

# **School Accountability Report Card**

## **School Year 2018-19**

*(Published during 2019-20)*

### **Everett Middle School**

**0450 CHURCH ST, SAN FRANCISCO, CA 94114**

**Principal: Lindsay Dowdle**

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**SFUSD School ID # 529**

**Calif.School ID #: 6062038**

### **SAN FRANCISCO UNIFIED SCHOOL DISTRICT**

**Superintendent: Vincent Matthews**

**555 Franklin Street, San Francisco, CA 94102**

**Phone: 415-241-6000**

**Web Site: [www.sfusd.edu](http://www.sfusd.edu)**

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The School Accountability Report Card (SARC) is required by law to be published annually, by Feb 1st each year. It 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 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 <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 the school, parents and community members should contact the school principal or district office.

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

Internet access is available at public libraries and other locations that are publicly accessible.

## About This School

### School Description and Mission Statement

This section provides information about the school's goals and programs.

Everett Middle School, located between the Mission and Castro neighborhoods, currently has 400 students. We are a school that promotes a college going culture through AVID, GEAR-UP and rigorous academic classes. Our school has a Spanish Immersion Program and we are the site for Newcomer students whose first language is Spanish. We have an outstanding free BEACON/ExCel after school program. We strongly believe parents are our partners in the education of every student and encourage their participation.

Everett Middle School's mission is to provide each student with an equal opportunity to succeed by promoting intellectual growth, creativity, self-discipline, cultural and linguistic sensitivity, democratic responsibility, economic competence, and physical and mental health so that each student can achieve his or her maximum potential. To develop and implement a school program that will help students actively and successfully meet the challenges and requirements of a rigorous high school program, and ultimately prepare them for college. Implicit in this mission is our need to help students develop the skills and attitude that will foster life-long learner for success.

Everett Middle School Goals:

Goal 1 Access and Equity: Make social justice a reality.

Objectives:

- a. Center professional learning on equity.
- b. Create an environment for students to flourish.
- c. Provide infrastructure for successful learning.

The core outcomes of these objectives are students that reflect high levels of engagement, self-efficacy and effort optimism and staff that reflect high levels of personal and professional efficacy.

Goal 2 Student Achievement: Engage high achieving and joyful learners.

Objectives:

- a. Ensure authentic learning for every child.
- b. Prepare citizens for tomorrow.
- c. Create learning beyond the classroom.
- d. Ensure that all students successfully learn the core curriculum.
- e. Develop and implement plans to improve the mathematic skills of students not

performing at the proficient level.

f. Develop and implement plans to improve the reading/Language Arts skills of students not performing at the proficient level

The core outcomes of these objectives are to graduate all students college and career path ready and prepared with the skills/capacities required for successful 21st Century citizenship (academic competence; technological fluency; creative/critical/innovative thinking, reasoning, and solution seeking; high level multi-modal communication skills; environment, civic and social responsibility; strength of character, high-level multilingual/multicultural skills; aesthetic sensibility; and collaborative/team orientations)

Goal 3 Accountability: Keep our promise to students and families.

Objectives:

- a. Provide direction and strategic leadership
- b. Create the culture of service and support

The outcome of these objectives are to establish an accountability system for all stakeholders that aligns all policies, practices, and programs/staff evaluations to SFUSD's strategic goals and objectives

so that the promise to educate every students well is honored.

**Student Enrollment By Grade Level (School Year 2018-19)**

This table displays the number of students enrolled in each grade level at the school.

<i>Grade Level</i>	<i>Enrollment</i>
K	0
1	0
2	0
3	0
4	0
5	0
6	196
7	227
8	271
Ungraded Elem	0

<i>Grade Level</i>	<i>Enrollment</i>
9	0
10	0
11	0
12	0
Ungraded Sec	0
Total Enrollment	694

**Student Enrollment By Group (School Year 2018-19)**

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

<i>Group</i>	<i>Percent of Total Enrollment</i>
African American	8.8
American Indian or Alaska Native	0.3
Asian	2.9
Filipino	1.3
Hispanic or Latino	61.4
Pacific Islander	0.3
White (Not Hispanic)	17
Two or More Races	3.6
Socioeconomically Disadvantaged	60.8
English Learners	40.6
Students with Disabilities	16.7
Foster Youth	1.2
Homeless	12

Section A (Conditions of Learning) begins on next page.

