



Roosevelt Elementary

776 South Broadway Avenue • Stockton, CA 95205 • (209) 933-7275 • Grades K-8

Janice Roberts, Principal

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<https://www.stocktonusd.net/Roosevelt>

2018-19 School Accountability Report Card Published During the 2019-20 School Year

Roosevelt Elementary School

Mission Statement:

To provide a learning environment that promotes college and career readiness for all students while building relationships with the community.

Vision Statement:

Our vision is to create a high performing Pre-K through 8th grade school that promotes our students to become lifelong learners who contribute to their society.

School Description:

Roosevelt Elementary School is one of the oldest schools in the city of Stockton. The school was constructed in 1921 and opened for its students in the fall of 1923. Roosevelt has continued with its diverse population of English language learners, migrant families, students with special needs, and long time established community.

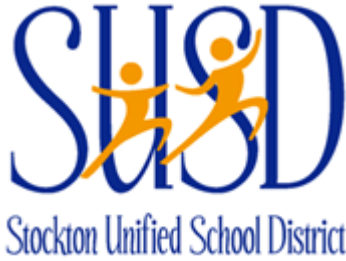
Roosevelt is proud of its diverse population with approximately 463 students which includes 8% African American, 1% American Indian, 4% Asian, 79% Hispanic, and 5.3% White students. In 17/18 school year, we Reclassified Fluent English Proficient 15%.

The culture of Roosevelt Elementary is clearly established as a professional learning community (PLC). Our staff assists students in making responsible choices to maximize the possibilities for their futures. We are solution-oriented to the struggles that some students must overcome. We maintain high expectations for student performance. Students are encouraged to be creative, insightful, remain on task and put their best work effort forward.

School personnel act as advocates for the students. Students in need of additional support are identified through data analysis. Needs are addressed through Response to Intervention (RTI), a tiered structure of support. Support may include strategic planning, after-school tutorials, Student Assistance Program (SAP), Student Success Team (SST), counseling, partnerships with outside agencies, and special education. Roosevelt staff is working to bring English language learners to full functioning fluency and literacy, necessary for career and continuing educational opportunities. The staff guides students as they gain confidence and skills through self-actualization; encouraging students toward ever-increasing goals, and respecting the promise of who they are.

As principal of Roosevelt Elementary School, I believe that all kids can learn regardless of zip code or label, every single student who walks into a school is capable of learning. We must be cognizant of the fact that each child is unique and as such he or she learns differently. For this fact alone, we must be open to differentiated and personalized pedagogical strategies. All kids have greatness hidden inside them. It is the job of an educator to help them find and unleash it.

Janice Roberts, PRINCIPAL



Stockton Unified School District

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Stockton, CA 95202
(209) 933-7000
www.stocktonusd.net

District Governing Board

Cecilia Mendez

Board Clerk, Area 1

AngelAnn Flores

Area 2

Kathleen Garcia

Board Vice President, Area 3

Lange Luntao

Board President, Area 4

Maria Mendez

Area 5

Scot McBrian

Area 6

Candelaria Vargas

Area 7

District Administration

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Superintendent

Nik Howard

**Interim Assistant Superintendent
of Human Resources**

MaryJo Cowan

**Assistant Superintendent of
Educational Support Services**

Sonjhia Lowery

**Assistant Superintendent of
Educational Services**

About the SARC

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/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 42 |
| Grade 1 | 49 |
| Grade 2 | 45 |
| Grade 3 | 49 |
| Grade 4 | 46 |
| Grade 5 | 67 |
| Grade 6 | 38 |
| Grade 7 | 64 |
| Grade 8 | 85 |
| Total Enrollment | 485 |

2018-19 Student Enrollment by Group

| Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 8.5 |
| American Indian or Alaska Native | 1 |
| Asian | 3.7 |
| Filipino | 0.2 |
| Hispanic or Latino | 80 |
| Native Hawaiian or Pacific Islander | 0.6 |
| White | 4.5 |
| Two or More Races | 1.2 |
| Socioeconomically Disadvantaged | 89.1 |
| English Learners | 40.4 |
| Students with Disabilities | 10.5 |
| Foster Youth | 0.2 |
| Homeless | 5.2 |

