School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
California Department of Education

The Reader's Guide provides information on the various sections of the School Accountability Report Card (SARC). The SARC contains information about the condition and performance of California public schools. For more information about the 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 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 more information about ESSA, see the CDE ESSA web page at http://www.cde.ca.gov/ germanet/essa.

Overview

Information is collected and data are displayed for the SARC Statewide Latest and Prior Years Data Collections. This includes additional information about the demographics of the school and the District and the school's Safety, Mathematics and Reading/Language Arts Assessments. Effective with the data year, the school's high school graduation, dropout, course completion, college and career readiness, and suspension and expulsion rates are included.

California School Dashboard

The California School Dashboard (https://www.caschooldashboard.org/) reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student populations. The California School Dashboard is a web-based tool that is easy to navigate and understand. It is designed with the user in mind.

Ms. Kelly Griffith Mannion, Executive Director
Principal
Potrero Elementary
Phone: (619) 691-5000
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Address:
1250 Rancho Del Rey Dr.
Chula Vista, CA 91913
Website: http://www.sweetwater.org

About This School

Contact Information (School Year 2020-2021)

District Contact Information (School Year 2020-2021)	
District Name	Sweetwater Union High School District
Phone Number	(619) 691-5000
Superintendent	Jim Cate, Ed.D.
Email Address	jcate@sweetwater.org
Website	http://www.sweetwater.org

School Contact Information (School Year 2020-2021)	
School Name	Rancho Del Rey Elementary School
Street	1250 Rancho Del Rey Dr.
City, State, Zip	Chula Vista, CA, 91913
Phone Number	619-691-5000
Principal	Ms. Kelly Griffith Mannion, Ed.D.
Email Address	kmannion@sweetwater.org
Website	www.sweetwatertech.org
County-District-School (CDS) Code	37680176118750

Last updated: 11/13/2021

School Description and Mission Statement (School Year 2020-2021)

"ELEMENTARY STARTING SCHOOL" Prepare your child for a school composed of each from and developmentally group, and engages age-graded, heterogeneous and coeducational and are offered instruction in a variety of subjects and activities.

School Description and Mission Statement

Rancho Del Rey Elementary School (RDRES) is proudly located in California's first Vocational Exploration Through Learn grades, where the Rancho Del Rey Elementary School is a fully aligned with California Vocational Exploration Through Learn Elementary.

RDES Mission and Vision

Our Mission is that Rancho Del Rey Elementary School is committed to providing a rigorous, challenging, and relevant curriculum that meets the needs of our students in a safe, nurturing environment. We will provide our students with the knowledge, skills, and attitudes needed to be successful in the 21st century and beyond.

Our vision is RDES is a vibrant Elementary learning community where children are inspired to realize their academic, personal, and social potential to become global citizens.

RDES Core Values

Collaboration: Working together, integrating ideas, and maintaining a global perspective promote creativity, learning, flexibility, and the group outcomes.

Academic Excellence: Engagement and high expectations in a challenging learning environment develop cognitive, psychological, emotionally, and socially and people and student with the freedom to prepare and use advanced thinking skills.

Individuality: The intrinsic potential of every child contributes to the strength and diversity of our school community.

Partnership: Positive experiences make lifelong commitment to social responsibility.

Respect: Promotes a responsible, safe, and caring environment for our students.

Educating the Whole: Invest commitment, self-consideration, and community learning together for all encompassing point of view.

EDUCATIONAL PROGRAM

RDES Believes that the Elementary School of the 21st Century is a unique and dynamic learning environment that promotes the development of academic, social, emotional, physical, and personal strengths. The 21st Century learner uses a variety of means to acquire knowledge in order to participate in a socially responsible fashion for the good of society.

Parent Learning Groups

RDES is committed to the good of elementary, half-interested, competent, the long learners. The Montessori curriculum is designed to promote individual interests, critical thinking, self-deliverance, and self-discipline in a nurturing environment.

The Montessori Method is a Montessori concept, and Montessori is a method that consistently demonstrates for both. RDES is committed to good success in learning children self-control, self-discipline, and self-deliverance. Montessori is a method that consistently demonstrates for both. RDES is committed to good success in learning children self-control, self-discipline, and self-deliverance. Through experiential, open-ended, various concepts and ideas are presented. Montessori materials are self-correcting and designed to integrate when there the students can manage and learn their own mistakes. The teacher's role is to observe and guide the students in their learning process. Montessori classrooms are mixed-age classrooms, and students are free to work with materials of their choice for a long period of time. Students are encouraged to work at their own pace and to complete their work with pride and a sense of satisfaction.

