



[SARC Home](#) » Golden Oak Community

2019–2020 School Accountability Report Card

[Translation Disclaimer](#)

School Accountability Report Card

Reported Using Data from the 2019–2020 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/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 <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).

California School Dashboard

The California School Dashboard (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 population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Mrs. Jenna Oikawa, Principal

- Principal, Golden Oak Community

About Our School

Welcome to Golden Oak Community School where students achieving their greatest potential is our collaborative purpose. We celebrate our twelfth year as a school and are proud of our steady enrollment of wonderful lifelong learners. Golden Oak Community School has a terrific school community. We have a caring staff dedicated to educating students in a safe, welcoming learning environment. Our students understand that we are WISE Owls, based on our Winning attitude, Integrity, ability to Show respect and responsibility, and by Encouraging others. Classrooms abound with technology allowing our students to develop as 21st Century Learners. At Golden Oak, we offer a rigorous academic curriculum to meet the needs of all levels of students and enhance student success.

As principal of Golden Oak, I visualize a successful educational community founded on the comprehensive support of students, parents, and staff.

Contact

Golden Oak Community
25201 Via Princessa
Santa Clarita, CA 91321-1429

Phone: 661-251-8929

Email: joikawa@sssd.k12.ca.us

About This School

Contact Information (School Year 2020–2021)

District Contact Information (School Year 2020–2021)	
District Name	Sulphur Springs Union
Phone Number	(661) 252-5131
Superintendent	Catherine Kawaguchi
Email Address	ckawaguchi@sssd.k12.ca.us

Website <http://www.sssd.k12.ca.us>

School Contact Information (School Year 2020–2021)

School Name Golden Oak Community

Street 25201 Via Princessa

City, State, Zip Santa Clarita, Ca, 91321-1429

Phone Number 661-251-8929

Principal Mrs. Jenna Oikawa, Principal

Email Address joikawa@sssd.k12.ca.us

Website <http://ww.sssd.k12.ca.us/GoldenOak>

**County-District-School
(CDS) Code** 19650450116616

Last updated: 1/19/2021

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

Golden Oak Community School, established in 2008, has 550 students enrolled. Approximately 20% of the student population participates in the Free & Reduced Lunch Program and 6% of our students speak a first language other than English. Golden Oak is proud of the state-of-the-art technology present in all classrooms, including the computer and science labs, allowing the students at Golden Oak to develop as 21st Century Learners.

Golden Oak teachers continue to follow a Professional Learning Community model, with our vision and mission to deliver a challenging curriculum that is based on the California State Standards. Instruction is guided by grade level common assessments identifying the current level of student learning. Grade level teachers collaboratively plan lessons to meet the individual student needs. The effective use of a wide range of teaching strategies and a variety of high quality, readily available materials allow the highly qualified teachers to bring the curriculum to life.

Golden Oak employs 21 general education teachers in our Transitional Kindergarten through Sixth Grade. Student

learning is supported by a Speech and Language Pathologist, a Resource Specialist Program Teacher, and a School Psychologist. Classified employees include a part time Library Technician and a part time Computer Lab Specialist.