## A. Conditions of Learning

### **State Priority: Basic**

The SARC provides the following information relevant to the Basic State Priority (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**

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

<i>Teachers</i>	<i>School</i>			<i>District</i>
	<i>2017-18</i>	<i>2018-19</i>	<i>2019-20</i>	<i>2019-20</i>
With Full Credential	49	49	47	2747
Without Full Credential	7	7	6	345
Teaching Outside Subject Area of Competence	12	5	1	145

### **Teacher Misassignments and Vacant Teacher Positions**

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

<i>Indicator</i>	<i>2017-18</i>	<i>2018-19</i>	<i>2019-20</i>
Misassignments of Teachers of English Learners	2	1	9
Total Teacher Misassignments	14	6	10
Vacant Teacher Positions	0	0	0

## **Quality, Currency, and Availability of Textbooks and Instructional Materials**

### **For High Schools (grades 9-12)**

The San Francisco Unified School District adopts instructional materials following the cycle of state frameworks and standards, and provides sufficient textbooks for all students to use in class and to take home in the core curriculum areas of reading/language arts, mathematics, science, and history/social studies. Class sets of health instructional materials were provided for high school health teachers. In addition, other Board-adopted core curriculum materials were provided to remedy all insufficiencies identified through a survey and other activities at the annual Instructional Materials Hearing at the October 29, 2019 meeting of the Board of Education. All adopted high school instructional materials have been evaluated and determined locally to meet state standards for grades 9-12. Appropriate science laboratory equipment is available for all laboratory science courses.

### **For Elementary and Middle Schools (grades K-8)**

The San Francisco Unified School District adopts instructional materials following the cycle of state frameworks and standards, and adopts K-8 materials from the list of standards-aligned materials that have been adopted by the State Board of Education. The district provides sufficient textbooks for all students to use in class and to take home in the core curriculum areas of reading/language arts, mathematics, science, and history/social studies. For 2018-2019, instructional materials were provided for all students in grades K-8. Replacements were provided for core curriculum areas as identified through a survey and other activities preceding the annual Instructional Materials Hearing at the October 29, 2019 meeting of the Board of Education.

For complete lists of adopted textbooks, go to:

<http://www.sfusd.edu/en/curriculum-standards/instructional-resources.htm>

### School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			- Entrance/1st Floor Hallway: Some missing ceiling tiles, damaged linoleum on floors. - 2nd Floor Hallway: Missing ceiling tiles, damaged linoleum on floors. - 3rd Floor Hallway: Missing ceiling tiles, damaged linoleum on floors.
Cleanliness: Overall and Pest Infestation	X			
Electrical	X			- Entrance/1st Floor Hallway: Several ceiling lights out and missing covers. Broken emergency exit holding magnet out of order at corridor next to room 109, at elevator door next to room 183, and on next to 121. - 2nd Floor Hallway: Several ceiling lights out and missing covers. Broken emergency exit holding magnet out of order. - 3rd Floor Hallway: Several ceiling lights out and missing covers.
Restrooms/Sinks/Fountains	X			
Safety: Fire and Hazardous Materials	X			- Entrance/1st Floor Hallway: Several Emergency Exit lights out of order. - 2nd Floor Hallway: Several Emergency Exit lights out of order. - 3rd Floor Hallway: Several Emergency Exit lights out of order.
Structural: Damage, Roofs	X			
External: School Grounds, Windows, Doors	X			

### Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary		X		
Inspection Date	Fall 2019			

Additional Comments: NOTE. Ceiling lights out at various locations. Door holding magnets out at various locations, Emergency exit lights out at various locations, Missing ceiling tiles at various locations and damaged linoleum in various locations.

### School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Everett is a beautifully maintained school. The Prop A bond work to improve disability access and fire safety has been completed. The auditorium was recently painted and received a state of the art sound system. Acoustical tiles were put in place to create optimal sound. Our playground is in excellent shape and is the length of a city block. Friends of the urban forest planted 6 trees in our playground.

**Part B (Pupil Outcomes) begins on the next page.**

## B. Pupil Outcomes

### **State Priority: Pupil Achievement**

The SARC provides the following information relevant to the Pupil Achievement State Priority (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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of pupils 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.

### **California Assessment of Student Performance and Progress Results for All Students**

Subject	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19
English Language Arts/Literacy (grades 3-8 and 11)	37	39	55	56	50	50
Mathematics (grades 3-8 and 11)	34	28	50	49	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.

See Subject - Subgroup results on next pages:



**CAASPP Assessment Results - English Language Arts (ELA)**  
**Grades Three to Eight and Grade Eleven (School Year 2018-19)**

<i>Group</i>	<i>Total Enrollment</i>	<i>Number Tested</i>	<i>Percent Tested</i>	<i>Percent Not Tested</i>	<i>Percent Met or Exceeded</i>
All Students	761	682	89.62	10.38	39.14
Male	389	345	88.69	11.31	34.80
Female	372	337	90.59	9.41	43.58
African American	61	56	91.80	8.20	20.00
American Indian/Alaskan	--	--	--	--	--
Asian	20	17	85.00	15.00	64.71
Filipino	--	--	--	--	--
Hispanic or Latino	462	425	91.99	8.01	27.12
Pacific Islander/Hawaiian	--	--	--	--	--
White	118	115	97.46	2.54	88.70
Two or More Races	25	25	100.00	0.00	64.00
Economically Disadvantaged	456	423	92.76	7.24	23.52
English Learners	449	384	85.52	14.48	17.89
Students with Disabilities	109	104	95.41	4.59	14.56
Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	88	86	97.73	2.27	24.71

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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students that did not receive a score is 10 or less, either because the number of students is too small for statistical accuracy or to protect student privacy.

