

Pinetree Community Elementary
2020—2021 School Accountability Report Card
Reported Using Data from the 2020—2021 School Year
California Department of Education

Address:	29156 Lotusgarden Dr. Canyon Country, CA , 91387-1840	Principal:	Mrs. Stephanie Cruz, Principal
Phone:	(661) 252-9110	Grade Span:	K-6

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.

About This School

Mrs. Stephanie Cruz, Principal

Principal, Pinetree Community Elementary

About Our School

Pinetree Community School is #1
#wearepioneers

Welcome to an exciting school year!

Pioneers are known for trailblazing and our teachers, parents, and students have taken this to heart. As we navigate through these unprecedented and ever changing times, our core values and priorities remain the same. At Pinetree, we value and honor all children's hearts and minds. Each staff member aims to support every student in reaching their potential in academics and in becoming the best person they can be.

We want to ensure: every child, every day feels connected; every child, every day is challenged to be their best; and every child, every day knows they have a champion in their corner.

I am thankful each day for our students, parents, and staff. Big thanks to our PTA for all you do for our students and families. Thanks to all our parent and community volunteers...it takes everyone to make our school the great school that it is!

#wearepioneers

Sincerely,

Mrs. Stephanie Cruz

Contact

Pinetree Community Elementary
29156 Lotusgarden Dr.
Canyon Country, CA 91387-1840

Phone: (661) 252-9110

Email: scruz@sssd.k12.ca.us

Contact Information (School Year 2020—2021)

District Contact Information (School Year 2020—2021)

District Name	Sulphur Springs Union
Phone Number	(661) 252-5131
Superintendent	Kawaguchi, Catherine
Email Address	ckawaguchi@sssd.k12.ca.us
Website	www.sssd.k12.ca.us

School Contact Information (School Year 2020—2021)

School Name	Pinetree Community Elementary
Street	29156 Lotusgarden Dr.
City, State, Zip	Canyon Country, CA , 91387-1840
Phone Number	(661) 252-9110
Principal	Mrs. Stephanie Cruz, Principal
Email Address	scruz@sssd.k12.ca.us
Website	https://www.sssd.k12.ca.us/Pinetree
County-District-School (CDS) Code	19650456107205

Last updated: 1/12/22

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

At Pinetree, we aim to empower all of our scholars to become independent thinkers, problem solvers, and productive and empathetic citizens of the global community. We have created a space for students to demonstrate a deep understanding of concepts, apply their learning, and communicate their understanding clearly through a variety of media by providing rigorous, meaningful, and engaging curriculum and lessons. We use research based practices to support student academic and social growth. We model a school-wide culture of respect and compassion and prioritize social and emotional learning, along with academic learning, across the school. Our commitment to the personal success of each of our students develops the mindsets and skills for success in college, career, and life. Pinetree empowers all learners!

OUR VISION

Pinetree Community School is a community of lifelong learners who demonstrate the knowledge, skills, and values required of productive global citizens. These attributes are developed within a learning environment that is engaging, inspiring, and challenging.

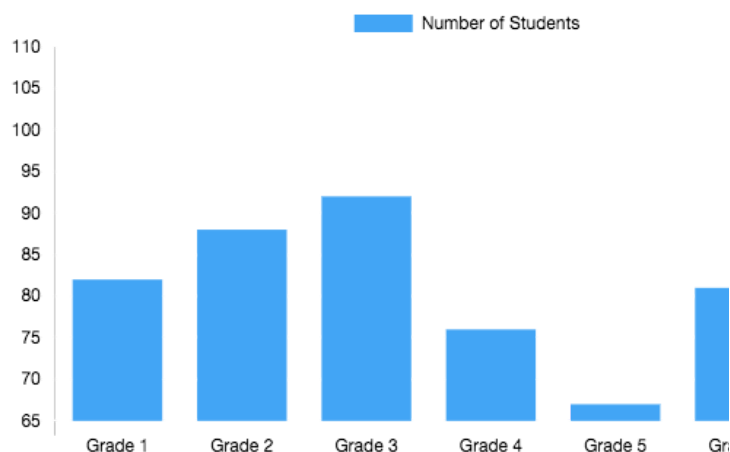
MISSION STATEMENT

Pinetree Community School provides an exceptional education that addresses students' unique learning styles, cultivates critical thinking skills, builds strong character, and enables our students to contribute to their communities in meaningful and positive ways.

Last updated: 1/12/22

Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students
Grade 1	82
Grade 2	88
Grade 3	92
Grade 4	76
Grade 5	67
Grade 6	81
Kindergarten	110
Total Enrollment	596



Last updated: 1/12/22

Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Student Group
Black or African American	3.70%
American Indian or Alaska Native	0.80%
Asian	2.30%
Filipino	4.00%
Hispanic or Latino	46.50%
Native Hawaiian or Pacific Islander	0.00%
White	35.70%
Two or More Races	5.50%

Student Group (Other)	Student Group
Socioeconomically Disadvantaged	43.60%
English Learners	5.40%
Students with Disabilities	14.90%
Foster Youth	0.50%
Homeless	0.20%

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

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

Year and month in which the data were collected: January 2022

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%
Mathematics	Houghton Mifflin California Math Expressions Common Core	Yes	0%
Science	McGrawHill- Inspire Science	Yes	0%
History-Social Science	K-5th Pearson History-Social Science for California 2006 6Tth Harcourt - Reflections Ancient Civilizations 2006	Yes	0%
Foreign Language	N/A		0%
Health	N/A		0%
Visual and Performing Arts	N/A		0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 1/13/22

School Facility Conditions and Planned Improvements

Overall, is in excellent condition. There are no safety hazards on campus, and the grounds, buildings, and restrooms are in good condition. Our district takes great efforts to ensure that all schools are clean, safe, and functional. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. 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.