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 for Roosevelt Elementary | 17-18 | 18-19 | 19-20 |
|--|-------|-------|-------|
| With Full Credential | 19 | 19 | 17 |
| Without Full Credential | 3 | 4 | 5 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |

| Teacher Credentials for Stockton Unified | 17-18 | 18-19 | 19-20 |
|---|-------|-------|-------|
| With Full Credential | ◆ | ◆ | 1475 |
| Without Full Credential | ◆ | ◆ | 309 |
| Teaching Outside Subject Area of Competence | ◆ | ◆ | 15 |

Teacher Misassignments and Vacant Teacher Positions at Roosevelt Elementary

| Indicator | 17-18 | 18-19 | 19-20 |
|-------------------------------|-------|-------|-------|
| Teachers of English Learners | 0 | 1 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 1 |

* 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.

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

The main fact about textbooks that the Williams legislation calls for described whether schools have books in core classes for all students. The law also asks districts to reveal whether those books are what the California content standards calls for. This information is far more meaningful when along with the more detailed description of textbooks contained in our School Accountability Report Card (SARC). Here you'll find the names of the textbooks used in our core classes and their dates of publication.

Textbooks and Instructional Materials

Year and month in which data were collected: October 2019

| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
|------------------------|--|
| Reading/Language Arts | K-6 ELA/ELD, Benchmark Advance 7-8 ELA/ELD, Pearson myPerspectives & ELD Companion The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Mathematics | K-8, Ready Mathematics, Adopted in 2019 Calculus, HM 2006 Statistics, McDougal 2008 K-8 Math, Algebra I & Geometry, Adopted in 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Science | FOSS (Full Option Science System) K-5 Science, Adopted in 2007 6-8 Science, CK-12 Earth, Life and Physical Science, Adopted in 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| History-Social Science | K-5 California Studies Weekly 6-8 California McGraw Hill Impact 6 - World History and Geography: Ancient Civilizations 7 - World History and Geography: Ancient Civilizations: Medieval and Early Modern Times 8 - United States History and Geography: Growth and Conflict Adopted 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Each school site has classrooms, a multipurpose room, a library and an administration building. The number of classrooms at each school site varies, depending on enrollment and available space. Several sites have portable class rooms to accommodate increased enrollment and to meet the guidelines for Class Size Reduction (CSR).

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.

Cleaning Process and Schedule

A scheduled maintenance program is administered by the district to ensure that all classrooms, restrooms, and facilities are well-maintained and in good repair. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Stockton Unified takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, we utilize the facility survey instrument developed by the State of California OPSC. The full report is available upon request.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 6/24/2019

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|--|---------------|--|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Fair | B-building East Girls R/R: ceiling holes-fill in & paint ceiling P-2: rip carpets seams-replace carpet, west wall data box -replace cover missing, ramp-paint |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| Electrical: Electrical | Good | P-2: rip carpets seams-replace carpet, west wall data box -replace cover missing, ramp-paint |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | C-building Boys R/R: loose facuets- all 3 needs tightening |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | Multipurpose Room: interior double doors and frames-paint |
| Overall Rating | Good | |

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 17-18 | School 18-19 | District 17-18 | District 18-19 | State 17-18 | State 18-19 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| ELA | 16 | 14 | 28 | 31 | 50 | 50 |
| Math | 12 | 8 | 21 | 21 | 38 | 39 |

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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 17-18 | School 18-19 | District 17-18 | District 18-19 | State 17-18 | State 18-19 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| Science | 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.

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

2018-19 Percent of Students Meeting Fitness Standards

| Grade Level | 4 of 6 | 5 of 6 | 6 of 6 |
|-------------|--------|--------|--------|
| 5 | 18.2 | 15.2 | 3.0 |
| 7 | 14.8 | 14.8 | 4.9 |

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.