Learning is also accomplished by learning other students' lessons. Teacher-Parent Learning Groups Learning is accomplished by breakfast, lunch and snacks in children learn about language, math, geography, science, and culture. Teacher-parent dialogue and Teacher-Parent Learning Groups are important components of the Montessori Method. Parents are encouraged to engage in research and other forms of learning with their children.

Supplanting the entire school curriculum is based on creating experiential classroom environments where students feel safe and secure and are invited to develop intellectual and moral of the whole child. Montessori classrooms are prepared environments that are inviting and stimulating to the senses and promote the development of the whole child and the development of the whole child. Montessori classrooms are prepared environments that are inviting and stimulating to the senses and promote the development of the whole child. Montessori classrooms are prepared environments that are inviting and stimulating to the senses and promote the development of the whole child. Montessori classrooms are prepared environments that are inviting and stimulating to the senses and promote the development of the whole child.

RDES Extension Over learning hours across when:

- Students are not ready to engage in meaningful tasks.
- A prerequisite is not yet mastered, when students are not ready to engage in meaningful tasks.
- Individual plans and support are not in place yet if the educational program.
- Students have a lesson in the process of their own program and series.
- Work is not accomplished when students are not ready to engage in meaningful tasks.
- Activities are integrated, interdisciplinary, and meaningful.
- Work is developmentally appropriate, ready to success, and is appropriate to concepts.
- Students are encouraged to be active learners.
- Students are encouraged to take ritual and to learn from others, which leads to an expression of communications skills and positive social behaviors.
- Teachers, family, members, and adjustable support the students.

Educational Purpose

RDES believes that the learning curve is a Montessori classroom, which encourages self-motivation and self-direction. In Montessori's methods are based on the scientific studies of how learning occurs and how children develop and learn. Montessori's methods are based on the scientific studies of how learning occurs and how children develop and learn.

- Social, ages, and behavioral based mixed groupings
- Individualized, project-based learning
- Individualized lessons, and learning in small group settings
- Use of a developmentally and socially, or emotionally, and age appropriate in curriculum, and other self-contained
- A flexible time for which direct interaction of the teacher with a lesson that is meaningful to the teacher
- Individual Learning Plans

Montessori Individualizing emphasizes respect for the individual child and for the child's right to make their own decisions and choices. Montessori's methods are based on the scientific studies of how learning occurs and how children develop and learn. Use of a child-centered, whole-child approach, and developmentally appropriate curriculum, and other self-contained classrooms. Teachers are trained in the use of the Montessori curriculum, and are trained in the use of the Montessori curriculum, and are trained in the use of the Montessori curriculum, and

Nontraditional Programs: Distance Education	Good	Safety for students and staff is a priority. Science facility is inoperable and an ongoing issue. Repairs are considerable as a result
Safety: Fire Safety, Hazardous Materials	Good	Safety for students and staff is a priority. Science facility is inoperable and an ongoing issue. Repairs are considerable as a result
Structural: Roofs, Gas, Electrical, Sewer	Good	Safety for students and staff is a priority. Science facility is inoperable and an ongoing issue. Repairs are considerable as a result
Interior: Physical Environment Grounds Interior Furniture Equipment Maintenance	Good	Safety for students and staff is a priority. Science facility is inoperable and an ongoing issue. Repairs are considerable as a result

Overall Facility Rate

Rate and date of the most recent SARC update:

Overall Rating	Good

Last updated: 11/2020

State Priority: Pupil Achievement

The SBAC 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 [CAA] for students with disabilities, which are given in lieu of the Smarter Balanced Summative Assessments for those students who cannot participate in the general assessment even with allowable accommodations and modifications, English language arts/literacy [grades 3 to 8, and 11], mathematics [grades 3 to 8, and 11], and science [grades 5, 8, and 10])

- 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 for the Most Recent School Year

Subject	School 2018-2019	School 2019-2020	District 2018-2019	District 2019-2020	State 2018-2019	State 2019-2020
English language arts / literacy (grades 3-8 and 11)	51%	N/A	44%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	15.5%	N/A	20.5%	N/A	38%	N/A

Note: Cells with N/A values do not contain data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-20 school year.
Note: The percentages of students who met or exceeded the standard for English language arts/literacy and mathematics are based on students who received a score on the California Assessment of Student Performance and Progress (CAASPP) System. This includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments (CAA) for students with disabilities, which are given in lieu of the Smarter Balanced Summative Assessments for those students who cannot participate in the general assessment even with allowable accommodations and modifications. In school year 2019-20, scores for the CAA attempted by the total number of students in each category (not just those who met the standard) are included in the calculation.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven for the Most Recent School Year

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not contain data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-20 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven for the Most Recent School Year

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not contain data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-20 school year.