The number of students tested includes students that did not receive a score; 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 students with scores.

**CAASPP Assessment Results - Mathematics**  
**Grades Three to Eight and Grade Eleven (School Year 2018-19)**

<i>Group</i>	<i>Total Enrollment</i>	<i>Number Tested</i>	<i>Percent Tested</i>	<i>Percent Not Tested</i>	<i>Percent Met or Exceeded</i>
All Students	761	718	94.35	5.65	27.87
Male	389	368	94.60	5.40	27.12
Female	372	350	94.09	5.91	28.65
African American	61	51	83.61	16.39	9.80
American Indian/Alaskan	--	--	--	--	--
Asian	20	19	95.00	5.00	52.63
Filipino	--	--	--	--	--
Hispanic or Latino	462	446	96.54	3.46	16.67
Pacific Islander/Hawaiian	--	--	--	--	--
White	118	115	97.46	2.54	74.78
Two or More Races	25	24	96.00	4.00	58.33
Economically Disadvantaged	456	434	95.18	4.82	14.58
English Learners	449	428	95.32	4.68	10.54
Students with Disabilities	109	97	88.99	11.01	11.46
Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	88	81	92.05	7.95	11.11

Note: Math 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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students that did not receive a score is 10 or less, either because the number of students is too small for statistical accuracy or to protect student privacy.

The number of students tested includes students that did not receive a score; 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 students with scores.

### **CAASPP Test Results in Science for All Students**

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

<i>Subject</i>	<i>School</i>		<i>District</i>		<i>State</i>	
	<i>17-18</i>	<i>18-19</i>	<i>17-18</i>	<i>18-19</i>	<i>17-18</i>	<i>18-19</i>
Science (Gr 5,8 and high school)	--	--	--	--	--	--

Note: The California Science Test (CAST) 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.

### **Courses for University of California and/or California State University Admission**

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

<i>Indicator</i>	<i>Percent</i>
2018-19 Students Enrolled in Courses Required for UC/CSU Admission	8
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	N/A

### **State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (8)  
 - Pupil outcomes in the subject area of physical education.

### **California Physical Fitness Test Results (School Year 2018-19)**

<i>Grade Level</i>	<i>Percent of Students Meeting Fitness Standards</i>		
	<i>Four of Six Standards</i>	<i>Five of Six Standards</i>	<i>Six of Six Standards</i>
Grade 5			
Grade 7	20.2	26.2	27.8
Grade 9			

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Part C (Engagement) begins on the next page.

## C. Engagement

### **State Priority: Pupil Engagement**

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

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

### **Dropout Rate and Graduation Rate**

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Dropout Rate				7.6	13.1	11.2	9.7	9.1	9.6
Graduation Rate				86.5	73.1	72.1	83.8	82.7	83

### **State Priority: School Climate**

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

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

### **School Safety Plan - Most Recent Year**

This section provides information about the school's comprehensive safety plan.

All teachers and staff are trained on basic emergency procedures. Additionally we have an Emergency Response Team. We have monthly fire drills and yearly duck and cover drills. Teachers can participate in the CPR training. We have a full-time San Francisco Police Officer assigned to Everett as a part of the School Resource Officer (SRO) program. We currently have three security guards, one on each floor. All visitors must sign in at the main office before they walk around the building.

### **Suspensions and Expulsions**

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Subject	School			District			State		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Suspensions	5.5	5.4	6.0	1.6	1.6	1.7	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### **State Priority: Parental Involvement**

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

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

### **Opportunities for Parental Involvement**

This section provides information about opportunities for parents to become involved with school activities.

Parent involvement is encouraged at Everett. We have a full-time parent liaison, Denise Rueda. There are monthly School Site Council Meetings, English Language Advisory Committee meetings and PTA meetings. Parents are also encouraged to attend all events and activities such as plays, art shows, sporting events, Math/Science/Literacy Nights, Back to School Night, College going night, ACT Review Night, and field trips.

If you are interested in parental involvement opportunities, please contact the principal at the school:

**Lindsay Dowdle**

**415-241-6344**

Section D (Other SARC Information) begins on next page.

## Section 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)**

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	Avg Class Size	2016-17			Avg Class Size	2017-18			Avg Class Size	2018-19		
		Number of Classrooms				Number of Classrooms				Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6	26	5	45	6	22	12	35	1	26	6	37	2
Other												

### **Average Class Size and Class Size Distribution (Secondary)**

This table displays by subject area the average class size and number of classrooms that fall into each size category (a range of total students per classroom).