Types of Services Funded

The following is a list of Federal and State funded programs that may be available to schools in the district:

- Title I, Part A, Improving Academic Achievement
- Title I Homeless
- Title I Migrant Education
- Title II, Part A, Supporting Effective Instruction
- Title III Limited English Proficient Students
- Title IV, Part A, Student Support and Academic Enrichment Grant
- Teacher Induction Program
- Extended Day Programs

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.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 352 | 345 | 98.01 | 14.49 |
| Male | 169 | 165 | 97.63 | 13.33 |
| Female | 183 | 180 | 98.36 | 15.56 |
| Black or African American | 28 | 28 | 100.00 | 3.57 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 14 | 14 | 100.00 | 28.57 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 282 | 275 | 97.52 | 14.55 |
| White | 18 | 18 | 100.00 | 11.11 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 316 | 311 | 98.42 | 15.11 |
| English Learners | 182 | 176 | 96.70 | 13.64 |
| Students with Disabilities | 50 | 50 | 100.00 | 0.00 |
| Students Receiving Migrant Education Services | 12 | 12 | 100.00 | 16.67 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | 22 | 22 | 100.00 | 0.00 |

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.

Professional Development provided for Teachers

| Measure | 2017-18 | 2018-19 | 2019-20 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 3 | 3 | 3 |

Stockton Unified School District is dedicated to providing high quality professional development. A minimum of 3 full days are provided from the district to all sites. Supplemental days are provided by the school sites as opportunities are available.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 352 | 350 | 99.43 | 8.00 |
| Male | 169 | 167 | 98.82 | 10.18 |
| Female | 183 | 183 | 100.00 | 6.01 |
| Black or African American | 28 | 28 | 100.00 | 0.00 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 14 | 14 | 100.00 | 14.29 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 282 | 280 | 99.29 | 8.93 |
| White | 18 | 18 | 100.00 | 0.00 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 316 | 315 | 99.68 | 8.57 |
| English Learners | 182 | 181 | 99.45 | 8.29 |
| Students with Disabilities | 50 | 50 | 100.00 | 2.00 |
| Students Receiving Migrant Education Services | 12 | 12 | 100.00 | 8.33 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | 22 | 22 | 100.00 | 0.00 |

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.

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)

Our school recognizes that parents and the community play an important role in the success and education of their students. Many schools have established partnerships with community businesses and organizations to increase parent participation. Each school offers several opportunities and programs to encourage parent involvement. Our contacts for parent involvement is Rosalia Razo, Parent Liaison. The following are a list of resources/activities provided for parent involvement:

- Academic Parent Teacher Conferences
- After School Programs
- Counseling services
- English Language Parent Advisory Committee (ELPAC)
- English Language Learner instruction and support (ELD)
- Individual Parent/Student/Teacher Meetings
- Parent Resource Center
- School Site Council (SSC)

Roosevelt School believes that the parents and guardians can support the learning environment of the school and their students by:

- Monitoring student attendance
- Monitoring completion of student homework
- Monitoring and regulating television viewing
- Participating in the decision making process in school organizations and committees
- Participating in Academic Parent Teacher Team meetings and Individual Parent/Student/Teacher meetings
- Planning and participating in activities at home that support classroom learning
- Volunteering in the classroom

Parents and community members who wish to become a part of the school community and participate should call the school's office and request one of the above mentioned contacts.

Our school office number is (209) 933-7275.

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.

School Safety Plan

Our school places a strong emphasis on ensuring the safety of all students and staff members. The school's custodial team ensures the school facilities are in compliance with all federal and state health and safety regulations. Each year a deep cleaning process occurs during a close of school, either during the summer or other extended breaks. In the event of a facility plant emergency, the principal notifies appropriate site and district personnel to resolve the emergency and safely secure or evacuate the students, based upon the site and district emergency preparedness plans. A site review with the district Internal Evaluation Instrument (IEI) occurs annually.

A comprehensive School Safety Plan, which was recently reviewed by the School Site Council, helps to provide a secure, peaceful and clean environment for the school community. The school's Disaster Preparedness Plan identifies procedures to follow during emergencies and natural disasters. Emergency drills are conducted on a regular scheduled basis.