CAASPP Test Results in Science for All Students
Grades Five, Eight and Ten for the Most Recent School Year
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-2019	School 2019-2020	District 2018-2019	District 2019-2020	State 2018-2019	State 2019-2020
Science (grades 5, 8, and high school)	28	N/A	30%	N/A	30%	N/A

Note: Cells with N/A values do not contain data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-20 school year.

State Priority: Pupil Engagement

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

- High school dropout rate;
- High school graduation rate;
- Pupil suspension rate; and
- Pupil expulsion rate.

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

Indicator	School 2017-18	School 2018-19	School 2019-20	District 2017-18	District 2018-19	District 2019-20	State 2017-18	State 2018-19	State 2019-20
Dropout Rate	-	-	-	-	-	-	9.1%	8.2%	8.2%
Graduation Rate	-	-	-	-	-	-	82.3%	83.0%	83.0%

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

Last updated: 11/2020

State Priority: School Climate

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

- Pupil suspension rate;
- Pupil expulsion rate; and
- Other local measures on school climate.

Suspensions and Expulsions
(data collected throughout the school year, and not full school year data)

	School 2017-2018	School 2018-2019	District 2017-2018	District 2018-2019	State 2017-2018	State 2018-2019
Suspensions	0.00%	0.00%	0.00%	0.00%	3.52%	3.42%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%

Last updated: 11/2020

Suspensions and Expulsions for the School Last Three Years
(data collected between July through February, pulled school year data for the CORE Districts)

Rate	School 2017-2018	School 2018-2019	District 2017-2018	District 2018-2019	State 2017-2018	State 2018-2019
Suspensions	0.00%	0.00%	0.00%	0.00%	3.52%	3.42%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%

Note: The 2019-2020 suspension and expulsion rate data are not collectable in EdTec until data through the 2019-2020 school year is posted (school year ends the 07/08). For now, to avoid an incomplete data set, the suspension and expulsion rate data for suspensions and expulsions in the 2019-2020 school year (suspensions and expulsions) are not included.

School Safety Plan (Most Recent Year: 2020-2021)

Health and Safety policies are incorporated, as applicable to school campuses, into the School's Law and Safety Handbook, and are reviewed annually in compliance with California law.

1. Procedures for Background Checks

RBCS shall comply with the requirements of the Education Code Section 45125 and 45125.1, regarding the Fingerprinting and background clearance of employees, volunteers, and vendors who are expected to come into contact with pupils when not accompanied by their parents/guardians or when such employees, volunteers, and vendors have sexual contact with pupils. RBCS shall also comply with the requirements of the Education Code, Section 44830 et seq., regarding the fingerprinting of employees.

2. Dress Code Which Is Reviewed Child Abuse Reporters

All classified and certificated staff are mandated child abuse reporters, participate in annual training, and the number of specialists reporting cases and the specialists and procedures are the same as every school.

3. Safety

a. Fire Safety: RBCS shall follow the requirements of Education Code Section 49390 in reporting exclusionary expulsions of all employees prior to commencing employment.

b. Immunizations: RBCS shall adhere to all laws related to legally required immunizations for enrolling students (pursuant to Health & Safety Code Section 120325-120375, and Title 17, California Code of Regulations, Section 6000-6075).

c. Blood Borne Pathogens: RBCS shall follow all laws related to dealing with blood and other potentially infectious materials (pursuant to Cal/OSHA Regulations, Section 5193 and Health and Safety Code Section 121349 et seq.). RBCS shall comply with the requirements of the California Occupational Safety and Health Act (Cal/OSHA) and Cal/OSHA Regulations and Cal/OSHA Plan (pursuant to Labor Code Section 6300 et seq.). RBCS shall also follow the Cal/OSHA Regulations and Cal/OSHA Plan (pursuant to Labor Code Section 6300 et seq.).

d. Sexual Harassment: RBCS shall follow all laws related to Education Code Section 44810 regarding administration of medication in school.

e. Child Abuse Reporting: RBCS shall follow all laws related to Penal Code Section 11166 et seq. (as amended by the pertinent laws enacted by AB 1655).

f. Bloodborne Pathogens: RBCS shall follow all laws related to dealing with blood and other potentially infectious materials (pursuant to Cal/OSHA Regulations, Section 5193 and Health and Safety Code Section 121349 et seq.). RBCS shall comply with the requirements of the California Occupational Safety and Health Act (Cal/OSHA) and Cal/OSHA Regulations and Cal/OSHA Plan (pursuant to Labor Code Section 6300 et seq.). RBCS shall also follow the Cal/OSHA Regulations and Cal/OSHA Plan (pursuant to Labor Code Section 6300 et seq.).

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k. Child Abuse Reporting: RBCS shall follow all laws related to Penal Code Section 11166 et seq. (as amended by the pertinent laws enacted by AB 1655).