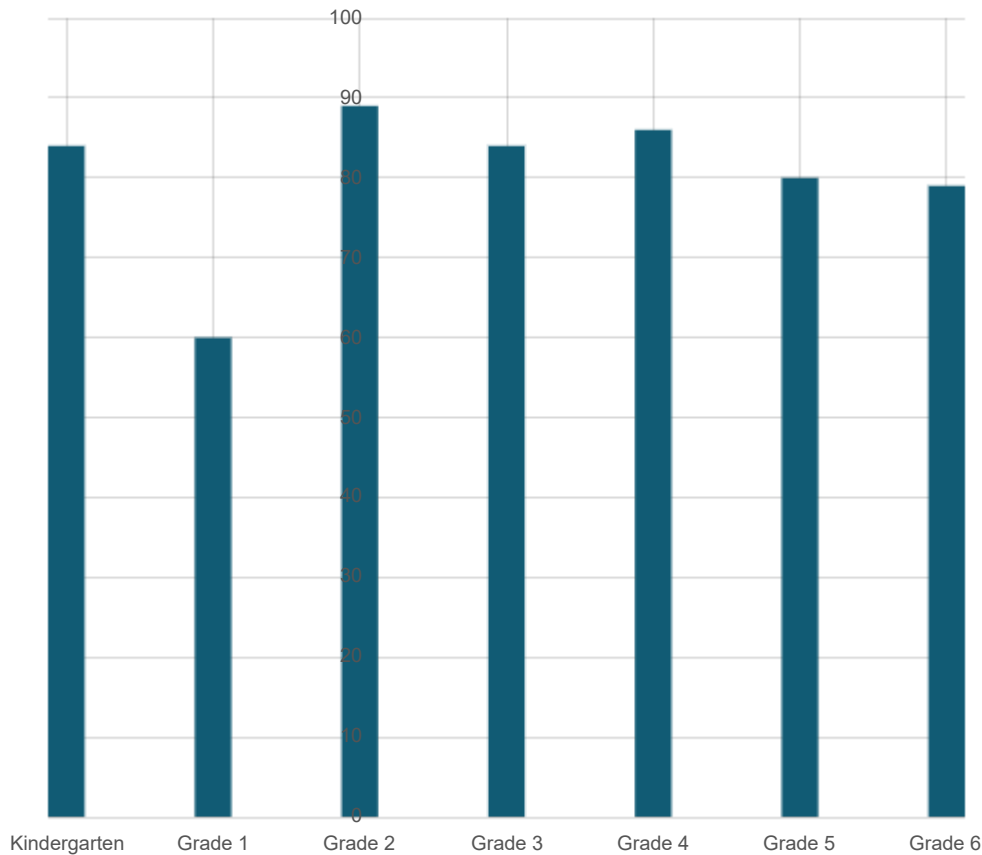
Students at Golden Oak are recognized for their dedication to academics and character development through Caught Being Good slips, monthly academic and character awards, and a weekly principal's award titled "The Wise Owl Award." Golden Oak is rich with parent support and involvement. Parent volunteers are visible in every classroom. There is a strong partnership between school personnel and the PTA. We share a common goal of inspiring students to be their personal best.

Golden Oak Community School is committed to providing a wide continuum of opportunities which value individuals, maximize both skills and knowledge, enhance self-esteem, produce responsible and lifelong scholars, and are responsive to the needs of a diverse student, parent, and community population. We commit to a comprehensive system of support to ensure these outcomes.

Last updated: 1/19/2021

Student Enrollment by Grade Level (School Year 2019–2020)

Grade Level	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Total Enrollment
Number of Students	84	60	89	84	86	80	79	562



Last updated: 1/19/2021

Student Enrollment by Student Group (School Year 2019–2020)

Student Group	Black or African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or La
Percent of Total Enrollment	7.10 %	0.70 %	7.30 %	8.20 %	40.70 %
◀ ▶					
Student Group (Other)	Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Foster Youth	
Percent of Total Enrollment	21.20 %	5.50 %	8.50 %	0.40 %	
◀ ▶					