Every effort is made to ensure students are monitored while on campus throughout the school day. Yard supervisors, campus security assistants, teachers, site administrators and other school staff provide supervision for students before and during school. The playground is safe for all students. All visitors must sign in at the office and receive proper authorization to be on campus, and must display their passes at all times.

| Suspensions and Expulsions for the School | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Suspensions Rate | 6.6 | 12.1 | 14.5 |
| Expulsions Rate | 0.0 | 0.3 | 0.0 |

| Suspensions and Expulsions for the District | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Suspensions Rate | 7.6 | 6.9 | 6.0 |
| Expulsions Rate | 0.0 | 0.1 | 0.1 |

| Suspensions and Expulsions for the State | 2016-17 | 2017-18 | 2018-19 |
|--|---------|---------|---------|
| Suspensions Rate | 3.6 | 3.5 | 3.5 |
| Expulsions Rate | 0.1 | 0.1 | 0.1 |

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.

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

| Title | Ratio |
|---------------------|-------|
| Academic Counselor* | 440.9 |

* 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.

Student Support Services Staff (School Year 2018-19)

| Title | Number of Full-Time Equivalent (FTE) |
|---|--------------------------------------|
| Counselor (Social/Behavioral or Career Development) | 1.1 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | .2 |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | .3 |
| Other | 2.0 |

* 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 Class Size and Class Size Distribution (Elementary)

| Grade Level | 2016-17 Average Class Size | 2016-17 # of Classes* | | | 2017-18 Average Class Size | 2017-18 # of Classes* | | | 2018-19 Average Class Size | 2018-19 # of Classes* | | |
|-------------|----------------------------|-----------------------|------------|----------|----------------------------|-----------------------|------------|----------|----------------------------|-----------------------|------------|----------|
| | | Size 1-20 | Size 21-32 | Size 33+ | | Size 1-20 | Size 21-32 | Size 33+ | | Size 1-20 | Size 21-32 | Size 33+ |
| K | 21 | 2 | 4 | | 20 | 2 | 4 | | 18 | 2 | 4 | |
| 1 | 22 | 1 | 2 | | 19 | 2 | 4 | | 20 | 2 | 4 | |
| 2 | 21 | 2 | 4 | | 20 | 2 | 4 | | 20 | 2 | 4 | |
| 3 | 23 | 2 | 4 | | 21 | 2 | 4 | | 20 | 2 | 4 | |
| 4 | 28 | 1 | | 2 | 24 | 2 | 4 | | 19 | 2 | 4 | |
| 5 | 22 | 2 | 4 | | 26 | 1 | | 2 | 25 | 2 | 4 | |
| 6 | 18 | 5 | 4 | | 19 | 5 | 4 | | 17 | 4 | | 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.

FY 2017-18 Teacher and Administrative Salaries

| Category | District Amount | State Average for Districts In Same Category |
|-------------------------------|-----------------|--|
| Beginning Teacher Salary | \$49,710 | \$48,612 |
| Mid-Range Teacher Salary | \$75,625 | \$74,676 |
| Highest Teacher Salary | \$95,270 | \$99,791 |
| Average Principal Salary (ES) | \$127,877 | \$125,830 |
| Average Principal Salary (MS) | \$0 | \$131,167 |
| Average Principal Salary (HS) | \$136,722 | \$144,822 |
| Superintendent Salary | \$285,461 | \$275,796 |

| Percent of District Budget | District Amount | State Average for Districts In Same Category |
|----------------------------|-----------------|--|
| Teacher Salaries | 29% | 34% |
| Administrative Salaries | 5% | 5% |

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

| Level | Total | Restricted | Unrestricted | Average Teacher Salary |
|-------------|---------|------------|--------------|------------------------|
| School Site | \$7,622 | \$1,530 | \$6,093 | \$65,035 |
| District | N/A | N/A | \$6,928 | \$75,370.00 |
| State | N/A | N/A | \$7,506.64 | \$82,403.00 |

| Percent Differences | Unrestricted | Average Teacher Salary |
|----------------------|--------------|------------------------|
| School Site/District | -12.8 | -11.4 |
| School Site/ State | -21.2 | -21.6 |

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.