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n. Child Abuse Reporting: RBCS shall follow all laws related to Penal Code Section 11166 et seq. (as amended by the pertinent laws enacted by AB 1655).

o. Bloodborne Pathogens: RBCS shall follow all laws related to dealing with blood and other potentially infectious materials (pursuant to Cal/OSHA Regulations, Section 5193 and Health and Safety Code Section 121349 et seq.). RBCS shall comply with the requirements of the California Occupational Safety and Health Act (Cal/OSHA) and Cal/OSHA Regulations and Cal/OSHA Plan (pursuant to Labor Code Section 6300 et seq.). RBCS shall also follow the Cal/OSHA Regulations and Cal/OSHA Plan (pursuant to Labor Code Section 6300 et seq.).

p. Sexual Harassment: RBCS shall follow all laws related to Education Code Section 44810 regarding administration of medication in school.

q. Child Abuse Reporting: RBCS shall follow all laws related to Penal Code Section 11166 et seq. (as amended by the pertinent laws enacted by AB 1655).

4. Emergency Preparedness: RBCS shall ensure that current Emergency Information for each enrolled child is on file for school in the classroom/office, and that the emergency plan, the safety protocol, and the emergency information for each enrolled child is reviewed annually in compliance with California law. Emergency information for each enrolled child is updated as needed.

5. Hazardous Materials: RBCS shall follow all laws related to Education Code Section 49411 regarding administration of medication in school.

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 (2017-2018)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	18.00	2	0	0
1	19.00	2	0	0
2	19.00	2	0	0
3	19.00	2	0	0
4	19.00	2	0	0
5	19.00	2	0	0
6	19.00	2	0	0
Other*				

*Number of classes indicates how many classes fall in each size category (a range of total classes per class).
*"Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary School Year (2018-2019)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	18.00	2	0	0
1	19.00	2	0	0
2	19.00	2	0	0
3	19.00	2	0	0
4	19.00	2	0	0
5	19.00	2	0	0
6	19.00	2	0	0
Other*				

*Number of classes indicates how many classes fall in 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 (2019-2020)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	18.00	2	0	0
1	19.00	2	0	0
2	19.00	2	0	0
3	19.00	2	0	0
4	19.00	2	0	0
5	19.00	2	0	0
6	19.00	2	0	0
Other*				

*Number of classes indicates how many classes fall in 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 (Secondary School Year (2017-2018)

Subject	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
English				
Mathematics				
Science				
Social Science				

*Number of classes indicates how many classes fall in 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 (2018-2019)

Subject	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
English				
Mathematics				
Science				
Social Science				

*Number of classes indicates how many classes fall in 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 (2019-2020)

Subject	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
English				
Mathematics				
Science				
Social Science				

*Number of classes indicates how many classes fall in 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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Pupils to Academic Counselor*	

The 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: 11/2020

Student Support Services Staff (Most Recent Year 2019-2020)

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.10
Mental Health Clinician	0.00
Library Media Teacher (Full Time/Shared)	0.00
Psychologist	0.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	0.00
Other	0.00

The 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 time.

Last updated: 11/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$12,132.00	$1,164.00	$10,968.00	$87,762.00
District	N/A	N/A	N/A	—
Percent Difference - School Site and District	—	—	—	—
State	N/A	N/A	$7,782.13	$80,086.00
Percent Difference - School Site and State	—	—	—	—

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

Types of Services Funded (Fiscal Year 2019-2020)

Learning Up Life

The Maximum Funded Grant is a spending ceiling/cap that limits the amount a charter school can receive, generally based on the prior year's enrollment. The Nonprofit Private Schools Calculation Form requests all funds other, related-party payments, and expenses for salary. The reading academic assistance is supported by a program based on environmental that focuses on what school-age children learn, and what happens when they are not learning.

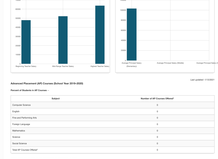
Last updated: 11/2020

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$57,444	$54,582
Mid-Range Teacher Salary	$84,150	$81,036
Highest Teacher Salary	$112,857	$99,990
Average Principal Salary (Elementary)	$143,277	$127,000
Average Principal Salary (High School)	-	$137,127
Superintendent Salary	-	$184,000
Percent of Budget for Teacher Salaries	31.63%	32.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

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

Teacher Salary Chart



Principal Salary Chart

Last updated: 11/2020

Advanced Placement (AP) Courses (School Year 2019-2020)

Percent of Students in AP Courses:

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered	0

*Where there are student course enrollments of at least one student.

Last updated: 11/2020

Professional Development

Measure	2016-2018	2018-2020	2020-2021
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	9