Subject	Avg Class Size	2016-17			Avg Class Size	2017-18			Avg Class Size	2018-19		
		Number of Classrooms				Number of Classrooms				Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	24	5	11	1	12	38	12		20	28	20	4
Math	19	11	8		21	10	12		21	9	15	
Science	25	3	10	1								
Social Science	27	1	9	1	24	5	10		26	4	12	

### **Academic Counselors and Other Support Staff (School Year 2018-19)**

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time. Note: For various reasons, including funding sources and employees serving multiple locations, many of the staff in these positions are listed as working at central administrative offices, and so, will not show up under a particular school's staffing count. This includes the following FTE: Counselors - 11.8, Librarians - 31.6, Nurses - 55.3, Psychologists/Social Workers - 111.6 and Resource Specialists - 155. If additional information is needed regarding staffing in these particular support roles, please contact the school.

<i>Title</i>	<i>Number of FTE Assigned to School</i>	<i>Average Number of Students per Academic Counselor</i>
Academic Counselor	1	681
Library Media Teacher (Librarian)	1	----
Library Media Services Staff (Paraprofessional)		----
Psychologist / Social Worker		----
Nurse		----
Speech/Language/Hearing Specialist		----
Resource Specialist (non-teaching)	1.5	----
Other		----

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

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. The option to report expenditures and salaries for the benefit of all schools in the district equally has been used. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

<i>Level</i>	<i>Total Expenditures Per Pupil</i>	<i>Expenditures Per Pupil (Restricted)</i>	<i>Expenditures Per Pupil (Unrestricted)</i>	<i>Average Teacher Salary</i>
School Site	\$6,103	\$1,036	\$5,067	\$73,379
District	----	----	\$5,067	\$73,379
Percent Difference - School Site and District	----	----	0%	0%
State	----	----	\$7,506.64	\$82,403
Percent Difference - School Site and State	----	----	-33%	-11%

**Types of Services Funded (Fiscal Year 2018-19)**

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Below are a list of services provided by the school thanks to grants and other programs districtwide:

Counselor 8th, Newcomer-Counsels students works with parents and outside agencies.

Counselor 6th, 7th-Counsels students and works with parents and outside agencies.

Instructional Reform Facilitator-Works with teachers in the classroom to improve instruction and academic growth.

Full Time Nurse-Helps students in need, provides professional development for the staff and teaches students about health

Psychologist-Works with our Special Education Department

Librarian-Has the library open before school, during lunch and after school.

Social Worker-Works with the counseling staff, students and parents and heads up the Wellness Center.

Wellness Center-A place for student to go when they need to speak to someone.

Good Samarathians-Works with groups of students.

Brothers Against Guns-Works with groups of students.

Hansen Bridget Law Firm-Provides tutors, resources and rewards for students.

BEACON/ExCel After School Program(Free)-Provides tutoring, enrichment and recreation for students after school.

Food Pantry-Provides food for families in need.

AVID-Helps to create a college going culture in the school.

GEAR-UP- Helps to create a college going culture in the school.

### **Teacher and Administrative Salaries (Fiscal Year 2017-18)**

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found at the CDE Web site at:

<http://www.cde.ca.gov/ds/fd/cs/>.

<i>Category</i>	<i>District Amount</i>	<i>State Average For Districts In Same Category</i>
Beginning Teacher Salary	\$47,028	\$48,612
Mid-Range Teacher Salary	\$77,010	\$74,676
Highest Teacher Salary	\$96,368	\$99,791
Average Principal Salary (Elementary)	\$114,660	\$125,830
Average Principal Salary (Middle)	\$120,566	\$131,167
Average Principal Salary (High)	\$124,586	\$144,822
Superintendent Salary	\$310,000	\$275,796
Percent of Budget for Teacher Salaries	33	34
Percent of Budget for Administrative Salaries	6	5

### **Advanced Placement Courses (School Year 2018-19)**

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

<i>Subject</i>	<i>Number of AP Classes Offered</i>	<i>Percent of Students in AP Courses</i>
Computer Science	0	----
English	0	----
Fine and Performing Arts	0	----
Foreign Language	0	----
Mathematics	0	----
Science	0	----
Social Science	0	----
All Courses	0	0



## **Professional Development**

This section provides information about the program for training the school's teachers and other professional staff.

Professional development is a part of every site plan and a major component of instructional support to departments. The district's professional development program provides opportunities for teachers to implement the district's core curriculum for all students, update subject area expertise, use data to plan instructional improvement strategies and acquire new instructional strategies. Leadership development across content areas is facilitated centrally, and for educators and parents each school continues to provide some full days of professional development during the academic year.

**End of SARC Document.**