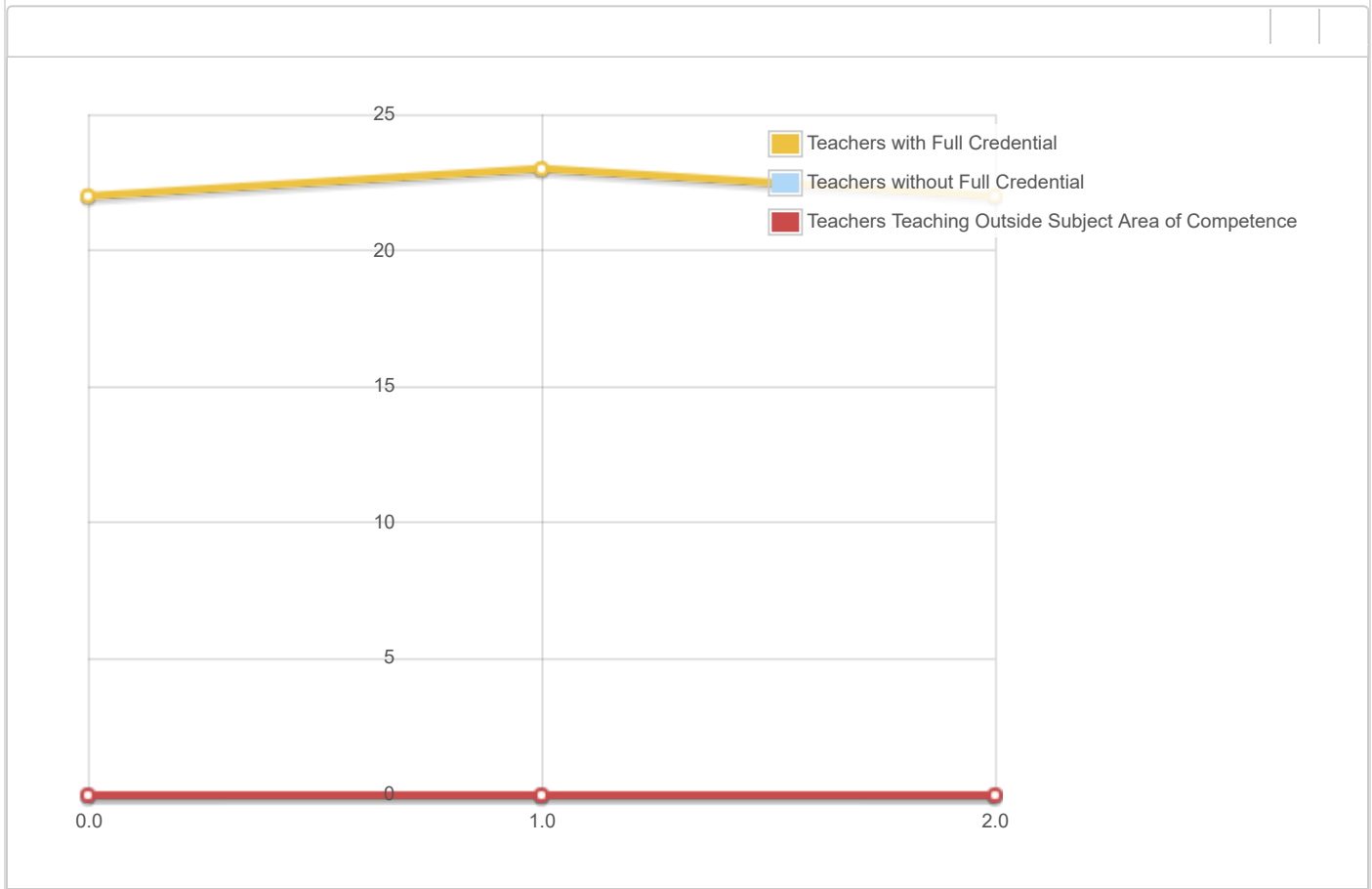
State Priority: Basic

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

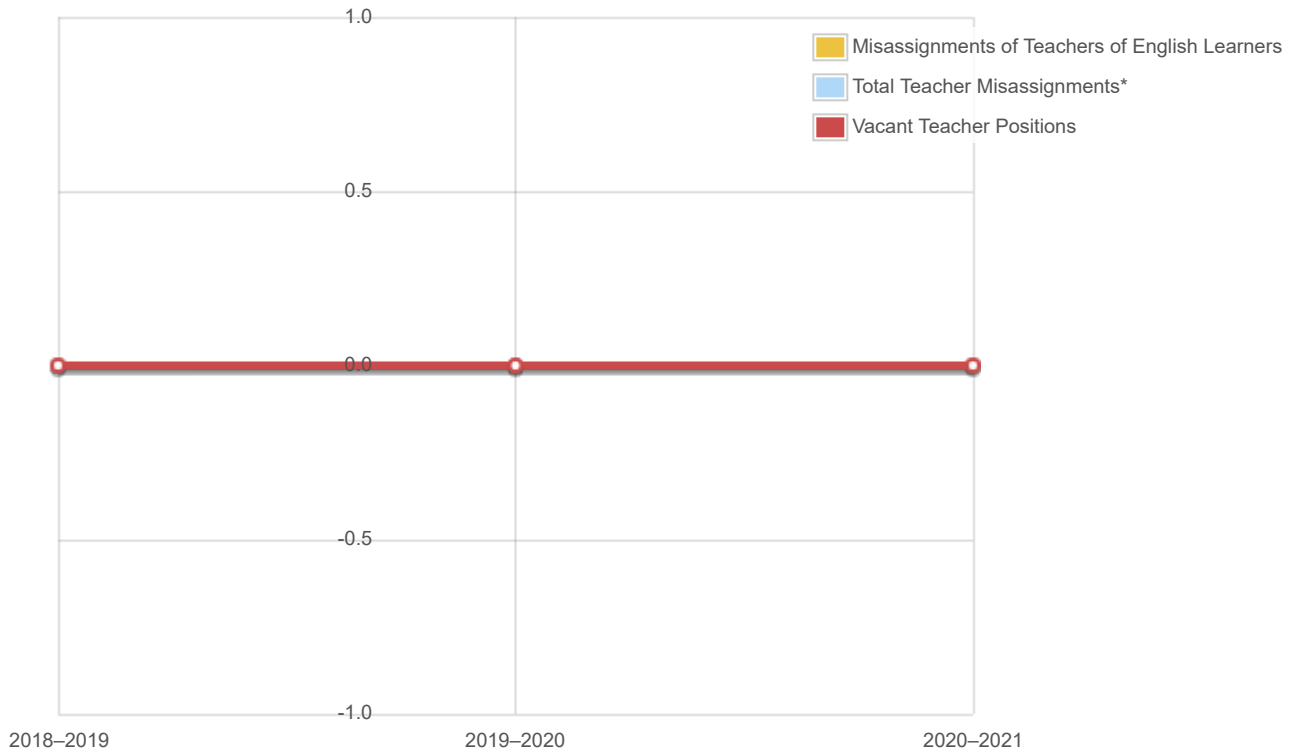
Teachers	School 2018– 2019	School 2019– 2020	School 2020– 2021	District 2020– 2021
With Full Credential	22	23	22	248
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/21/2021

