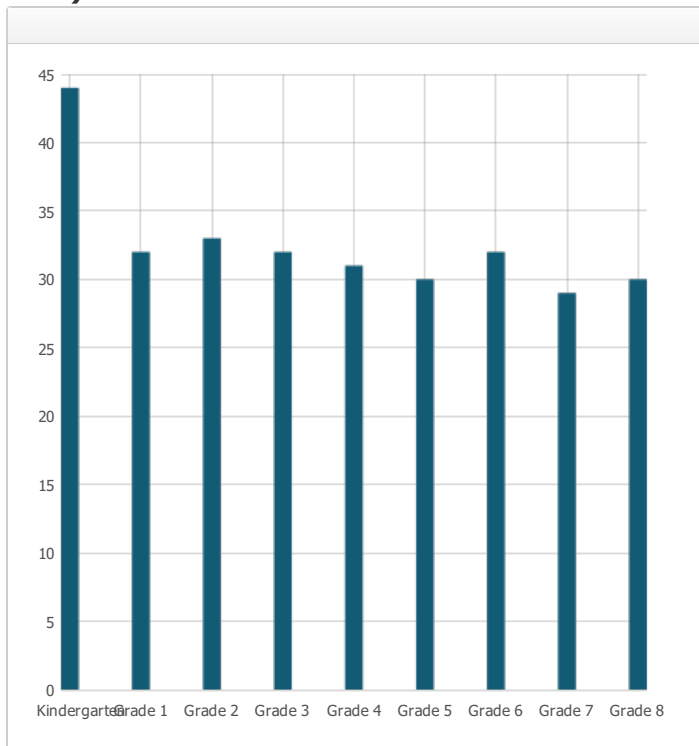
Our goal is to foster respect and love for self, for others, and for nature. We strive to encourage life-long learning so we may all reach toward our highest potential.

Sebastopol Charter School is located at 1111 Gravenstein Hwy North, on a 20 acre parcel of land in Sebastopol. We are happy to have arrived at our new home for the 2018-19 school year and look forward to future years ahead.

Last updated: 1/28/2020

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

Grade Level	Number of Students
Kindergarten	44
Grade 1	32
Grade 2	33
Grade 3	32
Grade 4	31
Grade 5	30
Grade 6	32
Grade 7	29
Grade 8	30
Total Enrollment	293



Last updated: 1/22/2020

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

Student Group	Percent of Total Enrollment
Black or African American	%
American Indian or Alaska Native	%
Asian	1.00 %
Filipino	0.30 %
Hispanic or Latino	11.60 %
Native Hawaiian or Pacific Islander	%
White	75.80 %
Two or More Races	11.30 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	32.10 %
English Learners	%
Students with Disabilities	9.20 %
Foster Youth	%
Homeless	%