Last updated: 1/12/22

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 2022

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	
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 2022

Overall Rating	Exemplary
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Last updated: 1/14/22

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 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	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.

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: 1/17/22

CAASPP Test Results in ELA by Student Group
 Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	310	NT	NT	NT	NT
Male	144	NT	NT	NT	NT
Female	166	NT	NT	NT	NT
Black or African American	13	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Filipino	12	NT	NT	NT	NT
Hispanic or Latino	145	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	113	NT	NT	NT	NT
Two or More Races	17	NT	NT	NT	NT
Socioeconomically Disadvantaged	117	NT	NT	NT	NT
English Learners	14	NT	NT	NT	NT
Students with Disabilities	48	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	--	NT	NT	NT	NT
Homeless					

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: 1/17/22

CAASPP Test Results in Mathematics by Student Group
 Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	310	NT	NT	NT	NT
Male	144	NT	NT	NT	NT
Female	166	NT	NT	NT	NT
Black or African American	13	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Filipino	12	NT	NT	NT	NT
Hispanic or Latino	145	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	113	NT	NT	NT	NT
Two or More Races	17	NT	NT	NT	NT
Socioeconomically Disadvantaged	117	NT	NT	NT	NT
English Learners	14	NT	NT	NT	NT
Students with Disabilities	48	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	--	NT	NT	NT	NT
Homeless					

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: 1/17/22

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 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
Science (grades 5, 8, and high school)	N/A	N/T	N/A	N/T	N/A	28.72

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: 1/17/22

CAASPP Test Results in Science by Student Group
 Grades Five, Eight and High School (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	66	NT	NT	NT	NT
Male	34	NT	NT	NT	NT
Female	32	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	29	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	25	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	34	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Students with Disabilities	--	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless					

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: 1/17/22

Career Technical Education (CTE) Programs (School Year 2020—2021)

null

Last updated: 1/17/22

Career Technical Education (CTE) Participation (School Year 2020—2021)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	--
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/17/22

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	--
2019–2020 Graduates Who Completed All Courses Required for UC/CSU Admission	--

Last updated: 1/17/22

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 2020—2021)

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
7	N/A	N/A	N/A
9	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: 1/17/22

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 2021-2022)

At Pinetree, we value our parents—they are valued partners in their child’s learning experience! We love our parent volunteers and are grateful for the tremendous dedication they have to our school. Typically, we have a very active parent volunteer community, due to the pandemic, we have not been able to consistently have parents on campus. We encourage parents to serve on various committees to assist in the education of their own children, and in the development of community awareness and involvement. Pinetree parents are encouraged to get involved with PTA, School Site Council, ELAC (English Language Learner Advisory Committee) throughout the year. Additionally, we have regular Online Coffee with the Principal meetings to discuss school wide topics of interest.

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

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

Indicator	School 2017-2018	School 2018-2019	School 2019-2020	District 2017-2018	District 2018-2019	District 2019-2020	State 2017-2018	State 2018-2019	State 2019-2020
Dropout Rate	--	--	--	--	--	--	9.00%	8.90%	9.40%
Graduation Rate	--	--	--	--	--	--	84.50%	84.20%	83.60%

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	School 2018-2019	School 2019-2020	District 2018-2019	District 2019-2020	State 2018-2019	State 2019-2020
Suspensions	1.62%	0.31%	0.96%	0.61%	3.47%	2.45%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.08%	0.05%

Suspensions and Expulsions for School Year 2019—2020 Only

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

Rate	School 2020-2021	District 2020-2021	State 2020-2021
Suspensions	0.16%	0.23%	0.20%
Expulsions	0.00%	0.00%	0.00%

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.

Last updated: 1/14/22

School Safety Plan (School Year 2021-2022)

Safety is a top priority at Pinetree Community School. Each year, our safety committee, site council, and staff, review and update our comprehensive safety plan. In the 2020-21 school year, our safety committee reviewed and updated our comprehensive safety plan in February 2020. Our school leadership team and staff reviewed, and provided input to the safety plan, and the comprehensive safety plan that was approved by our School Site Council. Additionally, we provided an opportunity for the community to review our safety plan. In the 2021-2022 school year, our safety committee will review and update our comprehensive safety plan in February 2021. Our school leadership team and staff reviewed, and provided input to the safety plan, and the comprehensive safety plan will be reviewed by our School Site Council. We will again provide an opportunity for the community to review our safety plan. Our focus in the comprehensive safety plan is promoting a positive school climate where consistent expectations for students and staff are reinforced on a daily basis. We are diligent in monitoring our school environment to ensure it is a safe place for all.