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
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: 1/21/2021

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance	Yes	0.00 %
Mathematics	Houghton Mifflin California Math Expressions	Yes	0.00 %
Science	Houghton Mifflin California Science (kKindergarten - 2nd grade) Pearson California Science (3rd - 6th grade)	Yes	0.00 %
History-Social Science	Pearson History Social Science for California (Kindergarten - 5th grade) Harcourt Reflections Ancient Civilizations (6th grade)	Yes	0.00 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Foreign Language	N/A		0.00 %
Health	Harcourt Health	Yes	0.00 %
Visual and Performing Arts	McGraw Hill, Share the Music Davis Publications, Adventures in Art	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/21/2021

School Facility Conditions and Planned Improvements

Golden Oak is in very good condition. New dirt has recently been brought in to maintain the track on the playground. The student restrooms have recently had the floors resurfaced. All buildings are in good repair.

Last updated: 1/19/2021

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 2021

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: January 2021

Overall Rating	Exemplary
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Last updated: 1/25/2021

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 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)	69.0%	N/A	60.0%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	57.0%	N/A	50.0%	N/A	39%	N/A

Note: Cells with N/A values do not require 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 2019–2020 school year.

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: 1/21/2021

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

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
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	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 require 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 2019–2020 school year.

Last updated: 1/21/2021

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

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
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	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 require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/21/2021

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 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)	36	N/A	40	N/A	30	N/A

Note: Cells with N/A values do not require 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 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

Last updated: 1/21/2021

CAASPP Tests Results in Science by Student Group
Grades Five, Eight and High School (School Year 2019–2020)

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
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	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 require 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 2019–2020 school year.

Last updated: 1/21/2021

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

California Physical Fitness Test Results (School Year 2019–2020)

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	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

Last updated: 1/21/2021

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 2020–2021)

At Golden Oak, we have strong involvement from our parent community. Opportunities to get involved at Golden Oak include volunteering. In previous years, our over 200 volunteers support the school by supporting the classroom, making copies, cutting out materials for projects, helping during school day activities (such as our Accelerated Reader events or our Holiday Boutique), helping at academic family nights, helping on the yearbook, attending field trips, being the Room Parent, or in the office (helping count out awards or connect medals). This year, due to the Covid-19 Pandemic, on site volunteering has not occurred, but parents are still supporting from home when possible. Parents at Golden Oak also have the opportunity to join our PTA, our SSC, or our ELAC. All meetings this year were held online. Finally, in past years, parents have have the opportunity to come to school events on campus. This includes monthly Coffee with the Principal, PTA and school hosted after school events, Back to School Night, Open House, conferences with the teachers, awards celebrations, and grade level performances.

State Priority: Pupil Engagement

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

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

State Priority: School Climate

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

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

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	Suspensions	Expulsions
School 2017–2018	0.70%	0.00%
School 2018–2019	0.00%	0.00%
District 2017–2018	1.10%	0.00%
District 2018–2019	1.00%	0.00%
District 2018–2019	3.50%	0.10%
District 2018–2019	3.50%	0.10%

**State
2017–2018**

Suspensions and Expulsions for School Year 2019–2020 Only

State (data collected between July through February, partial school year due to the COVID-19 pandemic)

2019–2020

Rate	Suspensions	Expulsions
School 2019–2020	0.00%	0.00%
District 2019–2020	1.00%	0.00%
District 2019–2020	--	--

**State
2019–2020**

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

School Safety Plan (School Year 2020–2021)

While the 2019/2020 plan was reviewed and updated at the February 2020 School Site Council meeting, Golden Oak’s School Safety Plan is continually monitored for areas of improvement and/or change. This is conducted from November through February of each calendar year at certificated and classified staff meetings, Coffee with the Principal, School Site Council Meetings, ELAC meetings, and community meetings held at the school site. Every student and staff member has the right to attend a safe school where he or she is free from physical or psychological harm.