A. Conditions of Learning

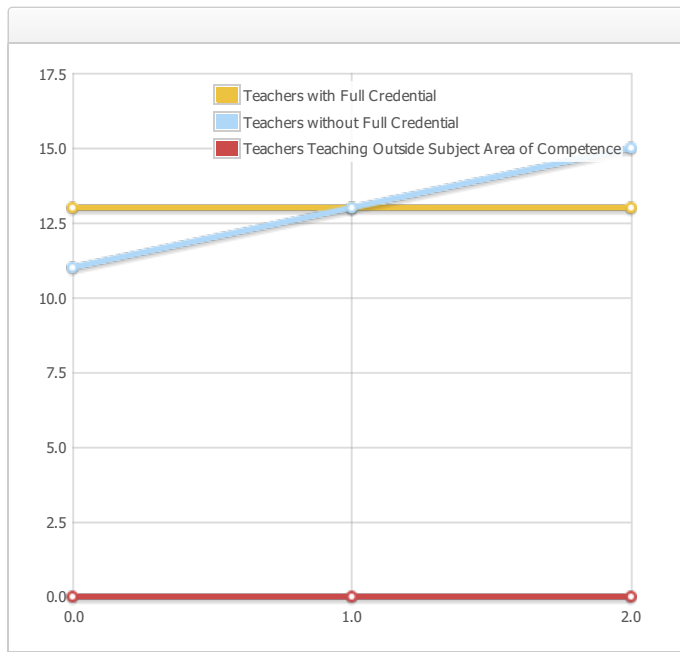
State Priority: Basic

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

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

Teacher Credentials

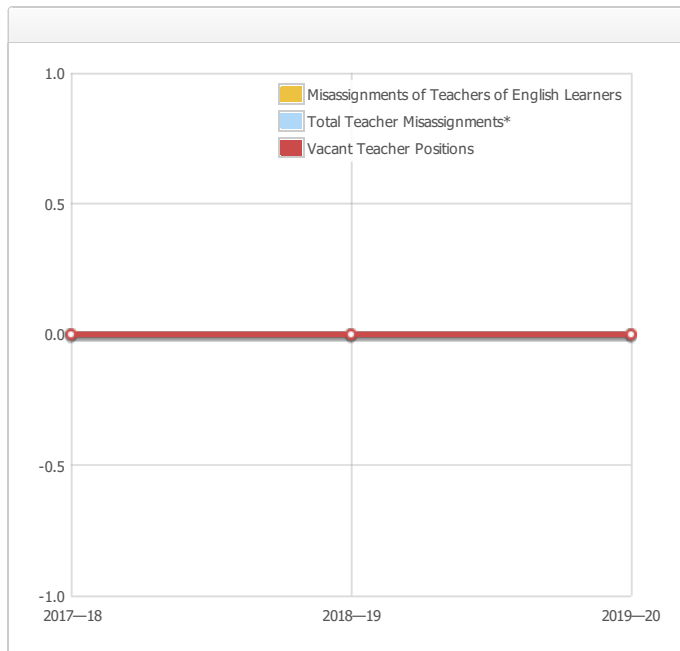
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	13	13	13	
Without Full Credential	11	13	15	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/22/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



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

Last updated: 1/22/2020

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

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Sebastopol Charter uses the Roadmap to Literacy program for grades 1-5. Sebastopol Charter also uses a centers based model for instruction in small groups for skill building, weaving these mini-lessons into the broader interdisciplinary themes of each unit of study.	Yes	0.00 %
Mathematics	Sebastopol Charter uses the Eureka math program for grades 1-5. For grades 6-8 Sebastopol Charter uses Open Up Resources .	Yes	0.00 %
Science	Sebastopol Charter's instructional methodology is thematic interdisciplinary studies. As such our units of science and history are integrated from several source materials and designed by teachers specifically for each class. Textbooks are not used, though primary source materials are used in the classroom including scientific and historical articles, non-fiction texts, and specific reference guides.		0.00 %
History-Social Science	Sebastopol Charter's instructional methodology is thematic interdisciplinary studies. As such our units of science and history are integrated from several source materials and designed by teachers specifically for each class. Textbooks are not used, though primary source materials are used in the classroom including scientific and historical articles, non-fiction texts, and specific reference guides.		0.00 %
Foreign Language			0.00 %
Health	Textbooks are not used, though materials from Advocates for Youth, Freedom from Chemical Dependency, Planned Parenthood, the Public Health Department, Cyberwise and restorative resources are used in the health program.		0.00 %
Visual and Performing Arts	All students at Sebastopol Charter are trained in drama, recorder and strings orchestra. Materials are primary source sheet music and primary source materials.		0.0 %
Science Lab Eqpmt (Grades 9-12)		N/A	0.0 %

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

Last updated: 1/31/2020

School Facility Conditions and Planned Improvements

Sebastopol Charter school is on a 20 acre campus outfitted with 14 classrooms, an assembly building, administration building, a utility building, and two restroom buildings. We have ample outdoor space which includes a track and field, permanent basketball court, a one mile walking trail on campus grounds, and dedicated play spaces for our varied age groups.

We make every effort to ensure our campus is safe, clean and functional. Many of our building are portables, ranging in age from 1990-2015, and were updated in 2018 before the opening of our new campus location. Our administration building was built in 1961 as a farmhouse and remodeled in 2018 to an office building. Our classrooms are outfitted with wi-fi, HVAC units, and sinks for cleaning and drinking water. We provide daily janitorial service for our restrooms and shared spaces on campus. The Operations Manager works closely with maintenance staff to ensure all repairs and general maintenance services are done in an efficient manner. We provide 30 minutes of supervision before and after-school, which includes a crossing guard and traffic guard for our parking lot.

Future plans include adding multiple play structures and creating a gardening area which will begin in 2020-21 school year.

Last updated: 1/31/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	We had all HVAC units inspected and approved in June 2018. Recently, two HVAC units needed AC repair and both were fixed in a timely manner.
Interior: Interior Surfaces	Fair	Ceiling tiles were affected from a roof leak in our Grade 1 and Grade 2 rooms. The roofs were fixed, but the ceiling tiles still need attention. These will be repaired/replaced by April 2020.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	There were a number of roof leaks during the winter of 2018-19, but these have all been repaired with no leakage since.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: December 2019

Overall Rating	Good
----------------	------

Last updated: 1/28/2020

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	72%	64%	54%	52%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	60%	56%	38%	37%	38.0%	39.0%