Last updated: 1/12/22

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 2018-2019

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	26.00		4	
1	25.00		3	
2	26.00		3	
3	25.00		3	
4	23.00	1	2	
5	30.00		3	
6	24.00	1	3	
Other**				0

* 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	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	22.00	1	4	
1	25.00		3	
2	23.00	1	2	
3	25.00		3	
4	35.00			2
5	31.00		2	
6	31.00		2	
Other**	22.00	2	2	

* 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 2020–2021

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	14.00	5	3	
1	21.00	1	2	
2	23.00	1	2	
3	19.00	1	3	
4	17.00	2	1	
5	9.00	4	1	
6	15.00	3	2	
Other**	21.00	2	3	

* 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 (Secondary) (School Year 2018-2019)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English				
Math				
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 2019-2020)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English				
Math				
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 2020-2021)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English				
Math				
Science				
Social Science				

Last updated: 1/14/22

* 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.

Ratio of Pupils to Academic Counselor (School Year 2020—2021)

Title	Ratio
Pupils to Academic Counselor*	.0

Last updated: 1/1/00

* 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.

Student Support Services Staff (School Year 2020—2021)

Title	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
Psychologist	1.50
Social Worker	0.00
Nurse	0.30
Speech/Language/Hearing Specialist	1.40
Resource Specialist (non-teaching)	1.00
Other	0.00

Last updated: 1/1/00

* 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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019-2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7081.93	\$1445.35	\$5636.58	\$83618.12
District	N/A	N/A	\$5625.77	\$76440.00
Percent Difference – School Site and District	N/A	N/A	0.19%	9.39%
State	N/A	N/A	\$8443.83	\$85863.00
Percent Difference – School Site and State	N/A	N/A	-33.00%	-3.00%

Last updated: 1/10/22

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

Types of Services Funded (Fiscal Year 2020–2021)

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

Title I funds are used for (at least partially):

- Professional development
- provide TOSAs that support instruction
- using SIPPS as a Tier II reading intervention for students
- Learning Support Teachers to support intervention for students.

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.

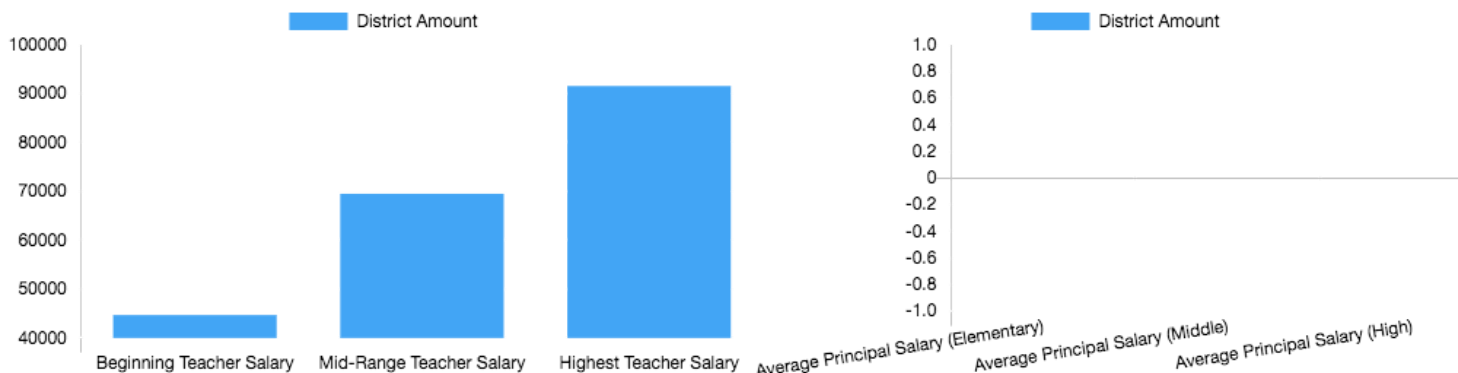
Title III funds are utilized to expand educational opportunities that increase language and academic proficiency of our English learners, and to expand parent engagement opportunities.

Last updated: 1/17/22

Teacher and Administrative Salaries (Fiscal Year Year 2019-2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44686.00	\$52060.00
Mid-Range Teacher Salary	\$69514.00	\$84043.00
Highest Teacher Salary	\$91548.00	\$107043.00
Average Principal Salary (Elementary)	\$129743.00	\$133582.00
Average Principal Salary (Middle)	\$0.00	\$138803.00
Average Principal Salary (High)	\$0.00	--
Superintendent Salary	\$195149.00	\$240628.00
Percent of Budget for Teacher Salaries	34.00%	35.00%
Percent of Budget for Administrative Salaries	6.00%	5.00%

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



Last updated:

Advanced Placement (AP) Courses (School Year 2020—2021)

Percent of Students in AP Courses 0.00%

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*	0.00%

Last updated: 1/14/22

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

Professional Development

Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3