The School Safety Plan includes:

- School disaster procedures
- A school-wide positive behavior and discipline plan
- Guidelines to promote safe student and staff transitions including: ingress and egress of buildings, as well as travel to and from school
- District and community resources for students and parents
- Guidelines to promote a safe environment where students, parents, staff and the community communicate in a manner that is respectful to all cultural, racial, and religious backgrounds

Last updated: 1/25/2021

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	K	1	2	3	4	5	6	Other**
Average Class Size	26.00	25.00	25.00	26.00	27.00	32.00	31.00	
Number of Classes * 1-20	3	3	3	3	2	3	2	
Number of Classes * 21-32							1	

Number of Classes * 33+ * 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 (2018–2019)

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size	25.00	26.00	26.00	26.00	33.00	30.00	28.00	
Number of Classes * 1-20	3	2	4	3	2	3	3	
Number of Classes * 21-32								

* 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 (2019–2020)

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size	26.00	26.00	35.00	26.00	33.00	33.00	30.00	28.00
Number of Classes * 1-20	3	1	2	3	1		2	3
Number of Classes * 21-32			1					

Number of Classes *
33+

* 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: 1/21/2021

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

Title	Ratio
Pupils to Academic Counselor*	0.0

*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. Last updated: 1/21/2021

Student Support Services Staff (School Year 2019–2020)

	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.50

	Number of FTE* Assigned to School
Psychologist	1.00
Social Worker	0.00
Nurse	0.30
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	0.60
Other	0.00

*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.

Last updated: 1/21/2021

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	\$6140.79	\$461.92	\$5678.87	\$80043.14
District	N/A	N/A	\$5590.71	\$76145.00
Percent Difference – School Site and District	N/A	N/A	1.58%	5.12%
State	N/A	N/A	\$7750.12	\$84183.00
Percent Difference – School Site and State	N/A	N/A	-27.00%	-5.00%

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

Last updated: 1/25/2021

Types of Services Funded (Fiscal Year 2019–2020)

A combination of state and federal funding is used to cover all aspects of our instructional program.

The District uses Title II funds to support professional development which will enhance early learning strategies. TOSAs are provided to support instruction through professional development and coaching opportunities.

Title III funds are utilized to expand educational opportunities that increase language and academic proficiency of our English learners, and to expand parent engagement opportunities.