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

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/22/2020

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	184	182	98.91%		63.75%
Male	75	75	100.00%		51.47%
Female	109	107	98.17%		72.83%
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--		
Filipino					
Hispanic or Latino	23	22	95.65%		36.84%
Native Hawaiian or Pacific Islander					
White	136	135	99.26%		67.50%
Two or More Races	22	22	100.00%		72.22%
Socioeconomically Disadvantaged	61	60	98.36%		61.54%
English Learners	--	--	--		
Students with Disabilities	27	27	100.00%		25.93%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/22/2020

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	184	182	98.91%	1.09%	56.04%
Male	75	75	100.00%	0.00%	54.67%
Female	109	107	98.17%	1.83%	57.01%
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino					
Hispanic or Latino	23	22	95.65%	4.35%	40.91%
Native Hawaiian or Pacific Islander					
White	136	135	99.26%	0.74%	60.00%
Two or More Races	22	22	100.00%	0.00%	50.00%
Socioeconomically Disadvantaged	61	60	98.36%	1.64%	46.67%
English Learners	--	--	--	--	
Students with Disabilities	27	27	100.00%	0.00%	29.63%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/22/2020

**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 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
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: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/22/2020

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	6.90%	27.60%	55.20%
7	3.40%	37.90%	51.70%

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

Last updated: 1/22/2020

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019—20)

Volunteer opportunities abound at the Sebastopol Independent Charter School. The School appreciates the dedicated hours of service from parent volunteers, which support virtually every aspect of the School and its facilities.

Each teacher works with at least one volunteer "class parent" who gives ongoing support towards the smooth functioning of the classroom. Class Parents coordinate classroom volunteers (such as helpers in handwork), make field trip arrangements, notify parents of important news and class meetings, organize the class phone tree, assist in the parent evenings, help the teacher move and set up the classroom each year, etc. Parents volunteer in their child's classroom as requested by the teacher, assisting with school projects, helping with light repairs and classroom set up, maintaining the grounds, etc. In particular, each class puts on a class play which requires a great deal of parent involvement.

At times the administrative staff will also request parent help, posting current needs in our weekly and monthly parent communication, The Charter Notes.

The school's board of directors is an all-volunteer body. In addition, parent volunteers serve on several advisory committees. Some specific examples of school activities involving parents include:

Kindergarten – Halloween Celebration planned by the teacher with parent helpers; Winter Garden/Spiral celebration; grandparent's tea.

1st grade – Class swimming lessons in May given by the Sebastopol Rotary Club.

2nd grade – Winter Garden/Spiral celebration

3rd grade – Farm and Practical Arts trips planned by the teacher with parent help.

4th grade – Fort Ross Field Trip chaperoned by a dozen or so parents.

5th grade – Greek Games Pentathlon; nearly a dozen Waldorf schools (charter and private) participate in a stylized, cooperative competition.

6th grade – Medieval Games; over a dozen Waldorf schools (charter and private) participate in a rollicking, cooperative competition.

7th grade – School team sports begin often with parent volunteer coaches. Gr7/8 T rack Meet. Winter and spring music concerts. Food preparation and set-up for 8th grade graduation.

8th grade – An extensive 8th grade trip planned by the teacher with parent help, as well as a full-length play production, and events surrounding graduation. Winter and spring music concerts.

State Priority: Pupil Engagement

Last updated: 1/22/2020

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

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

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	1.30%	1.00%	2.00%	2.20%	1.30%	3.50%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 1/22/2020

School Safety Plan (School Year 2019—20)

The school safety and Emergency Operation Plan is SEMS/NEMS compliant. The plan includes emergency procedures in the event of a bomb threat, chemical accident, civil disobedience, emergency communication strategy, crisis intervention, earthquake, emergency operations, explosion, fire, first aid procedures, flood, irrational behavior, loss of utilities, personal emergencies, rabid animals or other animal problems, search and rescue, student release, pandemic flu, war and a detailed outline of personal preparedness suggestions. This information is reviewed with staff on a bi-annual basis. Staff are required to maintain child/adult CPR and First Aid certification and conduct fire and earthquake drills on a regular basis. Several staff members are emergency trained through the Redwood Empire School's Insurance Group (RESIG).

Last updated: 1/22/2020

D. Other SARC Information

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

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

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	23.00		2	
1	32.00		1	
2	32.00		1	
3	30.00		1	
4	32.00		1	
5	30.00		1	
6	30.00		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	23.00		2	
1	32.00		1	
2	32.00		1	
3	32.00		1	
4	30.00		1	
5	32.00		1	
6	30.00		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 (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.00		2	
1	32.00		1	
2	33.00			1
3	32.00		1	
4	31.00		1	
5	30.00		1	
6	32.00		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.