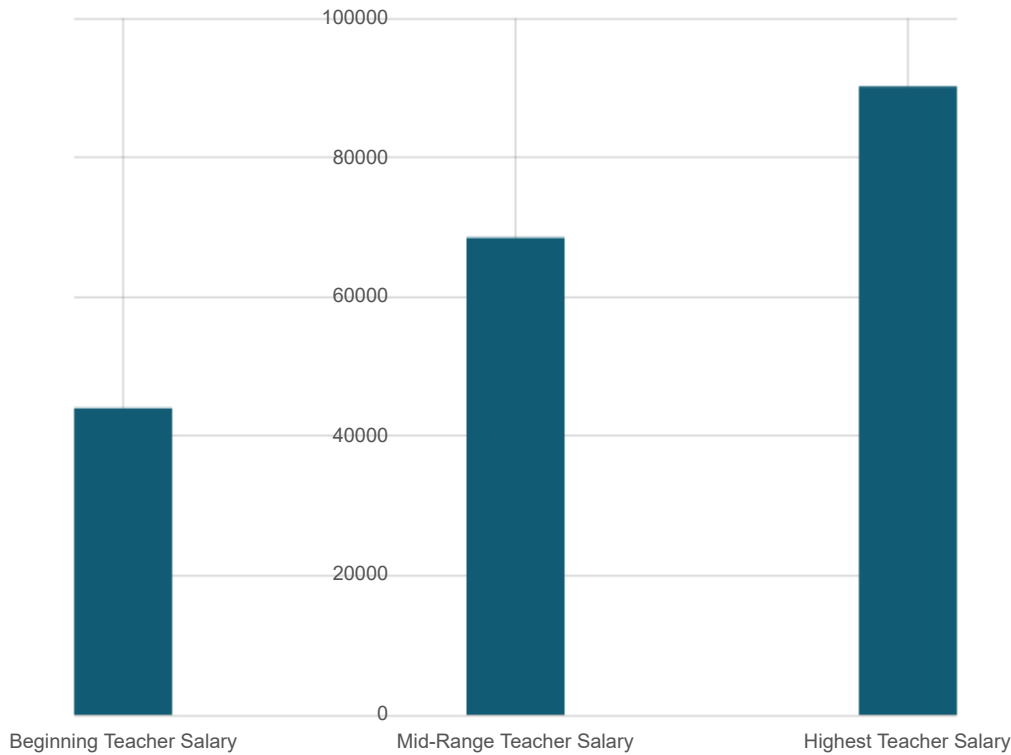
Last updated: 1/25/2021

Teacher and Administrative Salaries (Fiscal Year 2018–2019)

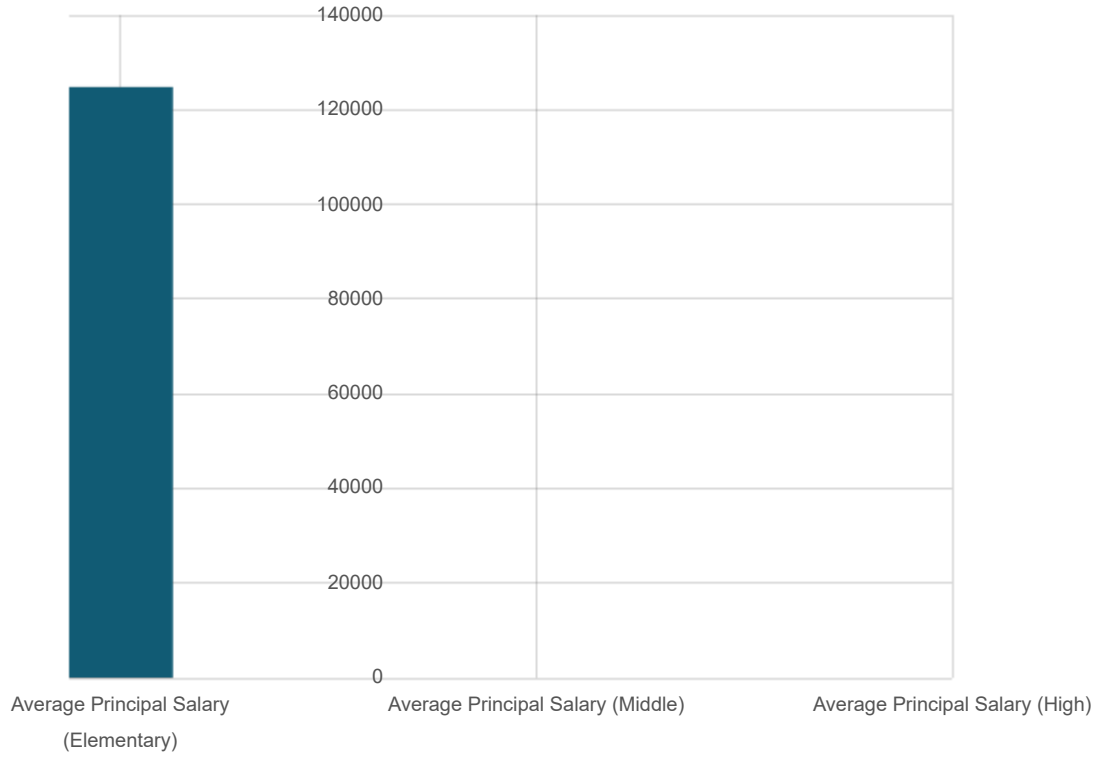
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,026	\$51,004
Mid-Range Teacher Salary	\$68,487	\$82,919
Highest Teacher Salary	\$90,195	\$104,604
Average Principal Salary (Elementary)	\$124,794	\$131,277
Average Principal Salary (Middle)	\$	\$136,163
Average Principal Salary (High)	\$	\$128,660
Superintendent Salary	\$185,895	\$230,860
Percent of Budget for Teacher Salaries	34.00%	35.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

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

Teacher Salary Chart



Principal Salary Chart



Last updated: 1/21/2021

Professional Development

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Questions: SARC TEAM | sarc@cde.ca.gov | 916-319-0406

California Department of Education
 1430 N Street
 Sacramento, CA 95814