Last updated: 1/28/2020

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

Sebastopol Charter offers specialized Mathematics instruction in Grades 7 and 8 (expanded to Grade 6 in 2016-17). All other subjects are integrated into the regular curriculum and taught by the main class teacher.

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	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 * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English				
Mathematics	30.00		2	
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 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English				
Mathematics	30.00		2	
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: 1/22/2020

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

Title	Ratio**
Counselors*	1.00

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

**Average Number of Pupils per Counselor

Last updated: 1/22/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.20
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.05
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	0.40
Other	

*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: 1/22/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9536.76	\$1156.89	\$8379.87	\$59657.84
District	N/A	N/A	--	\$70345.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7506.64	\$64941.00
Percent Difference – School Site and State	N/A	N/A	--	--

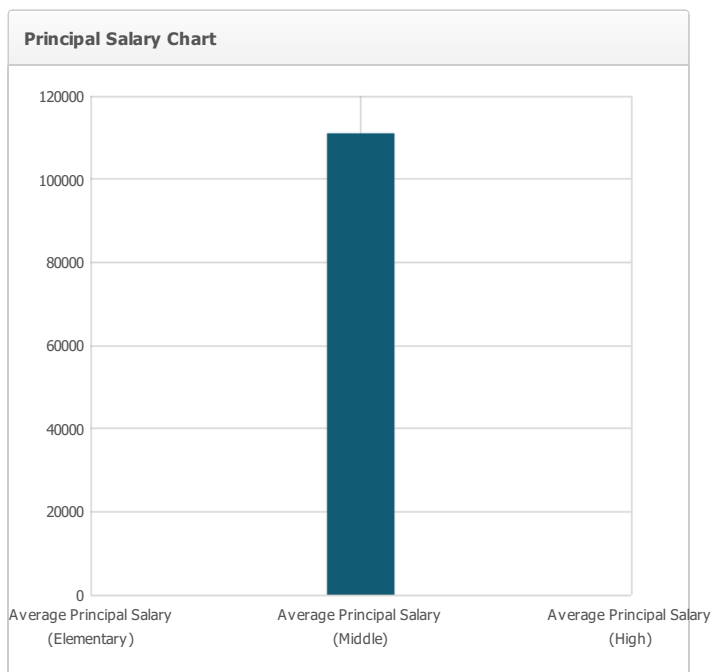
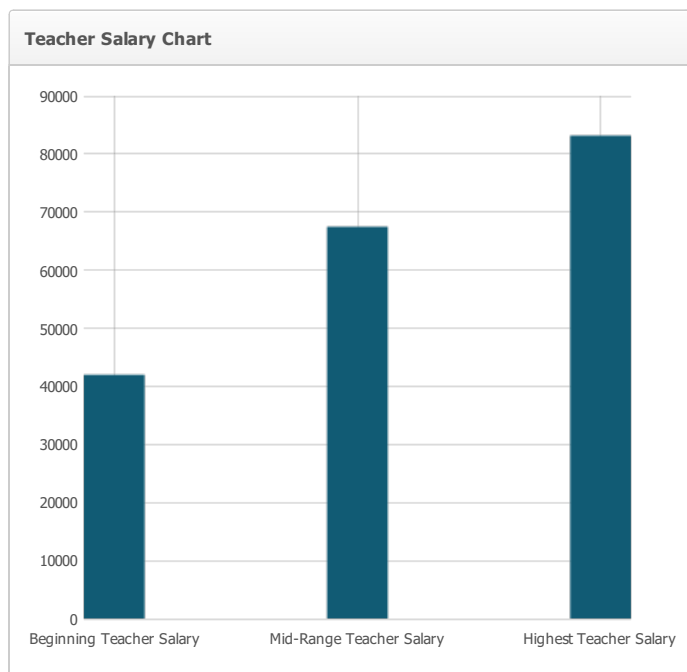
Note: Cells with N/A values do not require data.

Last updated: 1/28/2020

Teacher and Administrative Salaries (Fiscal Year 2017–18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,995	\$45,252
Mid-Range Teacher Salary	\$67,490	\$65,210
Highest Teacher Salary	\$83,181	\$84,472
Average Principal Salary (Elementary)	\$	\$107,614
Average Principal Salary (Middle)	\$111,041	\$112,242
Average Principal Salary (High)	\$	--
Superintendent Salary	\$134,800	\$124,686
Percent of Budget for Teacher Salaries	31.00%	31.00%
Percent of Budget for Administrative Salaries	5.00%	7.00%

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



Last updated: 1/22/2020

Professional Development

Measure	2017–18	2018–19	2019–20
Number of school days dedicated to Staff Development and Continuous Improvement	1.5	1	1.5